

**Board of Education Regular Meeting
Monday, June 12, 2023 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, June 12, 2023 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. Invited Presentations and Discussions with Presenters
 - V.A. Presentation by Principal Ehler on Interactive Boards.
- VI. Board Committee Reports and Recommendations
- VII. Action Items
 - VII.A. Consent Agenda
 - VII.A.1. Minutes of Previous Meeting
 - VII.A.2. Bills
 - VII.A.3. Board Member Reports
 - VII.A.4. Reports and Correspondence Requiring No Action
 - VII.A.4.a. General Reports and Financial Reports
 - VII.A.4.b. Reports for Information Only
 - VII.A.5. Approval of Contracts within Policy Guidelines
 - VII.B. Discuss, Consider, and Take All Necessary Action to Purchase SMART Boards
 - VII.C. Discuss, Consider, and Take All Necessary Action to the Evaluation of the Superintendent.
 - VII.D. Discuss, Consider, and Take All Necessary Action to the Compensation for Additional Duties of the High School Principal and the Activities Director
 - VII.E. Discuss, Consider, and Take All Necessary Action in Regard to Receiving Recommendations of the Committee on American Civics for Student Board Representatives and Appointment of Student Board Representatives for the 2023-2024 School Term
 - VII.F. Discuss, Consider, and Take All Necessary Action in Regard to Approval of the Following Handbooks for the 2023-2024 School Term: Activities Handbook for Head Coaches and Sponsors, and the Student and Parent Activities Handbook, Certificated Staff Handbook, and Substitute Teacher Handbook.

- VII.G. Discuss, Consider, and Take All Necessary Action in Regard to Adoption of the NSAA-Related Activities Budget for the 2023-2024 School Term
- VIII. Discussion Items
 - VIII.A. Discussion in Regard to Extra-Duty Assignments
 - VIII.B. Review and Discussion of Policies 4000 through 4020A in the 4000 series.
- IX. Reports
 - IX.A. Principals and District Administrators
 - IX.B. Superintendent
- X. Set Next Meeting Date
- XI. Adjournment

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

Bayard School Board of Education

Annual Calendar

January	February	March	April	May	June
* Oath of Office * Board Officer Elections * Designate Depository of the District * Designate Legal Firm for the District * Designate Auditors for the District * Designate Official to Apply for Grants and Testify Before Legislature * Board Code of Ethics * Discuss Board Committees * Approve Policy Manual * Review of Accountability and Disclosure Commission Conflict of Interest Reporting Form * NASB Legislative Issues Conference	* Committee on American Civics Meeting * Policy Committee Meeting * Board Committee Assignments * Review Draft of School Calendar * Curriculum Review and Approve Course Catalog * Approve Negotiated Agreement with BEA * Update on State Standards Requirements * Discuss and Take Action on Compensation of Principals and Directors * NASB President's Retreat * NASB Budget and Finance Workshop * NSBA Advocacy Institute	* Curriculum Committee Meeting * Building Committee Meeting * Approve School Calendar * Adopt Resolution Pertaining to Non-Resident Students * Tour of School Buildings, Facilities, Bus Barn * Review 5 Year Facilities Plan * Consider Curriculum Proposals * Discuss Compensation of Superintendent * NASB Membership Renewal * NAEP State Convention	* Board Workshop * Board Self-Assessment And Board Goals * Approve FFA Trip to National FFA Convention * Review Strategic Plan Progress Report * Take Action on Compensation of Superintendent * NASB Spring Legal Workshop * NRCSA Conference * NSBA Annual Conference and Exposition	* Review Extra-Duty Assignments * Approve Classified Staff Handbook, Preschool Handbook, and Pathfinders Program Handbook * Finalize Plan for District Summer Improvements * Review Pathfinders Program * Distribute Superintendent Evaluation (Long Form) * Attend Graduation Ceremony * Attend Staff Retirement Recognition	* NSAA Related Activities Budget * Approve Activities Handbook for Head Coaches and Sponsors, Student and Parent Activity Handbook, and Student and Parent Handbook * Review State Aid Certification * Transportation Director Report * Evaluate Superintendent (Long Form) and Superintendent Goals * NASB School Law Seminar

Bayard School Board of Education

Annual Calendar

July	August	September	October	November	December
* Policy Committee Meeting * Establish Prices for Athletic Admission and Activity Tickets * Establish Prices for School Lunch and Breakfast Programs * Reaffirm Vision Statement, Mission Statement, and Core Covenants * Approve Certificated Staff Handbook and Substitute Teacher Handbook * Hearing on Student Fee Policy, Parental Involvement Policy, Student Anti-Bullying Policy, and School Wellness Policy	* Budget and Audit Committee Meeting for District Budget * Budget and Audit Committee Meeting with Auditors * Tour of School Buildings, Facilities, and Bus Barn * Authorize Payment of Bills Through End of August * Review Annual Emergency Plan * District School Safety Assessment * Board Welcome of New Staff * Board Staff Steak Fry * NASB Area Membership Meetings	* Budget Hearing * Final Tax Request Hearing * Adopt District Budget * Approve Tax Resolution For General Fund, Special Building Fund, and Bond Fund * Review Summer School Program * NASA/NASB Labor Relations Conference	* Policy Committee Meeting * Board Workshop * Consider BEA Request for Recognition as Bargaining Agent * Discuss Negotiations Timeline and Collective Bargaining with BEA * Review Fall District Enrollment Numbers * Review SPED and HAL Programs * Review Statewide Assessment Results * Appoint NASB Delegate Assembly Representative * NASB Facilities and Construction Workshop	* Committee on American Civics Meeting * Teacher Staff Committee Meeting for Negotiations * Approve Audit/Annual Financial Report * Review ACT Results * Prom Plan Presentation * Review District Annual Report * Request Nominations for the Volunteer Section of the Mike Cillessen Memorial Board * Distribute Superintendent Evaluation (Short Form) * NASB State Education Conference * NASB Delegate Assembly	* Teacher Staff Committee Distributes Staff Recognition Items * Select Nominations for the Volunteer Section of the Mike Cillessen Memorial Board * Superintendent Evaluation (Short Form) * NASB New Board Member Workshop

POLICY NO. 9106 - BOARD MEMBER CODE OF ETHICS

Board members' actions, verbal and nonverbal, reflect the attitude and the beliefs of the school district. Therefore, board members must conduct themselves professionally and in a manner fitting to their position.

Each board member shall follow the code of ethics stated in this policy.

AS A SCHOOL BOARD MEMBER:

1. I will listen.
2. I will respect the opinion of others.
3. I will recognize the integrity of my predecessors and associates and the merit of their work.
4. I will be motivated only by an earnest desire to serve my school district and the children of my school district community in the best possible way.
5. I will not use the school district or any part of the school district program for my own personal advantage or for the advantage of my friends or supporters.
6. I will vote for a closed session of the board if the situation requires it, but I will consider "secret" sessions of board members unethical.
7. I will recognize that to promise in advance of a meeting how I will vote on any proposition which is to be considered is to close my mind and agree not to think through other facts and points of view which may be presented in the meeting.
8. I will expect, in board meetings, to spend more time on education programs and procedures than on business details.
9. I will recognize that authority rests with the board in legal session and not with individual members of the board, except as authorized by law.
10. I will make no disparaging remarks, in or out of the board meeting, about other members of the board or their opinions.
11. I will express my honest and most thoughtful opinions frankly in board meetings in an effort to have decisions made for the best interests of the children and the education program.
12. I will insist that the members of the board participate fully in board action and recommend that when special committees are appointed, they serve only in an investigative and advisory capacity.
13. I will abide by majority decisions of the board.
14. I will carefully consider petitions, resolutions and complaints and will act in the best interests of the school district.
15. I will not discuss the confidential business of the board in my home, on the street or in my office; the place for such discussion is the board meeting.
16. I will endeavor to keep informed on local, state and national educational developments of significance so I may become a better board member.

IN MEETING MY RESPONSIBILITY TO MY SCHOOL DISTRICT COMMUNITY:

1. I will consider myself a trustee of public education and will do my best to protect it, conserve it, and advance it, giving to the children of my school district community the educational facilities that are as complete and adequate as it is possible to provide.
2. I will consider it an important responsibility of the board to interpret the aims, methods and attitudes of the school district to the community.
3. I will earnestly try to interpret the needs and attitudes of the school district community and do my best to translate them into the education program of the school district.
4. I will attempt to procure adequate financial support for the school district.
5. I will represent the entire school district rather than individual electors, patrons or groups.
6. I will not regard the school district facilities as my own private property but as the property of the people.

IN MY RELATIONSHIP WITH THE SUPERINTENDENT AND EMPLOYEES:

1. I will function, in meeting the legal responsibility that is mine, as part of a legislative, policy-forming body, not as an administrative officer.
2. I will recognize that it is my responsibility, together with that of my fellow board members, to see the school district is properly run and not to run them myself.
3. I will expect the school district to be administered by the best-trained technical and professional people it is possible to procure within the financial resources of the school district.
4. I will recognize the superintendent as executive officer of the board.
5. I will work through the administrative employees of the board, not over or around them.
6. I will expect the superintendent to keep the board adequately informed through oral and written reports.
7. I will vote to hire employees only after the recommendation of the superintendent has been received.
8. I will insist that contracts be equally binding on teachers and board.
9. I will give the superintendent power commensurate with the superintendent's responsibility and will not in any way interfere with, or seek to undermine, the superintendent's authority.
10. I will give the superintendent friendly counsel and advice.
11. I will present any personal criticism of employees to the superintendent.
12. I will refer complaints to the proper administrative officer.

TO COOPERATE WITH OTHER SCHOOL BOARDS:

1. I will not employ a superintendent, principal or teacher who is already under contract with another school district without first securing assurance from the proper authority that the person can be released from contract.
2. I will consider it unethical to pursue any procedure calculated to embarrass a neighboring board or its representatives.
3. I will not recommend an employee for a position in another school district unless I would employ the individual under similar circumstances.
4. I will answer all inquiries about the standing and ability of an employee to the best of my knowledge and judgment, with complete frankness.
5. I will associate myself with board members of other school districts for the purpose of discussing school district issues and cooperating in the improvement of the education program.

Legal Reference: Neb. Statute 79-526

Adopted: 10-08-12

Reviewed: 1-12-15, 1-11-16, 5-8-17, 1-14-19, 3-11-19, 1-13-20

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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Committee on American Civics Meeting

Monday, May 8, 2023 6:00 PM

Bayard High School Library
726 4th Avenue
Bayard, NE 69334

I. Opening the Meeting

I.A. Call to Order

Time 6:06p.m.

I.B. Open Meetings Act

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 of Committee Members

Bill Ferrero and Donna Stuart present. Board Member Kim Burry arrived at 6:21p.m. Superintendent Olson and Principal Rice were present.

I.E. Status of Absent Committee Members

Motion Passed: Motion to approve Kim Burry absent passed with a motion by Donna Stuart and a second by Bill Ferrero.

Votes: Donna Stuart yea, Bill Ferrero yea, Kim Burry absent.

II. Approval of Agenda

Motion Passed: Motion to approve the agenda was made by Donna Stuart and seconded by Bill Ferrero.

III. Introduction of Guests

IV. Public Comments

V. Review Nebraska State Statute 79-724

The board reviewed Nebraska State Statute 79-724

VI. Committee Discussion Items

VI.A. Discussion Regarding Social Studies Curriculum and Instruction Compliance with Nebraska State Statutes 79-719 to 79-723 and the Social Studies Standards Adopted by the Nebraska State Board of Education.

The board discussed the social studies curriculum and instruction compliance with the Nebraska State Statutes 79-719 to 79-726 and the social studies standards adopted by the Nebraska State Board of Education.

VI.B. Discussion Regarding Compliance with Statutory Requirements for Students

The board discussed compliance with statutory requirements for students.

VI.C. Discussion Regarding Curricular Materials/Resources and Recommendations for Updating of Altering Curricular Resources

The board discussed curricular materials.

VI.D. Discussion Regarding Potential Strategies to Increase Positive Student Civics Participation in the Bayard Public Schools Community

The board discussed strategies to increase positive student civics participation.

VII. Set Next Meeting Date

Next meeting set for November 13, 2023 at 6:00p.m.

VIII. Adjourn

Motion Passed: Motion for adjournment at 6:43p.m. passed with a motion by Donna Stuart and a second by Bill Ferrero

Votes: Donna Stuart yea, Bill Ferrero yea, Kim Burry yea

Secretary

Board of Education Regular Meeting

Monday, May 8, 2023 7:00 PM

Bayard High School Library
726 4th Avenue
Bayard, NE 69334

Carolyn Applegate:	Present
Joe Applegate:	Present
Kim Burry:	Present
Randy Eirich:	Present
Bill Ferrero:	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 Stuart at 07:01p.m. President Stuart 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, Bill Ferrero, Randy Eirich, Joe Applegate, Donna Stuart, Student Board Representative Nate Barker. Administrators present: Superintendent Olson, Principals Ehler and Rice, and Director Nesbitt.

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 Carolyn Applegate.

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Donna Stuart: Yea

III. Introduction of Guests

The guests introduced themselves to the board.

IV. Public Comments

Steven Posey addressed the board.

V. Recognition of Student Achievements

Duck Stamp- Honorable Mentions
Max Schukei
Bristol Schmunk

Boys Golf - MAC Runner-up
All Conference Golf
Connor Cochran - 10th Place
Kalvin Perry - 7th Place
Matt Applegate - 5th Place
Show Choir and HS Choir - Superior Ratings at Districts
Leah and Lexi Nesbitt- Superior Rating, Outstanding vocal performance -Honorable Mention
Taylor Peterson, Jessie Kappen, Shayleigh West, Isabel Maag - Vocal Solo-Superior Rating
Jordyn Neiger and Nate Barker- Vocal Solo - Excellent Rating

MAC Music Contest:
Taylor Petersen- 1st Place Female Vocalist
Shayleigh West - 2nd Place Female Vocalist
Leah and Lexi Nesbitt- 2nd Place Duet
HS Choir - 3rd Overall

State Quiz Bowl-
-Hunter Miller
Kierra Miller
Cambree Schmaltz
Scarlett Norman
Logan Mascher
Trenton Carrizales
Zach Araujo
Taylor Petersen

2022-2023 School Board Representatives:

Kierra Miller

Nate Barker

VI. Student Board Representative Report

Student Board Representative Nate Barker gave his report to the board.

VII. Invited Presentations and Discussions with Presenters

VII.A. Presentation Regarding the Pathfinders Program

Brandy Rowe presented to the board on Pathfinder's program.

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 Carolyn Applegate and a second by Randy Eirich.

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Randy Eirich: Yea, Bill Ferrero: 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.5. Adoption of Policies on First Reading

IX.A.6. Adoption of Policies on Second Reading

IX.A.7. Approval of Contracts within Policy Guidelines

IX.B. Discuss, Consider, and Take All Necessary Action in Regard to Approval of the Classified Staff Handbook, Preschool Handbook, Student Parent Handbook, and the Pathfinders Program Handbook

Motion Passed: Motion to approve the Preschool Handbook, the Student-Parent Handbook, Pathfinders Program Handbook, and the Classified Staff Handbook for the 2023-2024 School Term passed with a motion by Carolyn Applegate and a second by Kim Burry.

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Donna Stuart: Yea

IX.C. Discuss, Consider, and Take All Necessary Action on Finalizing the Plans for District Summer Improvements

Motion Passed: Motion to approve the bid from Johnson Cashway for door locks in the amount of \$6,595 and to spend \$506 on supplies to build the for the ramp door at the high school passed with a motion by Kim Burry and a second by Randy Eirich.

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Donna Stuart: Yea

IX.D. Discuss, Consider, and Take All Necessary Action in Regard to the HVAC Project

Motion Passed: Motion to approve the Final Project Pricing with Community Buildings Solutions for the Classroom HVAC project - \$107,950 and the Gymnasium HVAC project- \$76,845 for the Elementary Building Passed with a motion by Joe Applegate and a second by Randy Eirich.

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Donna Stuart: Yea

IX.E. Discuss, Consider, and Take All Necessary Action to the Purchase of Bus Cameras

Motion Passed: Approve the purchase of a bus camera bid from Midwest Bus Repair in the amount of \$25,305.00 passed with a motion by Bill Ferrero and a second by Randy Eirich.

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Donna Stuart: Yea

IX.F. Discuss, Consider, and Take All Necessary Action in Regard to Providing Two Sections of Personal Finance Classes through Elevate K-12.

Motion Passed: Motion to approve the contract with Elevate K-12 to provide two sections of Personal Finance classes in the amount of \$35,660 passed with a motion by Carolyn Applegate and a second by Joe Applegate.

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Donna Stuart: Yea

IX.G. Discuss, Consider, and Take All Necessary Action to the Approval of Certificated Employment of Randy McKibbin as a Teacher.

Motion Passed: Motion to approve Randy McKibbin as a Teacher passed with a motion by Randy Eirich and a second by Kim Burry.

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Donna Stuart: Yea

IX.H. Discuss, Consider, and Take All Necessary Action to Transportation Staff Compensation.

Motion Passed: Motion to approve transportation staff compensation as recommended passed with a motion by Kim Burry and a second by Randy Eirich.

Votes: Bill Ferrero: Abstain (With Conflict), Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Randy Eirich: Yea, Donna Stuart: Yea

IX.I. Discuss, Consider, and Take All Necessary Action in Regards to Classified Staff Compensation.

Motion Passed: Motion to allow Mr. Olson to set Classified Staff Compensation as presented to the Finance Committee to be more competitive and aligned with the new minimum wage guidelines for 2024 passed with a motion by Kim Burry and a second by Joe Applegate.

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Donna Stuart: Yea

X. Discussion Items

X.A. Discussion Regarding the Superintendent Long Form Evaluation

The board discussed the Superintendent Evaluation Long form.

X.B. Review of the 2023-2024 Extra Duty Assignments

Mr. Nesbitt discussed the 2022 -2024 activity sponsors with the board.

X.C. Discussion in Regard to a Policy Overhaul

Mr. Olson discussed a possible policy overhaul.

X.D. Review and Discussion of Policies 3001 through 3570 in the 3000 series.

The board discussed the 3000 series policy.

XI. Reports

XI.A. Principals and District Administrators

Mrs. Ehler provided her report to the board. Academics: Scheduling for next year is nearly complete. We will be altering our intervention times so that all of K-3 staff and 4-6 staff will be available to work with small groups and maximize the impact of our staff. NWEA and NSCAS assessments are complete. We have tried to make sure that our students are rewarded for their growth over time. We will begin analyzing the NWEA data to help determine our effectiveness over the past year. Leadership: Our Evidence Binder is nearly complete for Lighthouse Review which we will schedule early next fall. Our coach, Alex Martin, had some excellent feedback for us to really highlight all of the leadership skills we have been working so hard on. Next year, we plan to implement Leadership Binders for teachers that will include goals, self-reflection ratings, and accountability partner discussion. Engagement: Early Childhood enrollment continues to increase. Current confirmed enrollment numbers are: 7 Three-Year-Old Preschoolers, 11 Four-Year-Old Preschoolers, 17 Kindergarteners. Summer School planning is underway as well as Summer Pathfinders. We have two field trips planned and will be focused on Problem-Based Learning where students have a topic and complete Math, Science, Language Arts, and Social Studies tasks around that topic. Community: The Elementary Showcase was a big success on Thursday Evening. Our students were able to showcase their work in several areas. Our annual basket auction also raised over \$1000 for more PE and Recess equipment. The Elementary Music Concert was a big success. Miss Schmidt has done a great job with our music program this year. School Clean-Up Day is planned for May 12.

Dr. Rice provided her report to the board. Academics: NWEA testing is complete. 32 students met or exceeded their growth goal and will be rewarded with ice cream sundaes. We are currently in the process of conducting makeup testing, and so there may be a few more to add to the list. ♦ Here are the results of the Junior Class' ACT scores Average--19.1 (+1.5 from last year) Math--17.8 (+.7 from last year) Science--19.1 (+1.2 from last year) English--19.1 (+2.2 from last year) Reading--20 (+2.4 from last year) Writing--6.2 (-.3 from last year) Range--10-31 Mode--12 We had 27 students take the test, which is 100% compliance. Of those, 22 have taken it before and went up an average of 2.5 points. The largest increase was 5. The average score for likely college-bound students is 21.19. The average score for likely non-college-bound students is 11.67. Scheduling for next year is still in progress. We have hit several snags in this process this year. Mrs. Rafferty is hopeful that this can be completed before the students leave for summer break. We are in the process of finalizing summer school. All students who qualify will attend from 8am-12pm unless other arrangements have been made. Summer School dates are May 25 - June 9, 2023. We have been unsuccessful in securing a business teacher for next year to teach Personal Finance. We have now visited with Elevate K-12. This company offers DL style classes to help fill the needs of schools across the United States due to the teacher shortage. A syllabus and proposal from this company has been uploaded into the Sparq system. Leadership: Mr. Nesbitt is to be commended for his leadership at the B-C-D Track Meet. Community clean-up is scheduled for Friday, May 12th. Students will be cleaning up our campus to prepare for graduation on Saturday, May 13th. Engagement: The Student Showcase and Spring music programs were a big success. Thank you to all of the teachers for their part in making this event a success. Community: Mr. Rafferty and the FFA Chapter are to be commended for the success of the Greenhouse Open House held on May 5th. Current enrollment is 165 students at the

secondary level. School Physicals were completed on May 1st. I would like to commend Mr. Nesbitt and Nurse Jobman for their leadership.

Mr. Nesbitt provided his report to the board. Academics: We ran grade reports to check for eligibility throughout the previous month. The number of students on this list has been lower over the past month. Participating students on this list are becoming lower with the academic intervention policy after school. Leadership: I submitted activities sponsor list for the 2023-2024 school year. We have filled most of the positions, but have a few open positions. Some of those positions have may not be filled next year such as SkillsUSA due to needing special certifications, cutting back even more in JH football, and a couple others that we plan to fill. Also, girls wrestling is on the rise and due to that they have created a new JH girls wrestling season for the schools. It will be after the first of the year, which will create a new activity to our list for coaches. We did cut back in many activities, and we will have less sponsors than the previous year to help with the budget. The only change would be if counts would go up, we would have to be sure to have a 10 students to 1 coach ratio to ensure safety of our students, school, and coaches. We have some students working to increase numbers for groups next year. These students have show initiative to increase participation by talking with younger students about being a part of different activities next year. We had 3 students in the top 10 at the MAC golf tournament at the end of April at Bayside outside Ogallala. Matt Applegate placed 5th with a 95, Calvin Perry with a 97, and Connor Cochran with a 99. Jade Gier and Joe Hopkins also finished in the top 20. They finished 2nd as a team that day in the MAC. The golfers have participated in many meets and Mr. Roberts is to be commended for his coaching as kids are seeing growth on the course. The track teams qualified 2 boys, and 6 girls for the Best of the West in high school. Kolby Houchin who was 2nd in the pole vault and 8th in the 400. Nate Barker was 6th in the 3200. Danika Hassel was 1st in the long jump and set a new school record that was set back in 1973. Kierra Miller placed 2nd in the 3200 and 3rd in the 1600. Dani Harter placed 4th in the 100 with a tied time with a girl from Sidney. The girls 4x100 relay team placed 5th as a team that included (Jessi Kappen, Danika Hassel, Shelbie McKibbin, and Dani Harter with Carlie McKibbin as the alternate. Cambree Schmaltz was unable to run as she was in OKC. The JH track team qualified 4 boys and 4 girls for the Best of the West JH school. Jacob Carrizales placed 1st and set a new meet record in the pole vault. Emilee placed 4th in the pole vault, 8th in the 1600, ran the 800, and was part of the 5th place 4 x 800 meter relay team. The others on the 4 x 800 meter relay team was Jade McAllister, Zoe Mascher, and Braylee Halverson. Cambree Schmaltz placed 94th out of more than 360 participants in OKC at the National land judging. Riley, Taylor, Nolan participated and had some great experience while competing. It was a great experience for the students and Mr. Rafferty he told me. District music was last month and we saw some great things in Alliance. Kierra Miller received an award for her trombone solo. Leah and Lexi Nesbitt received an Outstanding Performance Honor Mention award for their duet. The choir and show choir both received superior ratings for their performances that day. We had a large amount of students who also did other solos, duets, and groups that performed well that day. Our Quiz Bowl team participated at the State Quiz bowl meet in Hastings. The finished in the top 4 in the state. They had an extremely successful season winning the WTC and qualifying for state for the second straight year. Engagement: The FFA had their end of the year banquet and had a great turnout. They had many awards, showcased yet another great FFA year, saw our senior leaders off, and they welcomed in the new officers. It was a great night for the FFA to showcase for our students, staff, families, and community members. Matt Erdman with Veritas came and worked with our students in our weights classes to help them understand the importance of speed and

agility. He also talked with them about college expectations and the importance of education along with hardwork in their activities. Joel Duffield a state record holder in track and field for Morrill high school in the early 2000's reached out to volunteer his time to help with starts and our sprinters. We have seen a difference already and appreciate him sharing his expertise with us. The Clubs for Youth will be coming out to give our girls golf team the clubs and have 3 days of instruction from a PGA professional golfer. We are excited to welcome them to the Chimney Rock Golf course for this event. The EdRising students are nearing their goal to attend Orlando for their competitions. They still have some fundraisers they will be completing to continue towards their goal. Community: Mr. Rafferty and the FFA Chapter are to be commended for the success of the Greenhouse Open House held on May 5th. School Physicals were completed on May 1st. I would like to commend Nurse Jobman for their leadership. We also want to thank Morrill County Community Hospital for coming out to help with these physicals for our students. We recently reached out to FNBO for a possible sponsorship to help the city get a scoreboard that would benefit our high school program along with our community programs. We will have to talk with the city and board if this sponsorship works out. We have gotten some more donations for the track timing system over the past few weeks. We have been looking at a few places for storage containers for our track mats and equipment. This will help to ensure safety when putting these items away and also with the protection of our facilities. We would like to see this come to light to ensure the safety during clean up. StorAul in Scottsbluff 20' x 8' with a rental price of \$90 per month and 40' x 8' with a rental price of \$175 per month. Will call to see about buying costs. Prairie Storage in Alliance has 20' x 8' with a rental price of \$95 per month and 40' x 8' with a rental price of \$170 per month. Storage Container HQ in Scottsbluff has 20' x 8' buying cost of \$3162-\$3712, 30' x 8' buying cost of \$3825-\$4490, and 40' x 8' buying cost of \$4325-\$5088. Storage units in Potter, Ne starting at \$2500. We are requesting more info now.

Dr. Radford provided her report to the board. Academics: We have one senior graduating this May. The special education teachers have been working very hard to get state and district assessments completed with all of our students. They have also worked hard to motivate students to do their best on these assessments. We have had 2 new students move in. Their case managers have worked hard at completing their special education paperwork before the end of the school year. 6th-grade students participated in Shadow Day in the secondary building. Teaching Strategies GOLD reports are being cleaned up and prepared for OSEP reporting at the end of May.

Leadership: Our Targeted Improvement Plan (TIP) was submitted to NDE April 24, 2023. Next year we will complete the MTSS Self-Assessment provided by NDE as a part of our TIP Plan. I attended the PRT (Planning Region Team) meeting on April 20, 2023 in Alliance. I will also attend the PRT data retreat this June in Chadron. Engagement: Extended School Year (ESY) services have been determined for our eligible students. Mrs. Ashmore will be teaching the ESY academic services. ESU is contracted to provide summer services for speech and OT.

Community: Students attended career day at school, which is a great opportunity to be exposed to different careers and opportunities after graduation. Students are participating in Community Clean Up Day.

XI.B. Superintendent

Mr. Olson provided his report to the board. Spanish teacher search vs. DL delivery. Personal Finance requirements will be met via a modified form of DL through Elevate K-12. Industrial arts

offerings will continue but at a reduced rate due to Rule 10 accreditation concerns. Sped needs not met will be filled by ESU 13 for the birth to 5 age group.

XII. Set Next Meeting Date

Next meeting set for June 12, 2023

XIII. Adjournment

Motion Passed: Motion for adjournment at 8:44p.m. by Kim Burry and a second by Carolyn Applegate.

Votes: : Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Donna Stuart: Yea

Secretary

Bayard Public Schools

6/12/2023

GENERAL FUND

Vendor Name	GL Acct #	Description	Amount
20/20 TECHNOLOGIES LLC	01 2660 330 000 000 0	remote service-cameras	22.50
	01 2510 382 000 000 0	telephones	6,037.00
	Total		6,059.50
ACCO BRANDS USA LLX	01 2410 610 002 002 2	supplies	342.40
	Total		342.40
Ahlers Baking Inc.	01 2410 610 001 001 1	6 Doz. Donuts	95.84
	Total		95.84
ALARM SECURITY TECHNICIANS	01 2620 352 002 002 2	ast monitoring	28.95
	01 2620 352 001 001 1	ast monitoring	28.95
	Total		57.90
Amazon Capital Services	01 2660 610 000 000 0	heavy duty storage container tote	73.99
	01 1100 610 000 000 0	2pcs set(22.44x17.32" and 17.32x13.22"	34.99
	01 1100 610 000 000 0	Paper Portfolio 20x26	185.20
	01 2410 610 002 002 2	UNIWA Electronic Whistles, 2 Pack	18.99
	01 6989 610 000 000 0	Reusable Water Balloons	15.99
	01 6989 610 000 000 0	Latex ballons	19.99
	01 1100 610 000 000 0	NUOLAISUN LCD Screen Replacement	99.90
	01 6422 591 003 000 0	Doorway Sensory Swing	127.97
	01 6422 591 003 000 0	Urbanized Weighted Utensils	57.98
	01 6422 591 003 000 0	Wooden Sorting Box	19.79
	01 6422 591 003 000 0	Learn to Dress Board	17.59
	01 6421 591 003 000 0	Time Activity Set	32.10
	01 2620 610 002 002 2	Thermostat model 33cs450-01	190.00
	01 1100 610 000 000 0	Canon EOS Rebel T7 DSLR Camera 2	499.00
	01 3540 610 002 002 2	https://www.amazon.	8.18
	01 3540 610 002 002 2	shipping	14.67
	01 3540 610 002 002 2	promos	(7.68)
	01 3540 610 002 002 2	https://www.amazon.	15.51
	01 3540 610 002 002 2	https://www.amazon.	10.99
	01 3540 610 002 002 2	https://www.amazon.	9.99
	01 3540 610 002 002 2	https://www.amazon.com/Skate-Kate-	4.95
	01 3540 610 002 002 2	https://www.amazon.com/Turtleback-	6.51
	01 3540 610 002 002 2	https://www.amazon.com/Noodles-	6.47
	01 3540 610 002 002 2	https://www.amazon.com/Dont-Pigeon-	16.09
	01 3540 610 002 002 2	https://www.amazon.com/Llama-Time-	16.49
	01 1100 733 001 001 1	Computer podium	221.98
	01 1100 733 001 001 1	Stool for podium	79.99
	01 1100 610 001 001 1	Need more bumper plates for weight room	318.98
	01 2660 610 000 000 0	promo discount	(30.97)
	01 2660 610 000 000 0	SINGLE ORAGNE - KAYGO Reflective	11.97
	01 2660 610 000 000 0	SINGLE YELLOW - KAYGO Reflective	3.99
	01 2660 610 000 000 0	ID Badge Holder with Lanyards 50 Pack	21.57
	01 2660 610 000 000 0	Antner 18pcs Binder Pockets Letter Size	35.98
	01 2660 610 000 000 0	EOOUT 8 Pack Plastic File Folders with C	32.97
	01 2660 610 000 000 0	Cardinal Economy 3-Ring Binders, 5/8"	27.99
	01 2660 610 000 000 0	ThinkTex 26 Pockets Expanding File	16.39
	01 2660 610 000 000 0	ORACAL 5400 Reflective Craft Safety	78.72
	01 2660 610 000 000 0	shipping	15.23
	01 6421 610 003 000 0	Melissa & Douq Food groups- Play food	21.99
	01 6421 610 003 000 0	Plastic Silverware	9.99
	01 6421 610 003 000 0	Small dustpan and Brush Set	7.18
	01 6421 610 003 000 0	6 pairs Socks	9.99
	01 6421 610 003 000 0	Mini Plastic Tongs	10.99
	01 6421 610 003 000 0	Kid's Crest toothpaste (12 Pack)	7.00
	01 6421 610 003 000 0	kids tooth brushes (25 Pack)	13.89
	01 6421 610 003 000 0	colorful Pom Poms	5.99
	01 6421 610 003 000 0	Hair Combs (12 pack)	4.99
	01 6421 610 003 000 0	Clothing and weather flash cards	22.99
	01 2410 610 002 002 2	https://www.amazon.	43.50
	01 2410 610 001 001 1	Building Thinking Classrooms Bundle	234.75
	Total		2,775.29
B & C STEEL CORPORATION	01 1100 610 000 000 0	sheet metal	177.60
	Total		177.60
BAYARD AUTOMOTIVE	01 1100 610 001 001 1	floor dry	35.46
	01 1100 610 001 001 1	1/4 ready bolt to repair greenhouse	4.17
	01 2710 610 000 000 0	Bus parts bus 11	15.99
	01 2710 610 000 000 0	Bus Parts 09	259.72
	01 2710 610 000 000 0	Bus partsCharter	13.37

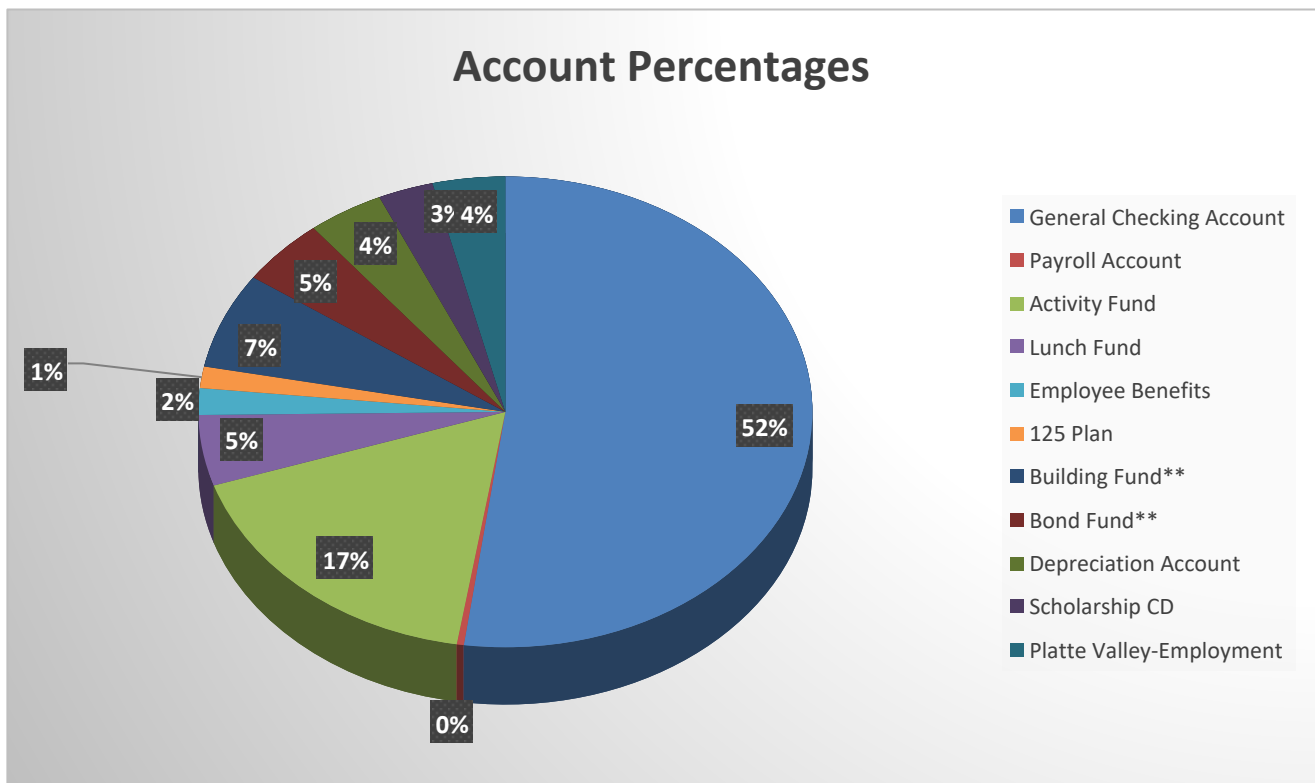
	01 2710 610 000 000 0	suburban	12.20
	Total		340.91
BAYARD PUBLIC SCHOOLS - ACTIVITY	01 6968 610 002 002 2	flowers	39.00
	01 2310 610 000 000 0	student recognition coupons	50.00
	01 3540 610 002 002 2	graduation snow cones	52.00
	Total		141.00
BAYARD PUBLIC SCHOOLS - LUNCH	01 6200 610 004 000 0	elemntary showcase parent engagment	227.36
	Total		227.36
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	1,809.18
	Total		1,809.18
BRADY, DEE	01 1100 352 001 001 1	accompanist	275.00
	01 1100 352 001 001 1	accompanist	201.74
	Total		476.74
BROWN INDUSTRIES, INC	01 2320 610 000 000 0	Alumni pins	775.00
	01 2320 610 000 000 0	Shipping	29.00
	Total		804.00
CANNON FINANCIAL SERVICES	01 1100 810 001 001 1	copier rental	142.45
	01 1100 810 002 002 2	copier rental	142.45
	01 1100 810 001 001 1	copier lease	142.45
	01 1100 810 002 002 2	copier lease	142.45
	Total		569.80
Capital One	01 6968 610 002 002 2	cooking club	28.94
	Total		28.94
CARDMEMBER SERVICE	01 2510 810 000 000 0	mailchimp	13.00
	01 2510 531 000 000 0	postage	48.71
	01 2510 810 000 000 0	subscriptions	187.99
	01 2710 610 000 000 0	parts	65.76
	01 2510 580 000 000 0	nasbo conf	763.41
	01 2510 810 000 000 0	interest	272.07
	01 2410 610 001 001 1	teacher appreciation	81.18
	01 2410 610 001 001 1	teacher appreciation	92.00
	01 2410 610 001 001 1	Tablecloth for graduation table	13.89
	01 2410 610 001 001 1	Graduation Decorations	8.59
	01 3540 610 002 002 2	pre k graduation outfits	467.64
	01 6422 591 003 000 0	Executive Function in the Early Childhoo	63.85
	Total		2,078.09
CENTRAL REACH	01 6421 610 003 000 0	CR Assessments Per Learner	1,800.00
	01 6421 610 003 000 0	CR Assessments Fidelity Package -	1,000.00
	01 6421 610 003 000 0	Initial Data Setup & Implementation	750.00
	Total		3,550.00
CENTURY LINK	01 2510 382 000 000 0	#0450 telephone	171.66
	01 2510 382 000 000 0	#1785 telephone	467.44
	01 2510 382 000 000 0	#7931 telephone	195.29
	01 2510 382 000 000 0	#1510 telephone	147.85
	Total		982.24
CITY OF BAYARD	01 2610 621 000 000 0	#31200 electric	37.00
	01 2610 621 001 001 1	#75400 electric	4,940.63
	01 2610 410 001 001 1	#75400 utilities	1,277.75
	01 2610 621 002 002 2	#75600 electric	2,540.54
	01 2610 410 002 002 2	#75600 utilites	1,123.50
	Total		9,919.42
COACH MASTERS INC	01 2710 610 000 000 0	Rear side Glass	2,589.00
	Total		2,589.00
CONNECTING POINT	01 1100 810 001 001 1	service contract-copiers	597.18
	01 1100 810 002 002 2	service contract-copiers	597.17
	Total		1,194.35
CULLIGAN WATER CONDITION	01 2610 610 001 001 1	r/o	109.90
	01 2610 610 002 002 2	r/o	27.50
	Total		137.40
DAS STATE ACCOUNTING - CENTRAL	01 1100 382 000 000 0	mar23 network	238.13
	01 1100 382 000 000 0	apr23 network	238.13
	Total		476.26
DEMCO INC.	01 2220 610 002 002 2	book jackets bookmarks	105.74
	01 2220 610 002 002 2	shipping	11.63
	Total		117.37
DUEKER, NEAL	01 2710 332 000 000 0	mileage reimb	123.48
	01 2710 332 000 000 0	mileage reimbursement	51.45
	Total		174.93
EDUCATIONAL SERVICE UNIT #13	01 1292 591 003 000 0	sup 0-2 sped programs	46.27
	01 1292 591 003 000 0	sup 0-2 ot	4.82

	01 2153 591 003 000 0	0-2 speech	578.41
	01 2163 591 003 000 0	0-2 ot	60.30
	01 2171 591 003 001 1	secondary pt	37.80
	01 1200 330 003 002 2	sup elem ot	106.20
	01 1200 591 003 002 2	sup esu programs sa	746.98
	01 1200 330 003 000 0	sped inservice	69.30
	01 6408 591 004 000 0	meridian a programs	2,099.00
	01 1200 591 003 001 1	sup meridian speech secondary	15.52
	01 1200 591 003 001 1	sup pt secondary	3.02
	01 1291 112 003 000 0	sup 3-5 ot	61.78
	01 1291 112 003 000 0	sup 3-5 esu programs	80.21
	01 2161 591 003 002 2	elem ot	1,327.50
	01 2162 591 003 000 0	3-5 ot	772.20
	01 2152 591 003 000 0	3-5 speech	1,002.58
	01 2151 591 003 001 1	secondary speech	265.81
	01 2151 591 003 002 2	elem speech	4,695.66
	01 2151 591 003 001 1	secondary speech meridian	194.04
	01 2141 591 003 000 0	psych counseling	4,306.50
	01 1200 591 003 002 2	panhandle beginnings	965.70
	01 1100 382 000 000 0	dl consortium	770.00
	01 1100 382 000 000 0	erate	350.00
	01 1160 591 000 000 0	neva	708.33
	Total		19,267.93
ESU COORDINATING COUNCIL	01 1100 610 000 000 0	world book power school	302.25
	Total		302.25
ETR	01 1100 610 001 001 1	Health Smart Digital Curriculum	614.97
	Total		614.97
HEMINGFORD PULIC SCHOOLS	01 1100 382 001 001 1	spring 23 dl spanish	4,950.00
	Total		4,950.00
HOLIDAY INN - KEARNEY	01 1160 580 000 000 0	jobman lodging	229.90
	Total		229.90
Home Depot, The	01 6989 610 000 000 0	soil mulch	45.20
	Total		45.20
IDEAL LINEN SUPPLY	01 2610 610 002 002 2	mops rags mats	476.54
	01 2610 610 001 001 1	mops rags mats	539.10
	Total		1,015.64
INLAND TRUCK PARTS COMPANY	01 2710 610 000 000 0	Expansion Valve 03A	91.10
	01 2710 610 000 000 0	part	161.48
	Total		252.58
J W PEPPER & SON INC.	01 1100 610 001 001 1	Star Wars (Main Theme) E-print	55.00
	01 1100 610 001 001 1	Fiesta del Tigre	42.00
	Total		97.00
JOHNSON CONTROLS	01 2620 352 001 001 1	jN 2023- JUN 2023 PLANNED SERVICE	7,412.50
	01 2620 352 002 002 2	jN 2023- JUN 2023 PLANNED SERVICE	7,412.50
	Total		14,825.00
JOSTENS	01 2310 610 000 000 0	diplomas	567.90
	Total		567.90
KSB SCHOOL LAW	01 2330 317 000 000 0	legal fees	82.50
	Total		82.50
KUSKIE STATION LLC	01 2610 626 001 001 1	custodial fuel	22.26
	01 2610 626 001 001 1	may23 fuel	95.00
	01 2710 626 000 000 0	may23 bus fuel	3,403.78
	Total		3,521.04
LINGO COMMUNICATIONS	01 2510 382 000 000 0	telephone	265.69
	01 2510 382 000 000 0	telephone	271.18
	Total		536.87
MATH LEARNING CENTER, THE	01 1100 610 002 002 2	Bridges Math materials	1,638.00
	Total		1,638.00
MCI COMM SERVICE	01 2510 382 000 000 0	telephone	36.61
	Total		36.61
MENARDS	01 2610 610 001 001 1	wall putty	9.49
	01 1100 610 001 001 1	Wood stain	12.97
	01 2710 610 000 000 0	pipe	183.09
	01 2710 610 000 000 0	returned pipe	(158.14)
	01 2710 610 000 000 0	pipe and fittings	202.57
	Total		249.98
MIDWEST TECHNOLOGY PRODUCTS	01 2610 610 002 002 2	pliers screw drivers	19.10
	01 2610 610 001 001 1	tools tape extension cords	428.86
	Total		447.96
MUSIC FILING SOLUTIONS	01 1100 733 001 001 1	Files for music	279.00
	01 1100 733 001 001 1	Shipping	60.00
	01 1100 733 001 001 1	Shelving system	3,180.00
	01 1100 733 001 001 1	Shipping	400.00

	Total		3,919.00
NCS PEARSON, INC.	01 2120 610 001 001 1	bess assessment	66.25
	Total		66.25
NE COLORADO CELLULAR, INC	01 1100 382 001 001 1	hudl and striv	286.29
	Total		286.29
NE SAFETY CENTER	01 2710 330 000 000 0	level 1	1,350.00
	01 2710 330 000 000 0	LEVEL 2 TRANSPORTATION COURSE	375.00
	Total		1,725.00
PARCO SCIENTIFC COMPANY	01 1100 610 001 001 1	magnesium ribbon	6.00
	Total		6.00
PITSCO	01 1100 610 001 001 1	CO2 10 Packs	26.99
	Total		26.99
PRINT EXPRESS INC.	01 2310 610 000 000 0	graduation programs	176.00
	Total		176.00
QUADIENT FINANCE USA, INC	01 2510 531 000 000 0	postage	500.00
	01 2510 531 000 000 0	postage	539.00
	Total		1,039.00
REMIND101 INC	01 1100 810 001 001 1	REMIND APP	1,064.80
	01 1100 810 002 002 2	REMIND APP	1,064.80
	Total		2,129.60
RIVERSIDE DISCOVERY CENTER	01 6989 610 000 000 0	Summer school field trip	214.50
	Total		214.50
S & S WORLDWIDE, INC.	01 1100 610 000 000 0	construction paper	48.00
	Total		48.00
SANDBERG IMPLEMENT	01 2610 610 001 001 1	chainsaw, summer supplies	161.01
	Total		161.01
SCHOOL HEALTH CORPORATION	01 1160 610 000 000	tongue depressors	7.82
	Total		7.82
SCHOOL SPECIALTY LLC	01 1100 610 002 002 2	tape index cards ring book fasteners	107.46
	Total		107.46
SHERWIN WILLIAMS	01 2620 610 001 001 1	paint and supplies	137.17
	Total		137.17
SIMMONS OLSEN LAW FIRM P.C.	01 2330 317 000 000 0	legal fees	20.00
	01 2330 317 000 000 0	legal fees	40.00
	Total		60.00
SOAR PEDIATRIC THERAPY, LLC	01 2171 591 003 002 2	apr 23 s/a pt	1,290.38
	01 2172 591 003 000 0	apr 23 3-5	420.58
	01 2173 591 003 000 0	apr 23 0-2	406.85
	Total		2,117.81
STEPH'S STUDIO	01 2310 610 000 000 0	senior banners	1,428.00
	01 2310 352 001 001 1	graduation photography	1,782.00
	Total		3,210.00
STERLING COMPUTERS CORP	01 6992 610 004 000 0	Dell Chromebook 3100 non-touch 4GB 32	7,157.70
	01 6992 610 004 000 0	Google Chrome Management Console	1,120.00
	01 1100 610 000 000 0	google chrome console license	800.00
	Total		9,077.70
STRIV, INC.	01 1100 610 002 002 2	memory cards	15.26
	Total		15.26
Stuart, Bobbie	01 2660 610 000 000	reimburse hospitality first responders	29.75
	01 2510 580 000 000 0	mileage reimbursement	180.71
	Total		210.46
TIME MANAGEMENT SYSTEMS	01 2510 810 000 000 0	timeclock	208.00
	Total		208.00
UNL EXTENSION MORRILL COUNTY	01 6968 810 002 002 2	enrollment fees	25.00
	Total		25.00
VERIZON	01 2710 610 000 000 0	bus gps	210.47
	Total		210.47
WAGNER, MARK	01 2710 610 000 000 0	april 2023	1,187.50
	Total		1,187.50
WEST CO	01 2610 610 001 001 1	tengard	189.15
	Total		189.15
ZANER-BLOSER	01 1100 610 002 002 2	https://shop.zaner-bloser.com/collection	351.25
	01 1100 610 002 002 2	https://shop.zaner-bloser.com/collection	196.70
	01 1100 610 002 002 2	https://shop.zaner-bloser.com/collection	224.80
	01 1100 610 002 002 2	https://shop.zaner-bloser.com/collection	281.00
	01 1100 610 002 002 2	shipping	105.38
	Total		1,159.13
	General Fund Total		\$111,748.97
	Building Fund		\$0.00
	Payroll		\$412,300.04

BAYARD PUBLIC SCHOOL
TREASURER REPORT
BANK STATEMENT BALANCES as of May 2023

General Checking Account	\$	1,100,049.51
Payroll Account	\$	7,812.34
Activity Fund	\$	366,981.29
Lunch Fund	\$	102,257.38
Employee Benefits	\$	38,589.19
125 Plan	\$	31,106.83
Building Fund**	\$	138,788.21
Bond Fund**	\$	96,659.73
Depreciation Account	\$	84,588.23
Scholarship CD	\$	61,428.58
Platte Valley-Employment	\$	80,537.10
	\$	2,108,798.39

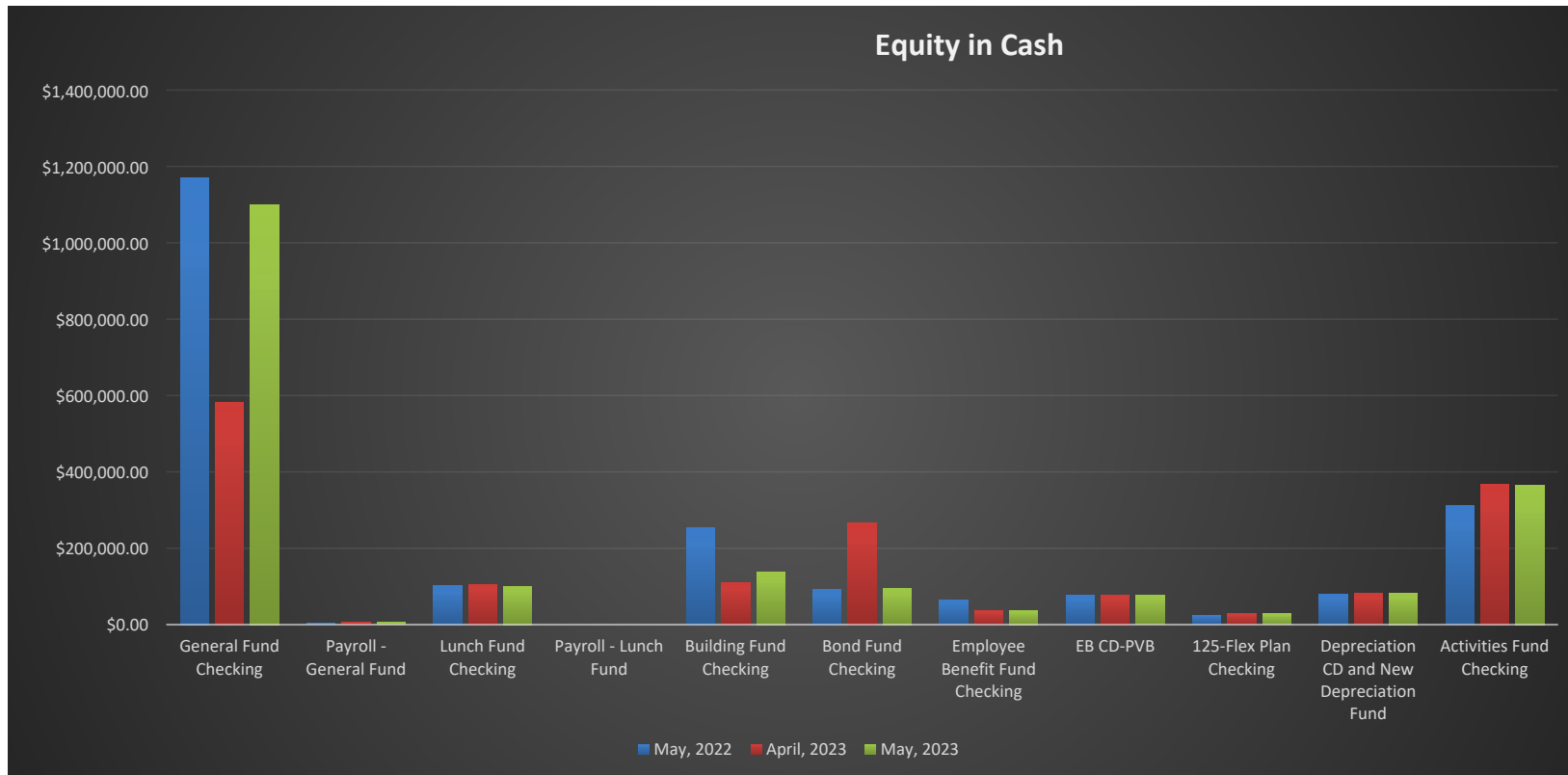


Bayard Public Schools

Equity in Cash

May 31, 2023

Fund	Fund #	May, 2022 PRIOR YEAR BALANCE	April, 2023 PRIOR MONTH BALANCE	May, 2023 REVENUES	May, 2023 EXPENSES	May, 2023 ENDING BALANCE
General Fund Checking	01-101	\$1,172,717.69	585,004.26	1,110,960.85	(595,915.60)	\$1,100,049.51
Payroll - General Fund	01-104	\$6,792.95	\$ 7,812.34	408,669.31	(408,669.31)	\$ 7,812.34
Lunch Fund Checking	02-101	\$103,697.53	108,378.94	22,598.78	(28,720.34)	\$102,257.38
Payroll - Lunch Fund	02-104	\$0.00	0.00	9,346.30	(9,346.30)	\$0.00
Building Fund Checking	03-101	\$255,854.59	111,329.14	29,573.07	(2,114.00)	\$138,788.21
Bond Fund Checking	04-101	\$94,635.23	267,470.64	42,551.59	(213,362.50)	\$96,659.73
Employee Benefit Fund Checking	05-101	\$67,465.10	38,534.31	73.75	(18.87)	\$38,589.19
EB CD-PVB	05-106-1000	\$80,134.14	80,537.10	0.00	0.00	\$80,537.10
125-Flex Plan Checking	05-107	\$27,146.90	30,493.03	3,864.50	(3,250.70)	\$31,106.83
Depreciation CD and New Depreciation Fund	06-101	\$83,138.28	84,479.33	108.90	0.00	\$84,588.23
Activities Fund Checking	07-101	\$312,790.42	369,409.75	35,950.95	(38,379.41)	\$366,981.29
Scholarship CD	07-114	\$66,173.68	61,396.71	31.87	0.00	\$61,428.58
TOTAL		\$2,270,546.51	\$ 1,744,845.55	\$ 1,663,729.87	\$ (1,299,777.03)	\$2,108,798.39



2023/24 BUDGET AUTHORITY AND ALLOWABLE RESERVE PERCENTAGE

**Model of 2023-24
Re-Certified Budget
Authority
May 30, 2023**

B = Budget Based Calculation

SGA = Student Growth Adjustment Calculation

F = Formula Needs Based Calculation

2.5% Basic Allowable Growth Rate (BAGR)

COUNTY/ DISTRICT NUMBER	DISTRICT NAME	CLASS	2023/24 BUDGET AUTHORITY	METHOD	RESERVE %
01-0003-000	KENESAW PUBLIC SCHOOLS	3	\$ 4,688,389	B	45
01-0018-000	HASTINGS PUBLIC SCHOOLS	3	\$ 35,966,981	B	25
01-0090-000	ADAMS CENTRAL PUBLIC SCHOOLS	3	\$ 13,392,873	B	35
01-0123-000	SILVER LAKE PUBLIC SCHOOLS	3	\$ 4,805,772	B	45
02-0009-000	NELIGH-OAKDALE SCHOOLS	3	\$ 5,852,789	B	45
02-0018-000	ELGIN PUBLIC SCHOOLS	3	\$ 3,412,410	B	45
02-0115-000	SUMMERLAND PUBLIC SCHOOLS	3	\$ 9,357,514	B	45
03-0500-000	ARTHUR COUNTY SCHOOLS	3	\$ 3,333,150	B	45
04-0001-000	BANNER COUNTY PUBLIC SCHOOLS	3	\$ 4,300,909	B	45
05-0071-000	SANDHILLS PUBLIC SCHOOLS	3	\$ 3,902,853	B	45
06-0001-000	BOONE CENTRAL SCHOOLS	3	\$ 9,220,180	B	35
06-0017-000	ST EDWARD PUBLIC SCHOOLS	3	\$ 3,216,588	B	45
06-0075-000	RIVERSIDE PUBLIC SCHOOLS	3	\$ 5,880,786	B	45
07-0006-000	ALLIANCE PUBLIC SCHOOLS	3	\$ 19,396,540	B	35
07-0010-000	HEMINGFORD PUBLIC SCHOOLS	3	\$ 6,805,865	B	45
08-0051-000	BOYD COUNTY SCHOOLS	3	\$ 6,838,493	B	45
09-0010-000	AINSWORTH COMMUNITY SCHOOLS	3	\$ 9,161,846	B	45
10-0002-000	GIBBON PUBLIC SCHOOLS	3	\$ 9,143,129	B	35
10-0007-000	KEARNEY PUBLIC SCHOOLS	3	\$ 59,192,437	B	25
10-0009-000	ELM CREEK PUBLIC SCHOOLS	3	\$ 5,429,819	F	45
10-0019-000	SHELTON PUBLIC SCHOOLS	3	\$ 5,800,995	B	45
10-0069-000	RAVENNA PUBLIC SCHOOLS	3	\$ 6,153,427	B	45
10-0105-000	PLEASANTON PUBLIC SCHOOLS	3	\$ 4,889,943	B	45
10-0119-000	AMHERST PUBLIC SCHOOLS	3	\$ 6,744,599	B	45
11-0001-000	TEKAMAH-HERMAN COMMUNITY SCHS	3	\$ 8,957,723	B	35
11-0014-000	OAKLAND CRAIG PUBLIC SCHOOLS	3	\$ 6,749,807	B	45
11-0020-000	LYONS-DECATUR NORTHEAST SCHS	3	\$ 4,624,398	B	45
12-0056-000	DAVID CITY PUBLIC SCHOOLS	3	\$ 10,706,961	B	35
12-0502-000	EAST BUTLER PUBLIC SCHOOLS	3	\$ 6,502,395	B	45
13-0001-000	PLATTSMOUTH COMMUNITY SCHOOLS	3	\$ 15,112,303	B	35
13-0022-000	WEeping WATER PUBLIC SCHOOLS	3	\$ 5,008,900	B	45
13-0032-000	LOUISVILLE PUBLIC SCHOOLS	3	\$ 8,697,964	B	35
13-0056-000	CONESTOGA PUBLIC SCHOOLS	3	\$ 9,452,666	B	35
13-0097-000	ELMWOOD-MURDOCK PUBLIC SCHOOLS	3	\$ 7,400,131	B	45
14-0008-000	HARTINGTON NEWCASTLE PUBLIC SCHOOLS	3	\$ 6,800,702	B	45
14-0045-000	RANDOLPH PUBLIC SCHOOLS	3	\$ 5,779,343	B	45
14-0054-000	LAUREL-CONCORD-COLERIDGE SCHOOL	3	\$ 8,479,551	B	45
14-0101-000	WYNOT PUBLIC SCHOOLS	3	\$ 3,887,768	B	45
15-0010-000	CHASE COUNTY SCHOOLS	3	\$ 9,435,481	B	35
15-0536-000	WAUNETA-PALISADE PUBLIC SCHS	3	\$ 5,256,971	B	45
16-0006-000	VALENTINE COMMUNITY SCHOOLS	3	\$ 13,008,288	B	35
16-0030-000	CODY-KILGORE PUBLIC SCHS	3	\$ 3,907,563	B	45
17-0001-000	SIDNEY PUBLIC SCHOOLS	3	\$ 17,905,308	B	35
17-0003-000	LEYTON PUBLIC SCHOOLS	3	\$ 4,928,899	B	45
17-0009-000	POTTER-DIX PUBLIC SCHOOLS	3	\$ 4,808,368	B	45
18-0002-000	SUTTON PUBLIC SCHOOLS	3	\$ 6,827,746	B	45
18-0011-000	HARVARD PUBLIC SCHOOLS	3	\$ 4,655,311	B	45
19-0039-000	LEIGH COMMUNITY SCHOOLS	3	\$ 4,283,504	F	45
19-0058-000	CLARKSON PUBLIC SCHOOLS	3	\$ 3,983,479	B	45
19-0070-000	HOWELLS-DODGE CONSOLIDATED SCHOOLS	3	\$ 5,360,238	B	45
19-0123-000	SCHUYLER COMMUNITY SCHOOLS	3	\$ 22,984,108	B	35
20-0001-000	WEST POINT PUBLIC SCHOOLS	3	\$ 11,977,325	B	35
20-0020-000	BANCROFT-ROSALIE COMM SCHOOLS	3	\$ 4,856,791	F	45
20-0030-000	WISNER-PILGER PUBLIC SCHOOLS	3	\$ 7,665,701	B	45
21-0015-000	ANSELMO-MERNA PUBLIC SCHOOLS	3	\$ 4,841,690	B	45

21-0025-000	BROKEN BOW PUBLIC SCHOOLS	3	\$	9,937,372	F	35
21-0044-000	ANSLEY PUBLIC SCHOOLS	3	\$	3,682,690	B	45
21-0084-000	SARGENT PUBLIC SCHOOLS	3	\$	3,856,844	B	45
21-0089-000	ARNOLD PUBLIC SCHOOLS	3	\$	3,769,502	B	45
21-0180-000	CALLAWAY PUBLIC SCHOOLS	3	\$	3,768,018	B	45
22-0011-000	SO SIOUX CITY COMMUNITY SCHS	3	\$	44,224,579	F	25
22-0031-000	HOMER COMMUNITY SCHOOLS	3	\$	7,002,842	F	45
23-0002-000	CHADRON PUBLIC SCHOOLS	3	\$	13,610,617	B	35
23-0071-000	CRAWFORD PUBLIC SCHOOLS	3	\$	4,029,195	B	45
24-0001-000	LEXINGTON PUBLIC SCHOOLS	3	\$	46,654,810	B	35
24-0004-000	OVERTON PUBLIC SCHOOLS	3	\$	5,113,639	B	45
24-0011-000	COZAD COMMUNITY SCHOOLS	3	\$	13,947,904	B	35
24-0020-000	GOTHENBURG PUBLIC SCHOOLS	3	\$	14,012,936	B	35
24-0101-000	SUMNER-EDDYVILLE-MILLER SCHS	3	\$	4,289,948	B	45
25-0025-000	CREEK VALLEY SCHOOLS	3	\$	6,111,879	B	45
25-0095-000	SOUTH PLATTE PUBLIC SCHOOLS	3	\$	4,082,696	F	45
26-0001-000	PONCA PUBLIC SCHOOLS	3	\$	7,321,683	B	45
26-0070-000	ALLEN CONSOLIDATED SCHOOLS	3	\$	4,273,111	B	45
26-0561-000	EMERSON-HUBBARD PUBLIC SCHOOLS	3	\$	4,929,896	B	45
27-0001-000	FREMONT PUBLIC SCHOOLS	3	\$	50,759,393	F	25
27-0062-000	SCRIBNER-SNYDER COMMUNITY SCHS	3	\$	4,898,295	B	45
27-0594-000	LOGAN VIEW PUBLIC SCHOOLS	3	\$	8,877,928	B	35
27-0595-000	NORTH BEND CENTRAL PUBLIC SCHS	3	\$	7,854,312	B	35
28-0001-000	OMAHA PUBLIC SCHOOLS	5	\$	627,617,505	B	20
28-0010-000	ELKHORN PUBLIC SCHOOLS	3	\$	111,538,094	F	20
28-0015-000	DOUGLAS CO WEST COMMUNITY SCHS	3	\$	13,918,158	B	35
28-0017-000	MILLARD PUBLIC SCHOOLS	3	\$	235,831,859	F	20
28-0054-000	RALSTON PUBLIC SCHOOLS	3	\$	35,539,307	F	25
28-0059-000	BENNINGTON PUBLIC SCHOOLS	3	\$	45,740,084	SGA	25
28-0066-000	WESTSIDE COMMUNITY SCHOOLS	3	\$	74,781,763	B	25
29-0117-000	DUNDY CO STRATTON PUBLIC SCHS	3	\$	8,246,658	B	45
30-0001-000	EXETER-MILLIGAN PUBLIC SCHOOLS	3	\$	4,982,805	B	45
30-0025-000	FILLMORE CENTRAL PUBLIC SCHS	3	\$	7,731,505	B	35
30-0054-000	SHICKLEY PUBLIC SCHOOLS	3	\$	3,114,841	B	45
31-0506-000	FRANKLIN PUBLIC SCHOOLS	3	\$	5,539,426	B	45
32-0046-000	MAYWOOD PUBLIC SCHOOLS	3	\$	3,802,018	B	45
32-0095-000	EUSTIS-FARNAM PUBLIC SCHOOLS	3	\$	4,942,550	B	45
32-0125-000	MEDICINE VALLEY PUBLIC SCHOOLS	3	\$	4,293,314	B	45
33-0018-000	ARAPAHOE PUBLIC SCHOOLS	3	\$	5,288,445	B	45
33-0021-000	CAMBRIDGE PUBLIC SCHOOLS	3	\$	4,791,498	B	45
33-0540-000	SOUTHERN VALLEY SCHOOLS	3	\$	7,919,726	B	45
34-0001-000	SOUTHERN SCHOOL DISTRICT 1	3	\$	6,203,682	B	45
34-0015-000	BEATRICE PUBLIC SCHOOLS	3	\$	27,343,790	B	35
34-0034-000	FREEMAN PUBLIC SCHOOLS	3	\$	7,279,210	F	45
34-0100-000	DILLER-ODELL PUBLIC SCHOOLS	3	\$	4,675,475	B	45
35-0001-000	GARDEN COUNTY SCHOOLS	3	\$	6,164,122	B	45
36-0100-000	BURWELL PUBLIC SCHOOLS	3	\$	6,050,801	B	45
37-0030-000	ELWOOD PUBLIC SCHOOLS	3	\$	4,012,819	B	45
38-0011-000	HYANNIS AREA SCHOOLS	3	\$	3,738,350	B	45
39-0060-000	CENTRAL VALLEY PUBLIC SCHOOLS	3	\$	7,790,692	B	45
40-0002-000	GRAND ISLAND PUBLIC SCHOOLS	3	\$	117,925,233	B	25
40-0082-000	NORTHWEST PUBLIC SCHOOLS	3	\$	17,007,626	F	35
40-0083-000	WOOD RIVER RURAL SCHOOLS	3	\$	8,170,168	B	45
40-0126-000	DONIPHAN-TRUMBULL PUBLIC SCHS	3	\$	6,666,871	B	45
41-0002-000	GILTNER PUBLIC SCHOOLS	3	\$	3,987,094	B	45
41-0091-000	HAMPTON PUBLIC SCHOOL	3	\$	3,348,761	F	45
41-0504-000	AURORA PUBLIC SCHOOLS	3	\$	16,225,552	B	35
42-0002-000	ALMA PUBLIC SCHOOLS	3	\$	5,786,195	B	45
43-0079-000	HAYES CENTER PUBLIC SCHOOLS	3	\$	4,041,821	B	45
44-0070-000	HITCHCOCK CO SCH SYSTEM	3	\$	5,384,293	B	45
45-0007-000	O'NEILL PUBLIC SCHOOLS	3	\$	10,576,335	B	35
45-0044-000	STUART PUBLIC SCHOOLS	3	\$	3,593,531	B	45
45-0137-000	CHAMBERS PUBLIC SCHOOLS	3	\$	3,206,520	B	45
45-0239-000	WEST HOLT PUBLIC SCHOOLS	3	\$	6,333,120	B	45
46-0001-000	MULLEN PUBLIC SCHOOLS	3	\$	4,478,170	B	45
47-0001-000	ST PAUL PUBLIC SCHOOLS	3	\$	9,988,287	B	35

47-0100-000	CENTURA PUBLIC SCHOOLS	3	\$	8,285,950	B	45
47-0103-000	ELBA PUBLIC SCHOOLS	3	\$	2,896,142	B	45
48-0008-000	FAIRBURY PUBLIC SCHOOLS	3	\$	13,881,479	B	35
48-0300-000	TRI COUNTY PUBLIC SCHOOLS	3	\$	6,483,093	B	45
48-0303-000	MERIDIAN PUBLIC SCHOOLS	3	\$	4,396,062	B	45
49-0033-000	STERLING PUBLIC SCHOOLS	3	\$	4,739,350	B	45
49-0050-000	JOHNSON CO CENTRAL PUBLIC SCHS	3	\$	8,245,723	B	35
50-0001-000	WILCOX-HILDRETH PUBLIC SCHOOLS	3	\$	5,352,115	B	45
50-0501-000	AXTELL COMMUNITY SCHOOLS	3	\$	4,578,451	B	45
50-0503-000	MINDEN PUBLIC SCHOOLS	3	\$	12,420,893	B	35
51-0001-000	OGALLALA PUBLIC SCHOOLS	3	\$	14,207,880	B	35
51-0006-000	PAXTON CONSOLIDATED SCHOOLS	3	\$	3,917,034	B	45
52-0100-000	KEYA PAHA COUNTY SCHOOLS	3	\$	2,765,446	F	45
53-0001-000	KIMBALL PUBLIC SCHOOLS	3	\$	8,983,634	B	45
54-0013-000	CREIGHTON COMMUNITY PUBLIC SCHOOLS	3	\$	6,151,199	B	45
54-0096-000	CROFTON COMMUNITY SCHOOLS	3	\$	6,108,458	B	45
54-0501-000	NIOBRARA PUBLIC SCHOOLS	3	\$	4,281,596	B	45
54-0505-000	ISANTI COMMUNITY SCHOOL	3	\$	4,517,102	B	45
54-0576-000	WAUSA PUBLIC SCHOOLS	3	\$	3,867,285	B	45
54-0583-000	VERDIGRE PUBLIC SCHOOLS	3	\$	2,820,347	F	45
54-0586-000	BLOOMFIELD COMMUNITY SCHOOLS	3	\$	4,496,031	B	45
55-0001-000	LINCOLN PUBLIC SCHOOLS	4	\$	420,140,092	F	20
55-0145-000	WAVERLY SCHOOL DISTRICT 145	3	\$	23,764,075	B	35
55-0148-000	MALCOLM PUBLIC SCHOOLS	3	\$	9,207,659	B	35
55-0160-000	NORRIS SCHOOL DIST 160	3	\$	29,086,454	B	35
55-0161-000	RAYMOND CENTRAL PUBLIC SCHOOLS	3	\$	9,877,105	B	35
56-0001-000	NORTH PLATTE PUBLIC SCHOOLS	3	\$	40,126,214	F	25
56-0006-000	BRADY PUBLIC SCHOOLS	3	\$	3,981,969	B	45
56-0007-000	MAXWELL PUBLIC SCHOOLS	3	\$	4,996,761	B	45
56-0037-000	HERSHEY PUBLIC SCHOOLS	3	\$	9,070,028	B	35
56-0055-000	SUTHERLAND PUBLIC SCHOOLS	3	\$	6,513,687	B	45
56-0565-000	WALLACE PUBLIC SCH DIST 65 R	3	\$	3,880,922	B	45
57-0501-000	STAPLETON PUBLIC SCHOOLS	3	\$	3,917,675	B	45
58-0025-000	LOUP COUNTY PUBLIC SCHOOLS	3	\$	2,812,088	B	45
59-0001-000	MADISON PUBLIC SCHOOLS	3	\$	8,214,677	B	35
59-0002-000	NORFOLK PUBLIC SCHOOLS	3	\$	54,593,758	B	25
59-0005-000	BATTLE CREEK PUBLIC SCHOOLS	3	\$	7,362,065	F	35
59-0013-000	NEWMAN GROVE PUBLIC SCHOOLS	3	\$	3,413,682	F	45
59-0080-000	ELKHORN VALLEY SCHOOLS	3	\$	6,685,442	F	45
60-0090-000	MC PHERSON COUNTY SCHOOLS	3	\$	2,765,371	F	45
61-0004-000	CENTRAL CITY PUBLIC SCHOOLS	3	\$	9,830,375	B	35
61-0049-000	PALMER PUBLIC SCHOOLS	3	\$	5,056,721	F	45
62-0021-000	BAYARD PUBLIC SCHOOLS	3	\$	6,252,907	B	45
62-0063-000	BRIDGEPORT PUBLIC SCHOOLS	3	\$	10,317,650	B	45
63-0001-000	FULLERTON PUBLIC SCHOOLS	3	\$	5,234,803	B	45
63-0030-000	TWIN RIVER PUBLIC SCHOOLS	3	\$	8,918,756	B	45
64-0023-000	JOHNSON-BROCK PUBLIC SCHOOLS	3	\$	5,601,632	B	45
64-0029-000	AUBURN PUBLIC SCHOOLS	3	\$	11,318,272	F	35
65-0011-000	SUPERIOR PUBLIC SCHOOLS	3	\$	6,525,877	B	45
65-2005-000	SOUTH CENTRAL NEBRASKA UNIFIED 5	3	\$	14,111,189	B	35
66-0027-000	SYRACUSE-DUNBAR-AVOCA SCHOOLS	3	\$	10,370,148	B	35
66-0111-000	NEBRASKA CITY PUBLIC SCHOOLS	3	\$	16,489,536	B	35
66-0501-000	PALMYRA DISTRICT O R 1	3	\$	8,993,282	F	35
67-0001-000	PAWNEE CITY PUBLIC SCHOOLS	3	\$	5,539,069	B	45
67-0069-000	LEWISTON CONSOLIDATED SCHOOLS	3	\$	3,645,600	F	45
68-0020-000	PERKINS COUNTY SCHOOLS	3	\$	8,965,170	B	45
69-0044-000	HOLDREGE PUBLIC SCHOOLS	3	\$	15,543,971	B	35
69-0054-000	BERTRAND PUBLIC SCHOOLS	3	\$	4,565,350	B	45
69-0055-000	LOOMIS PUBLIC SCHOOLS	3	\$	4,286,293	F	45
70-0002-000	PIERCE PUBLIC SCHOOLS	3	\$	9,203,330	B	35
70-0005-000	PLAINVIEW PUBLIC SCHOOLS	3	\$	5,310,013	B	45
70-0542-000	OSMOND COMMUNITY SCHOOLS	3	\$	3,633,714	B	45
71-0001-000	COLUMBUS PUBLIC SCHOOLS	3	\$	44,356,304	B	25
71-0005-000	LAKEVIEW COMMUNITY SCHOOLS	3	\$	12,898,892	B	35
71-0067-000	HUMPHREY PUBLIC SCHOOLS	3	\$	4,104,931	B	45
72-0015-000	CROSS COUNTY COMMUNITY SCHOOLS	3	\$	6,985,320	B	45

72-0019-000	OSCEOLA PUBLIC SCHOOLS	3	\$	4,200,232	B	45
72-0032-000	SHELBY - RISING CITY PUBLIC SCHOOLS	3	\$	7,485,077	B	45
72-0075-000	HIGH PLAINS COMMUNITY SCHOOLS	3	\$	4,806,123	B	45
73-0017-000	MC COOK PUBLIC SCHOOLS	3	\$	18,870,645	B	35
73-0179-000	SOUTHWEST PUBLIC SCHOOLS	3	\$	8,275,065	B	45
74-0056-000	FALLS CITY PUBLIC SCHOOLS	3	\$	13,466,589	B	35
74-0070-000	HUMBOLDT TABLE ROCK STEINAUER	3	\$	7,823,581	B	45
75-0100-000	ROCK COUNTY PUBLIC SCHOOLS	3	\$	5,038,190	B	45
76-0002-000	CRETE PUBLIC SCHOOLS	3	\$	27,574,427	B	35
76-0044-000	DORCHESTER PUBLIC SCHOOL	3	\$	4,483,230	B	45
76-0068-000	FRIEND PUBLIC SCHOOLS	3	\$	4,127,927	B	45
76-0082-000	WILBER-CLATONIA PUBLIC SCHOOLS	3	\$	8,968,505	B	35
77-0001-000	BELLEVUE PUBLIC SCHOOLS	3	\$	103,952,954	B	25
77-0027-000	PAPILLION LA VISTA COMMUNITY SCHOOLS	3	\$	126,984,005	B	20
77-0037-000	GRETNA PUBLIC SCHOOLS	3	\$	65,630,421	F	25
77-0046-000	SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS	3	\$	16,185,236	B	35
78-0001-000	ASHLAND-GREENWOOD PUBLIC SCHS	3	\$	14,000,475	B	35
78-0009-000	YUTAN PUBLIC SCHOOLS	3	\$	7,318,943	B	35
78-0039-000	WAHOO PUBLIC SCHOOLS	3	\$	12,959,061	B	35
78-0072-000	MEAD PUBLIC SCHOOLS	3	\$	4,544,490	F	45
78-0107-000	CEDAR BLUFFS PUBLIC SCHOOLS	3	\$	7,936,475	F	45
79-0002-000	MINATARE PUBLIC SCHOOLS	3	\$	4,254,638	B	45
79-0011-000	MORRILL PUBLIC SCHOOLS	3	\$	7,176,896	B	45
79-0016-000	GERING PUBLIC SCHOOLS	3	\$	19,763,144	B	35
79-0031-000	MITCHELL PUBLIC SCHOOLS	3	\$	9,953,570	B	35
79-0032-000	SCOTTSBLUFF PUBLIC SCHOOLS	3	\$	42,688,632	B	25
80-0005-000	MILFORD PUBLIC SCHOOLS	3	\$	10,922,284	B	35
80-0009-000	SEWARD PUBLIC SCHOOLS	3	\$	21,156,421	B	35
80-0567-000	CENTENNIAL PUBLIC SCHOOLS	3	\$	7,097,253	B	45
81-0003-000	HAY SPRINGS PUBLIC SCHOOLS	3	\$	3,978,325	B	45
81-0010-000	GORDON-RUSHVILLE PUBLIC SCHS	3	\$	12,086,800	B	35
82-0001-000	LOUP CITY PUBLIC SCHOOLS	3	\$	6,374,881	B	45
82-0015-000	LITCHFIELD PUBLIC SCHOOLS	3	\$	2,994,082	B	45
83-0500-000	SIOUX COUNTY PUBLIC SCHOOLS	3	\$	3,517,217	B	45
84-0003-000	STANTON COMMUNITY SCHOOLS	3	\$	6,556,305	B	45
85-0060-000	DESHLER PUBLIC SCHOOLS	3	\$	4,156,686	B	45
85-0070-000	THAYER CENTRAL COMMUNITY SCHS	3	\$	6,997,163	B	45
85-2001-000	BRUNING-DAVENPORT UNIFIED SYS	3	\$	4,115,753	B	45
86-0001-000	THEDFORD PUBLIC SCHOOLS	3	\$	3,284,859	B	45
87-0001-000	PENDER PUBLIC SCHOOLS	3	\$	6,028,279	F	45
87-0013-000	WALTHILL PUBLIC SCHOOLS	3	\$	5,786,571	B	45
87-0016-000	UMO N HO N NATION PUBLIC SCHS	3	\$	7,493,215	B	35
87-0017-000	WINNEBAGO PUBLIC SCHOOLS DISTRICT 17	3	\$	7,870,038	B	35
88-0005-000	ORD PUBLIC SCHOOLS	3	\$	9,236,126	B	35
88-0021-000	ARCADIA PUBLIC SCHOOLS	3	\$	3,795,822	B	45
89-0001-000	BLAIR COMMUNITY SCHOOLS	3	\$	30,460,504	B	35
89-0003-000	FORT CALHOUN COMMUNITY SCHS	3	\$	11,302,722	B	35
89-0024-000	ARLINGTON PUBLIC SCHOOLS	3	\$	9,364,754	B	35
90-0017-000	WAYNE COMMUNITY SCHOOLS	3	\$	13,176,649	B	35
90-0560-000	WAKEFIELD PUBLIC SCHOOLS	3	\$	8,471,228	F	35
90-0595-000	WINSIDE PUBLIC SCHOOLS	3	\$	4,187,024	B	45
91-0002-000	RED CLOUD COMMUNITY SCHOOLS	3	\$	4,175,102	B	45
91-0074-000	BLUE HILL COMMUNITY SCHOOLS	3	\$	5,119,049	B	45
92-0045-000	WHEELER CENTRAL SCHOOLS	3	\$	3,095,165	B	45
93-0012-000	YORK PUBLIC SCHOOLS	3	\$	17,709,099	B	35
93-0083-000	MC COOL JUNCTION PUBLIC SCHS	3	\$	4,674,582	B	45
93-0096-000	HEARTLAND COMMUNITY SCHOOLS	3	\$	5,950,280	B	45

DATA COMPONENTS USED IN CALCULATING 2023/24 CERTIFIED BUDGET AUTHORITY

BASIC ALLOWABLE GROWTH RATE = 2.5%

COUNTY/ DISTRICT NUMBER	DISTRICT NAME	2023/24 FORMULA NEEDS	2022/23 GENERAL FUND BUDGET OF EXPENDITURES
01-0003-000	KENESAW PUBLIC SCHOOLS	4,807,195	5,597,500
01-0018-000	HASTINGS PUBLIC SCHOOLS	40,915,040	55,291,629
01-0090-000	ADAMS CENTRAL PUBLIC SCHOOLS	12,550,708	17,221,854
01-0123-000	SILVER LAKE PUBLIC SCHOOLS	4,326,179	6,551,146
02-0009-000	NELIGH-OAKDALE SCHOOLS	5,790,941	7,795,835
02-0018-000	ELGIN PUBLIC SCHOOLS	3,505,805	4,471,300
02-0115-000	SUMMERLAND PUBLIC SCHOOLS	8,388,026	11,650,000
03-0500-000	ARTHUR COUNTY SCHOOLS	2,984,846	3,616,854
04-0001-000	BANNER COUNTY PUBLIC SCHOOLS	3,594,754	5,100,882
05-0071-000	SANDHILLS PUBLIC SCHOOLS	2,813,198	4,204,176
06-0001-000	BOONE CENTRAL SCHOOLS	8,505,996	11,870,642
06-0017-000	ST EDWARD PUBLIC SCHOOLS	3,663,458	4,608,135
06-0075-000	RIVERSIDE PUBLIC SCHOOLS	4,301,970	6,137,352
07-0006-000	ALLIANCE PUBLIC SCHOOLS	15,958,189	24,047,453
07-0010-000	HEMINGFORD PUBLIC SCHOOLS	6,697,434	8,634,868
08-0051-000	BOYD COUNTY SCHOOLS	6,291,284	8,442,263
09-0010-000	AINSWORTH COMMUNITY SCHOOLS	6,547,939	11,633,510
10-0002-000	GIBBON PUBLIC SCHOOLS	8,079,787	10,535,136
10-0007-000	KEARNEY PUBLIC SCHOOLS	62,604,606	68,128,808
10-0009-000	ELM CREEK PUBLIC SCHOOLS	5,532,563	6,525,000
10-0019-000	SHELTON PUBLIC SCHOOLS	4,469,769	6,074,507
10-0069-000	RAVENNA PUBLIC SCHOOLS	6,579,911	9,397,145
10-0105-000	PLEASANTON PUBLIC SCHOOLS	4,987,354	5,360,376
10-0119-000	AMHERST PUBLIC SCHOOLS	6,095,638	7,893,212
11-0001-000	TEKAMAH-HERMAN COMMUNITY SCHS	7,746,143	9,759,242
11-0014-000	OAKLAND CRAIG PUBLIC SCHOOLS	6,811,011	9,083,198
11-0020-000	LYONS-DECATUR NORTHEAST SCHS	4,812,044	5,606,091
12-0056-000	DAVID CITY PUBLIC SCHOOLS	10,395,034	15,008,424
12-0502-000	EAST BUTLER PUBLIC SCHOOLS	5,429,878	7,735,352
13-0001-000	PLATTSMOUTH COMMUNITY SCHOOLS	17,330,487	24,144,010
13-0022-000	WEeping WATER PUBLIC SCHOOLS	4,908,434	6,409,378
13-0032-000	LOUISVILLE PUBLIC SCHOOLS	9,075,161	11,111,927
13-0056-000	CONESTOGA PUBLIC SCHOOLS	9,521,409	11,281,314
13-0097-000	ELMWOOD-MURDOCK PUBLIC SCHOOLS	7,071,952	8,557,485
14-0008-000	HARTINGTON NEWCASTLE PUBLIC SCHOOLS	6,977,898	8,389,545
14-0045-000	RANDOLPH PUBLIC SCHOOLS	4,421,829	6,506,474
14-0054-000	LAUREL-CONCORD-COLERIDGE SCHOOL	6,935,605	10,511,738
14-0101-000	WYNOT PUBLIC SCHOOLS	3,664,649	4,474,919

15-0010-000	CHASE COUNTY SCHOOLS	8,920,080	9,977,411
15-0536-000	WAUNETA-PALISADE PUBLIC SCHS	4,326,073	6,301,400
16-0006-000	VALENTINE COMMUNITY SCHOOLS	8,415,540	14,524,357
16-0030-000	CODY-KILGORE PUBLIC SCHS	3,676,008	4,144,621
17-0001-000	SIDNEY PUBLIC SCHOOLS	14,120,828	20,988,857
17-0003-000	LEYTON PUBLIC SCHOOLS	3,317,534	5,333,682
17-0009-000	POTTER-DIX PUBLIC SCHOOLS	3,624,060	5,238,682
18-0002-000	SUTTON PUBLIC SCHOOLS	6,766,768	7,578,791
18-0011-000	HARVARD PUBLIC SCHOOLS	4,360,740	6,900,000
19-0039-000	LEIGH COMMUNITY SCHOOLS	4,167,592	4,332,403
19-0058-000	CLARKSON PUBLIC SCHOOLS	4,141,856	4,722,728
19-0070-000	HOWELLS-DODGE CONSOLIDATED SCHOOLS	5,083,982	6,332,000
19-0123-000	SCHUYLER COMMUNITY SCHOOLS	21,676,222	24,036,065
20-0001-000	WEST POINT PUBLIC SCHOOLS	10,511,700	16,058,495
20-0020-000	BANCROFT-ROSALIE COMM SCHOOLS	5,044,055	5,555,000
20-0030-000	WISNER-PILGER PUBLIC SCHOOLS	6,666,208	8,980,933
21-0015-000	ANSELMO-MERNA PUBLIC SCHOOLS	4,507,224	5,515,000
21-0025-000	BROKEN BOW PUBLIC SCHOOLS	10,709,384	11,234,500
21-0044-000	ANSLEY PUBLIC SCHOOLS	3,715,314	4,065,288
21-0084-000	SARGENT PUBLIC SCHOOLS	3,583,205	4,337,775
21-0089-000	ARNOLD PUBLIC SCHOOLS	3,616,790	4,549,337
21-0180-000	CALLAWAY PUBLIC SCHOOLS	3,797,554	4,789,300
22-0011-000	SO SIOUX CITY COMMUNITY SCHS	47,697,092	60,184,904
22-0031-000	HOMER COMMUNITY SCHOOLS	6,919,347	7,086,540
23-0002-000	CHADRON PUBLIC SCHOOLS	12,187,192	18,005,835
23-0071-000	CRAWFORD PUBLIC SCHOOLS	3,542,748	4,811,000
24-0001-000	LEXINGTON PUBLIC SCHOOLS	38,837,885	58,529,712
24-0004-000	OVERTON PUBLIC SCHOOLS	4,586,602	5,957,578
24-0011-000	COZAD COMMUNITY SCHOOLS	12,538,267	15,984,711
24-0020-000	GOTHENBURG PUBLIC SCHOOLS	11,303,231	15,318,157
24-0101-000	SUMNER-EDDYVILLE-MILLER SCHS	4,213,151	4,974,000
25-0025-000	CREEK VALLEY SCHOOLS	3,694,365	6,728,281
25-0095-000	SOUTH PLATTE PUBLIC SCHOOLS	4,130,860	5,521,784
26-0001-000	PONCA PUBLIC SCHOOLS	6,915,697	8,550,776
26-0070-000	ALLEN CONSOLIDATED SCHOOLS	3,459,055	4,809,889
26-0561-000	EMERSON-HUBBARD PUBLIC SCHOOLS	4,519,917	5,705,655
27-0001-000	FREMONT PUBLIC SCHOOLS	58,754,378	69,595,950
27-0062-000	SCRIBNER-SNYDER COMMUNITY SCHS	3,598,497	6,038,946
27-0594-000	LOGAN VIEW PUBLIC SCHOOLS	8,570,760	11,926,581
27-0595-000	NORTH BEND CENTRAL PUBLIC SCHS	8,074,614	10,726,812
28-0001-000	OMAHA PUBLIC SCHOOLS	652,694,401	955,000,000
28-0010-000	ELKHORN PUBLIC SCHOOLS	120,189,598	132,979,760
28-0015-000	DOUGLAS CO WEST COMMUNITY SCHS	12,549,992	17,514,960
28-0017-000	MILLARD PUBLIC SCHOOLS	248,234,600	268,589,047
28-0054-000	RALSTON PUBLIC SCHOOLS	39,205,834	45,926,011
28-0059-000	BENNINGTON PUBLIC SCHOOLS	46,138,129	51,023,743
28-0066-000	WESTSIDE COMMUNITY SCHOOLS	69,828,794	95,768,577

29-0117-000	DUNDY CO STRATTON PUBLIC SCHS	5,455,672	8,932,429
30-0001-000	EXETER-MILLIGAN PUBLIC SCHOOLS	3,797,147	6,835,025
30-0025-000	FILLMORE CENTRAL PUBLIC SCHS	8,983,499	12,776,162
30-0054-000	SHICKLEY PUBLIC SCHOOLS	3,273,829	4,641,051
31-0506-000	FRANKLIN PUBLIC SCHOOLS	4,939,703	7,251,728
32-0046-000	MAYWOOD PUBLIC SCHOOLS	3,565,384	4,822,289
32-0095-000	EUSTIS-FARNAM PUBLIC SCHOOLS	3,616,070	5,297,000
32-0125-000	MEDICINE VALLEY PUBLIC SCHOOLS	4,104,702	5,038,599
33-0018-000	ARAPAHOE PUBLIC SCHOOLS	5,228,513	6,618,423
33-0021-000	CAMBRIDGE PUBLIC SCHOOLS	4,725,819	5,898,650
33-0540-000	SOUTHERN VALLEY SCHOOLS	6,210,062	9,199,249
34-0001-000	SOUTHERN SCHOOL DISTRICT 1	6,298,410	8,198,662
34-0015-000	BEATRICE PUBLIC SCHOOLS	23,234,191	30,651,868
34-0034-000	FREEMAN PUBLIC SCHOOLS	7,209,168	7,602,877
34-0100-000	DILLER-ODELL PUBLIC SCHOOLS	4,244,496	5,523,580
35-0001-000	GARDEN COUNTY SCHOOLS	4,329,924	6,963,595
36-0100-000	BURWELL PUBLIC SCHOOLS	4,853,722	7,460,476
37-0030-000	ELWOOD PUBLIC SCHOOLS	3,812,094	4,749,943
38-0011-000	HYANNIS AREA SCHOOLS	3,573,435	4,978,500
39-0060-000	CENTRAL VALLEY PUBLIC SCHOOLS	5,490,605	9,066,412
40-0002-000	GRAND ISLAND PUBLIC SCHOOLS	116,821,832	158,000,000
40-0082-000	NORTHWEST PUBLIC SCHOOLS	17,231,933	18,400,000
40-0083-000	WOOD RIVER RURAL SCHOOLS	7,504,259	10,988,648
40-0126-000	DONIPHAN-TRUMBULL PUBLIC SCHS	6,920,152	8,902,601
41-0002-000	GILTNER PUBLIC SCHOOLS	4,150,573	5,093,531
41-0091-000	HAMPTON PUBLIC SCHOOL	3,520,021	3,684,936
41-0504-000	AURORA PUBLIC SCHOOLS	14,753,333	22,138,276
42-0002-000	ALMA PUBLIC SCHOOLS	5,929,288	7,137,875
43-0079-000	HAYES CENTER PUBLIC SCHOOLS	3,232,271	4,263,240
44-0070-000	HITCHCOCK CO SCH SYSTEM	5,062,208	6,232,000
45-0007-000	O'NEILL PUBLIC SCHOOLS	11,090,931	14,203,835
45-0044-000	STUART PUBLIC SCHOOLS	3,441,314	4,136,450
45-0137-000	CHAMBERS PUBLIC SCHOOLS	3,000,528	3,449,362
45-0239-000	WEST HOLT PUBLIC SCHOOLS	6,963,853	8,504,682
46-0001-000	MULLEN PUBLIC SCHOOLS	3,805,330	4,883,628
47-0001-000	ST PAUL PUBLIC SCHOOLS	9,472,399	10,864,079
47-0100-000	CENTURA PUBLIC SCHOOLS	6,977,886	9,358,854
47-0103-000	ELBA PUBLIC SCHOOLS	2,961,222	3,965,878
48-0008-000	FAIRBURY PUBLIC SCHOOLS	12,079,360	16,770,766
48-0300-000	TRI COUNTY PUBLIC SCHOOLS	6,886,568	8,195,052
48-0303-000	MERIDIAN PUBLIC SCHOOLS	4,092,169	6,017,541
49-0033-000	STERLING PUBLIC SCHOOLS	3,728,801	5,308,296
49-0050-000	JOHNSON CO CENTRAL PUBLIC SCHS	7,713,218	10,789,839
50-0001-000	WILCOX-HILDRETH PUBLIC SCHOOLS	4,128,347	6,650,576
50-0501-000	AXTELL COMMUNITY SCHOOLS	5,237,770	6,188,351
50-0503-000	MINDEN PUBLIC SCHOOLS	10,780,887	14,395,466
51-0001-000	OGALLALA PUBLIC SCHOOLS	11,441,049	18,353,346

51-0006-000	PAXTON CONSOLIDATED SCHOOLS	3,800,118	4,573,430
52-0100-000	KEYA PAHA COUNTY SCHOOLS	2,793,587	3,011,813
53-0001-000	KIMBALL PUBLIC SCHOOLS	6,369,202	9,629,521
54-0013-000	CREIGHTON COMMUNITY PUBLIC SCHOOLS	4,990,332	7,236,972
54-0096-000	CROFTON COMMUNITY SCHOOLS	5,922,461	7,001,471
54-0501-000	NIOBRARA PUBLIC SCHOOLS	4,263,895	5,510,000
54-0505-000	ISANTI COMMUNITY SCHOOL	4,810,115	10,349,740
54-0576-000	WAUSA PUBLIC SCHOOLS	4,067,561	4,674,489
54-0583-000	VERDIGRE PUBLIC SCHOOLS	2,992,588	3,828,620
54-0586-000	BLOOMFIELD COMMUNITY SCHOOLS	4,679,850	5,457,609
55-0001-000	LINCOLN PUBLIC SCHOOLS	472,681,985	640,078,580
55-0145-000	WAVERLY SCHOOL DISTRICT 145	23,807,717	28,468,222
55-0148-000	MALCOLM PUBLIC SCHOOLS	8,759,527	10,685,046
55-0160-000	NORRIS SCHOOL DIST 160	26,609,694	31,665,028
55-0161-000	RAYMOND CENTRAL PUBLIC SCHOOLS	10,438,153	11,963,042
56-0001-000	NORTH PLATTE PUBLIC SCHOOLS	42,383,385	52,972,410
56-0006-000	BRADY PUBLIC SCHOOLS	3,559,933	4,683,995
56-0007-000	MAXWELL PUBLIC SCHOOLS	4,750,083	6,307,233
56-0037-000	HERSHEY PUBLIC SCHOOLS	7,812,121	9,943,620
56-0055-000	SUTHERLAND PUBLIC SCHOOLS	5,085,839	7,304,817
56-0565-000	WALLACE PUBLIC SCH DIST 65 R	3,733,362	5,543,000
57-0501-000	STAPLETON PUBLIC SCHOOLS	3,679,290	4,641,813
58-0025-000	LOUP COUNTY PUBLIC SCHOOLS	2,748,368	3,133,500
59-0001-000	MADISON PUBLIC SCHOOLS	7,959,044	10,337,000
59-0002-000	NORFOLK PUBLIC SCHOOLS	49,675,467	69,411,374
59-0005-000	BATTLE CREEK PUBLIC SCHOOLS	7,961,923	8,475,770
59-0013-000	NEWMAN GROVE PUBLIC SCHOOLS	3,646,165	5,000,000
59-0080-000	ELKHORN VALLEY SCHOOLS	6,879,411	7,638,692
60-0090-000	MC PHERSON COUNTY SCHOOLS	2,716,178	3,093,106
61-0004-000	CENTRAL CITY PUBLIC SCHOOLS	10,436,560	12,880,000
61-0049-000	PALMER PUBLIC SCHOOLS	5,119,600	5,451,034
62-0021-000	BAYARD PUBLIC SCHOOLS	5,598,098	7,418,471
62-0063-000	BRIDGEPORT PUBLIC SCHOOLS	7,839,918	11,999,999
63-0001-000	FULLERTON PUBLIC SCHOOLS	5,179,138	6,297,550
63-0030-000	TWIN RIVER PUBLIC SCHOOLS	7,074,381	11,411,972
64-0023-000	JOHNSON-BROCK PUBLIC SCHOOLS	5,518,258	6,376,307
64-0029-000	AUBURN PUBLIC SCHOOLS	12,171,453	13,926,284
65-0011-000	SUPERIOR PUBLIC SCHOOLS	6,967,730	8,665,000
65-2005-000	SOUTH CENTRAL NEBRASKA UNIFIED 5	10,473,724	17,932,014
66-0027-000	SYRACUSE-DUNBAR-AVOCA SCHOOLS	10,541,703	13,561,742
66-0111-000	NEBRASKA CITY PUBLIC SCHOOLS	17,810,202	22,126,771
66-0501-000	PALMYRA DISTRICT O R 1	9,415,029	10,032,831
67-0001-000	PAWNEE CITY PUBLIC SCHOOLS	5,136,569	5,990,511
67-0069-000	LEWISTON CONSOLIDATED SCHOOLS	3,622,614	3,903,000
68-0020-000	PERKINS COUNTY SCHOOLS	6,703,720	9,709,507
69-0044-000	HOLDREGE PUBLIC SCHOOLS	13,237,875	20,062,617
69-0054-000	BERTRAND PUBLIC SCHOOLS	4,305,973	5,915,000

69-0055-000	LOOMIS PUBLIC SCHOOLS	4,465,039	4,996,962
70-0002-000	PIERCE PUBLIC SCHOOLS	9,418,624	10,611,290
70-0005-000	PLAINVIEW PUBLIC SCHOOLS	5,343,217	6,130,500
70-0542-000	OSMOND COMMUNITY SCHOOLS	3,592,677	4,615,236
71-0001-000	COLUMBUS PUBLIC SCHOOLS	44,816,423	52,846,176
71-0005-000	LAKEVIEW COMMUNITY SCHOOLS	12,763,465	14,854,285
71-0067-000	HUMPHREY PUBLIC SCHOOLS	5,099,207	6,219,176
72-0015-000	CROSS COUNTY COMMUNITY SCHOOLS	5,789,298	7,891,775
72-0019-000	OSCEOLA PUBLIC SCHOOLS	4,289,814	5,343,744
72-0032-000	SHELBY - RISING CITY PUBLIC SCHOOLS	6,709,716	8,431,600
72-0075-000	HIGH PLAINS COMMUNITY SCHOOLS	4,430,368	6,740,000
73-0017-000	MC COOK PUBLIC SCHOOLS	17,028,961	22,252,385
73-0179-000	SOUTHWEST PUBLIC SCHOOLS	5,031,774	9,647,900
74-0056-000	FALLS CITY PUBLIC SCHOOLS	11,560,897	15,400,136
74-0070-000	HUMBOLDT TABLE ROCK STEINAUER	5,598,963	9,719,208
75-0100-000	ROCK COUNTY PUBLIC SCHOOLS	4,041,635	5,390,607
76-0002-000	CRETE PUBLIC SCHOOLS	26,242,204	33,361,493
76-0044-000	DORCHESTER PUBLIC SCHOOL	4,190,348	5,197,249
76-0068-000	FRIEND PUBLIC SCHOOLS	4,126,688	5,829,000
76-0082-000	WILBER-CLATONIA PUBLIC SCHOOLS	8,870,993	11,316,736
77-0001-000	BELLEVUE PUBLIC SCHOOLS	106,069,580	131,599,865
77-0027-000	PAPILLION LA VISTA COMMUNITY SCHOOLS	128,545,623	156,516,171
77-0037-000	GRETNAL PUBLIC SCHOOLS	73,527,036	76,722,430
77-0046-000	SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS	14,549,069	20,617,254
78-0001-000	ASHLAND-GREENWOOD PUBLIC SCHS	14,868,522	16,324,000
78-0009-000	YUTAN PUBLIC SCHOOLS	7,343,672	9,504,219
78-0039-000	WAHOO PUBLIC SCHOOLS	13,958,855	16,980,153
78-0072-000	MEAD PUBLIC SCHOOLS	4,783,627	5,529,033
78-0107-000	CEDAR BLUFFS PUBLIC SCHOOLS	8,016,341	8,803,581
79-0002-000	MINATARE PUBLIC SCHOOLS	3,741,082	5,404,366
79-0011-000	MORRILL PUBLIC SCHOOLS	6,560,523	8,812,075
79-0016-000	GERING PUBLIC SCHOOLS	20,996,773	29,437,462
79-0031-000	MITCHELL PUBLIC SCHOOLS	8,635,265	12,069,858
79-0032-000	SCOTTSBLUFF PUBLIC SCHOOLS	41,084,588	61,608,634
80-0005-000	MILFORD PUBLIC SCHOOLS	10,953,024	13,300,000
80-0009-000	SEWARD PUBLIC SCHOOLS	17,294,048	25,315,411
80-0567-000	CENTENNIAL PUBLIC SCHOOLS	7,626,626	10,168,740
81-0003-000	HAY SPRINGS PUBLIC SCHOOLS	3,592,548	4,493,187
81-0010-000	GORDON-RUSHVILLE PUBLIC SCHS	9,297,193	13,954,000
82-0001-000	LOUP CITY PUBLIC SCHOOLS	5,010,150	6,884,600
82-0015-000	LITCHFIELD PUBLIC SCHOOLS	2,964,529	3,651,056
83-0500-000	SIOUX COUNTY PUBLIC SCHOOLS	2,755,541	3,781,501
84-0003-000	STANTON COMMUNITY SCHOOLS	6,585,054	7,612,941
85-0060-000	DESHLER PUBLIC SCHOOLS	4,418,484	5,722,871
85-0070-000	THAYER CENTRAL COMMUNITY SCHS	6,871,089	7,731,387
85-2001-000	BRUNING-DAVENPORT UNIFIED SYS	3,634,962	4,993,402
86-0001-000	THEDFORD PUBLIC SCHOOLS	3,079,197	3,423,990

87-0001-000	PENDER PUBLIC SCHOOLS	6,539,679	7,818,861
87-0013-000	WALTHILL PUBLIC SCHOOLS	5,946,515	11,208,000
87-0016-000	UMO N HO N NATION PUBLIC SCHS	8,792,992	25,178,060
87-0017-000	WINNEBAGO PUBLIC SCHOOLS DISTRICT 17	10,320,683	17,956,567
88-0005-000	ORD PUBLIC SCHOOLS	7,870,076	12,203,000
88-0021-000	ARCADIA PUBLIC SCHOOLS	3,109,289	4,122,375
89-0001-000	BLAIR COMMUNITY SCHOOLS	24,316,009	36,082,935
89-0003-000	FORT CALHOUN COMMUNITY SCHS	10,534,264	13,052,453
89-0024-000	ARLINGTON PUBLIC SCHOOLS	9,893,718	10,788,560
90-0017-000	WAYNE COMMUNITY SCHOOLS	12,708,833	14,690,165
90-0560-000	WAKEFIELD PUBLIC SCHOOLS	8,915,275	9,771,000
90-0595-000	WINSIDE PUBLIC SCHOOLS	4,187,372	5,430,469
91-0002-000	RED CLOUD COMMUNITY SCHOOLS	4,317,839	5,813,780
91-0074-000	BLUE HILL COMMUNITY SCHOOLS	5,214,157	5,958,780
92-0045-000	WHEELER CENTRAL SCHOOLS	2,999,758	4,292,177
93-0012-000	YORK PUBLIC SCHOOLS	17,642,819	22,937,102
93-0083-000	MC COOL JUNCTION PUBLIC SCHS	4,431,494	5,761,056
93-0096-000	HEARTLAND COMMUNITY SCHOOLS	5,624,429	7,631,080
		4,108,370,206	5,396,242,728

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2022/23 SPECIAL GRANT FUNDS	2022/23 SPECIAL EDUCATION BUDGET OF EXPENDITURES	2022/23 GENERAL FUND LID EXCLUSIONS	2022/23 ADJUSTED EXPENDITURES	2% OF 2022/23 ADJUSTED EXPENDITURES	TOTAL UNUSED BUDGET AUTHORITY
313,462	710,000	-	4,574,038	91,481	-
10,376,450	9,050,000	775,441	35,089,738	701,795	13,478,161
922,834	2,935,000	297,802	13,066,218	261,324	-
609,038	1,165,000	88,550	4,688,558	93,771	88,550
357,147	1,728,650	-	5,710,038	114,201	1,260,896
392,772	700,000	49,348	3,329,180	66,584	74
1,053,000	1,365,000	102,718	9,129,282	182,586	37,612
85,000	280,000	-	3,251,854	65,037	1,418,259
295,336	545,990	63,547	4,196,009	83,920	19,717
171,515	225,000	-	3,807,661	76,153	151,515
1,008,622	1,800,000	66,722	8,995,298	179,906	49,753
340,000	1,130,000	-	3,138,135	62,763	73,070
-	400,000	-	5,737,352	114,747	-
807,672	4,075,000	241,327	18,923,454	378,469	4,465,087
920,000	1,075,000	-	6,639,868	132,797	-
810,563	960,000	-	6,671,700	133,434	3,037,345
779,176	1,819,300	96,648	8,938,386	178,768	-
323,666	1,291,344	-	8,920,126	178,403	-
-	10,380,089	-	57,748,719	1,154,974	50,252,985
678,000	640,000	-	5,207,000	104,140	43,689
-	415,000	-	5,659,507	113,190	49,949
1,031,690	2,225,381	136,731	6,003,343	120,067	-
-	589,700	-	4,770,676	95,414	3,832,567
645,915	667,200	-	6,580,097	131,602	87,146
-	1,020,000	-	8,739,242	174,785	-
1,240,712	1,156,236	101,072	6,585,178	131,704	-
-	1,015,800	78,683	4,511,608	90,232	-
1,230,639	3,145,586	186,383	10,445,816	208,916	-
78,891	1,215,036	97,625	6,343,800	126,876	910,982
4,869,000	4,202,400	328,900	14,743,710	294,874	20,446,137
875,000	541,004	106,642	4,886,732	97,735	4,196,206
521,200	1,970,000	134,908	8,485,819	169,716	-
431,000	1,505,000	123,201	9,222,113	184,442	1,462,812
253,000	986,315	98,530	7,219,640	144,393	-
285,650	1,385,000	84,064	6,634,831	132,697	7,555,458
334,617	472,221	61,253	5,638,383	112,768	-
694,447	1,430,000	114,558	8,272,733	165,455	1,232,810
357,040	324,935	-	3,792,944	75,859	3,027,122

193,889	578,175	-	9,205,347	184,107	-
752,648	420,000	-	5,128,752	102,575	-
230,000	1,603,344	-	12,691,013	253,820	-
50,000	282,364	-	3,812,257	76,245	869,425
1,785,714	1,734,550	-	17,468,593	349,372	868,412
125,000	400,000	-	4,808,682	96,174	125,000
70,000	477,591	-	4,691,091	93,822	-
-	917,575	-	6,661,216	133,224	-
1,129,182	1,229,051	-	4,541,767	90,835	345,393
-	293,509	54,466	3,984,428	79,689	462,439
179,000	602,000	55,407	3,886,321	77,726	110
152,500	950,000	-	5,229,500	104,590	433,489
-	1,177,285	435,260	22,423,520	448,470	13,262,623
2,323,300	2,050,000	-	11,685,195	233,704	1
1,114,200	674,800	-	3,766,000	75,320	6,610,574
467,200	1,035,000	-	7,478,733	149,575	-
191,400	600,000	-	4,723,600	94,472	495,121
200,000	1,798,000	-	9,236,500	184,730	3,746,605
-	472,420	-	3,592,868	71,857	-
-	575,000	-	3,762,775	75,256	99,157
358,774	513,000	-	3,677,563	73,551	296,522
309,500	743,725	59,960	3,676,115	73,522	803,477
9,764,537	8,041,192	752,675	41,626,500	832,530	57,449,837
-	593,600	-	6,492,940	129,859	1,389,110
2,329,063	2,203,915	194,206	13,278,651	265,573	112,504
318,000	485,000	77,078	3,930,922	78,618	130,185
7,269,737	5,137,055	606,032	45,516,888	910,338	1,906,484
283,000	615,000	70,662	4,988,916	99,778	-
-	2,377,000	-	13,607,711	272,154	822,032
147,000	1,500,000	-	13,671,157	273,423	1,410,607
-	700,000	88,685	4,185,315	83,706	21,019
-	765,472	-	5,962,809	119,256	541,040
1,101,399	450,000	-	3,970,385	79,408	-
439,200	871,812	96,659	7,143,105	142,862	-
-	641,000	-	4,168,889	83,378	175,775
-	896,000	-	4,809,655	96,193	-
9,618,183	13,532,120	1,725,270	44,720,377	894,408	63,310,615
581,775	620,000	58,347	4,778,824	95,576	-
678,770	2,417,846	168,572	8,661,393	173,228	1,146,396
800,000	2,135,982	128,087	7,662,743	153,255	-
234,269,453	99,113,749	9,307,037	612,309,761	12,246,195	498,932,211
2,819,451	20,166,306	1,980,629	108,013,374	2,160,267	19,272,892
1,445,754	2,490,515	-	13,578,691	271,574	-
28,091,239	36,318,245	4,700,070	199,479,493	3,989,590	95,575,536
6,332,488	7,402,059	765,566	31,425,898	628,518	38,294,276
1,004,760	6,110,141	600,527	43,308,315	866,166	532,496
4,597,693	16,970,062	1,243,004	72,957,818	1,459,156	9,692,461

21,000	865,909	-	8,045,520	160,910	1,530,576
295,000	1,605,539	73,213	4,861,273	97,225	10,326
1,963,506	3,087,490	182,234	7,542,932	150,859	2,928,633
1,033,101	515,401	53,680	3,038,869	60,777	-
498,000	1,280,000	69,410	5,404,318	108,086	114,184
607,390	455,842	49,771	3,709,286	74,186	839
-	475,000	-	4,822,000	96,440	201,590
350,000	500,000	-	4,188,599	83,772	794,736
670,125	725,000	63,839	5,159,459	103,189	615,577
616,500	520,000	87,518	4,674,632	93,493	820,604
262,587	1,210,100	-	7,726,562	154,531	205,697
561,289	1,585,000	-	6,052,373	121,047	-
-	3,975,000	-	26,676,868	533,537	5,622,882
31,861	635,000	-	6,936,016	138,720	1,066,751
346,000	550,000	66,141	4,561,439	91,229	-
84,817	865,000	-	6,013,778	120,276	9
940,474	562,698	54,084	5,903,220	118,064	86,409
165,093	612,500	57,405	3,914,945	78,299	-
896,329	435,000	-	3,647,171	72,943	509,698
411,957	950,000	103,780	7,600,675	152,014	898,124
18,895,902	21,967,840	2,087,250	115,049,008	2,300,980	34,321,989
-	1,900,000	-	16,500,000	330,000	13,892,582
2,094,104	923,648	-	7,970,896	159,418	5,000
558,843	1,725,000	114,494	6,504,264	130,085	5,444,338
400,743	711,672	91,268	3,889,848	77,797	1,238,647
-	510,500	-	3,174,436	63,489	-
2,676,500	3,350,000	281,969	15,829,807	316,596	2,023,647
423,559	977,800	91,448	5,645,068	112,901	-
-	320,000	-	3,943,240	78,865	-
354,031	625,000	-	5,252,969	105,059	-
1,805,273	1,901,018	179,168	10,318,376	206,368	657,496
223,508	360,000	47,058	3,505,884	70,118	516,246
-	321,050	-	3,128,312	62,566	602,060
491,200	1,680,000	154,828	6,178,654	123,573	-
-	514,682	-	4,368,946	87,379	1
-	1,119,409	-	9,744,670	194,893	1,596,627
-	1,275,000	-	8,083,854	161,677	-
240,374	900,000	-	2,825,504	56,510	421,069
-	3,227,860	-	13,542,906	270,858	2,994
661,083	1,209,000	-	6,324,969	126,499	-
728,700	1,000,000	-	4,288,841	85,777	10
182,440	502,100	-	4,623,756	92,475	-
1,243,141	1,381,500	120,590	8,044,608	160,892	1,333,892
779,000	650,000	-	5,221,576	104,432	431
406,027	1,315,543	-	4,466,781	89,336	-
513,090	1,593,556	170,876	12,117,944	242,359	174,853
2,512,000	1,980,000	-	13,861,346	277,227	-

235,733	516,200	-	3,821,497	76,430	-
-	300,000	30,746	2,681,067	53,621	1,523,026
-	865,000	-	8,764,521	175,290	-
300,000	935,802	-	6,001,170	120,023	981,134
-	1,042,000	-	5,959,471	119,189	302,969
653,258	610,000	69,575	4,177,167	83,543	-
965,000	1,913,000	3,064,811	4,406,929	88,139	103,979
245,000	601,882	54,646	3,772,961	75,459	1,060,546
832,000	460,000	58,720	2,477,900	49,558	-
360,897	646,000	64,340	4,386,372	87,727	738,134
150,000,000	97,375,699	7,809,322	384,893,559	7,697,871	406,284,485
1,758,759	3,525,000	-	23,184,463	463,689	2,081,805
566,000	1,008,775	127,189	8,983,082	179,662	-
-	3,288,000	-	28,377,028	567,541	3,166,430
231,228	1,950,939	144,675	9,636,200	192,724	-
9,470,556	6,337,082	724,415	36,440,357	728,807	52,442,669
253,147	546,000	-	3,884,848	77,697	1,853,968
657,623	715,000	59,721	4,874,889	97,498	-
195,000	790,100	109,712	8,848,808	176,976	-
-	950,000	-	6,354,817	127,096	130,662
1,106,735	650,000	-	3,786,265	75,725	184,858
289,409	530,282	-	3,822,122	76,442	629,695
-	390,000	-	2,743,500	54,870	423,970
1,304,825	896,000	121,856	8,014,319	160,286	576,516
6,889,284	8,377,748	882,139	53,262,203	1,065,244	-
235,061	1,362,000	100,613	6,778,096	135,562	-
1,098,009	582,536	-	3,319,455	66,389	673
275,029	860,400	93,892	6,409,371	128,187	-
230,000	217,000	-	2,646,106	52,922	1,978,090
1,020,571	2,100,000	168,819	9,590,610	191,812	393,257
391,000	560,819	116,330	4,382,885	87,658	2,479,577
447,500	750,000	120,574	6,100,397	122,008	-
640,000	1,293,999	-	10,066,000	201,320	236,691
344,200	770,560	75,665	5,107,125	102,143	1,338,817
100,000	2,610,747	-	8,701,225	174,025	-
22,000	889,300	-	5,465,007	109,300	2,241,304
1,007,608	2,019,831	-	10,898,845	217,977	3,961,670
538,291	1,760,000	-	6,366,709	127,334	-
500,000	3,665,000	-	13,767,014	275,340	1,413,700
936,495	2,335,225	172,804	10,117,218	202,344	638,473
2,451,866	3,288,900	298,653	16,087,352	321,747	4,902,722
383,000	1,330,000	-	8,319,831	166,397	-
-	586,541	-	5,403,970	108,079	-
121,000	331,000	-	3,451,000	69,020	105,370
164,000	799,000	-	8,746,507	174,930	1,109,955
1,934,965	2,600,000	362,802	15,164,850	303,297	-
791,000	670,000	-	4,454,000	89,080	60

362,852	610,000	-	4,024,110	80,482	185,954
-	1,632,431	-	8,978,859	179,577	3,357,357
-	950,000	-	5,180,500	103,610	6,164,859
353,750	716,399	-	3,545,087	70,902	517,405
-	8,322,211	1,249,522	43,274,443	865,489	28,684,565
-	2,270,000	-	12,584,285	251,686	4
643,440	1,500,000	70,925	4,004,811	80,096	-
204,668	785,191	86,970	6,814,946	136,299	-
582,568	663,389	-	4,097,787	81,956	-
250,000	820,000	59,086	7,302,514	146,050	10,000
1,076,100	975,000	-	4,688,900	93,778	11
973,000	2,869,000	-	18,410,385	368,208	-
504,666	1,070,000	-	8,073,234	161,465	613,473
-	2,262,000	-	13,138,136	262,763	295,270
-	2,086,446	-	7,632,762	152,655	1,138,722
-	475,300	-	4,915,307	98,306	24,716
2,158,488	3,875,000	426,125	26,901,880	538,038	6,312,623
273,366	550,000	-	4,373,883	87,478	3,178
818,815	925,000	57,939	4,027,246	80,545	-
1,002,430	1,564,545	-	8,749,761	174,995	531,668
7,413,803	22,768,546	-	101,417,516	2,028,350	1,838,768
6,486,192	23,560,480	2,582,665	123,886,834	2,477,737	-
3,364,874	14,877,384	1,069,036	57,411,136	1,148,223	14,818,506
1,482,058	2,907,646	437,076	15,790,474	315,809	1,676,310
-	2,665,000	-	13,659,000	273,180	31,154
-	2,363,787	-	7,140,432	142,809	1,636,014
893,847	3,443,320	-	12,642,986	252,860	-
493,000	700,000	64,375	4,271,658	85,433	-
220,620	860,000	87,738	7,635,223	152,704	-
713,500	540,000	-	4,150,866	83,017	640,211
1,210,225	600,000	-	7,001,850	140,037	2,395,292
5,347,525	4,422,088	386,733	19,281,116	385,622	13,727,195
1,398,000	961,058	-	9,710,800	194,216	1,630
12,229,105	6,950,000	782,083	41,647,446	832,949	-
476,113	2,000,000	168,000	10,655,887	213,118	148,013
400,000	4,275,000	-	20,640,411	412,808	-
1,754,036	1,353,928	136,627	6,924,149	138,483	-
360,079	251,815	-	3,881,293	77,626	1,542,062
297,000	1,865,000	-	11,792,000	235,840	4,459,139
88,204	577,000	-	6,219,396	124,388	-
-	730,000	-	2,921,056	58,421	-
53,288	296,782	-	3,431,431	68,629	275,264
25,000	1,099,814	91,732	6,396,395	127,928	719,333
457,423	1,153,050	57,095	4,055,303	81,106	500
-	904,887	-	6,826,500	136,530	851
373,933	604,100	-	4,015,369	80,307	4,598
-	219,250	-	3,204,740	64,095	883,689

1,131,773	1,136,944	85,919	5,464,225	109,285	-
2,502,953	1,236,600	1,823,012	5,645,435	112,909	386
7,639,062	2,579,761	7,648,783	7,310,454	146,209	-
3,358,367	3,820,114	3,100,000	7,678,086	153,562	7,586
1,454,465	1,614,000	123,680	9,010,855	180,217	372,597
24,234	394,900	-	3,703,241	74,065	10,048
1,443,164	4,531,168	391,038	29,717,565	594,351	961,828
-	1,893,363	132,044	11,027,046	220,541	132,043
20,248	1,492,498	139,469	9,136,345	182,727	-
-	1,834,898	-	12,855,267	257,105	419,768
1,390,646	1,303,000	-	7,077,354	141,547	26,297
773,128	505,395	67,045	4,084,901	81,698	-
736,500	1,004,010	-	4,073,270	81,465	729,001
-	884,000	80,586	4,994,194	99,884	2,090,099
882,000	325,000	65,504	3,019,673	60,393	-
629,112	4,793,000	237,820	17,277,170	345,543	1,197,854
-	1,200,488	-	4,560,568	91,211	294,936
546,750	1,208,197	70,982	5,805,151	116,103	299,117
666,781,829	729,808,854	67,414,504	3,932,237,541	78,644,751	1,606,415,342

2023/24 STUDENT GROWTH ADJUSTMENT	2023/24 STUDENT GROWTH CORRECTION

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-	127,081
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96,612	-
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10,734	-
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6,236	-
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3,193,524	(471,280)
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1,398,526	(1,530,110)
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1,758,619	673,150
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-	(206,329)
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120,556	-
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106,073	-
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19,745	101,401
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69,553	(962,624)
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651,582	-
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10,514,863	(3,787,036)

Formulas for Calculating Budget Authority
per Statute as of February 17, 2023

		Data Source	
GFBE	2022/2023 General Fund Budget of Expenditures	LC-2	B-100
SGF	2022/2023 Special Grant Funds	LC-2	B-110
SPED	2022/2023 Special Education Budget of Expenditures	LC-2	B-120
GFLE	2022/2023 General Fund Lid Exclusions (Schedule A)	LC-2	B-130
UBA	2022/2023 Total Unused Budget Authority	LC-2	B-175
FN	Formula Needs from 2023/2024 State Aid Certification Current Statute	2023/2024 State Aid (Total Formula Needs)	
BAGR	Basic Allowable Growth Rate of 2.5%	Statute	77-3446
SGA	2023/2024 Student Growth Adjustment from State Aid Certification Current Statute	2023/2024	State Aid
SGACORR	2023/2024 Student Growth Correction from State Aid Certification Current Statute	2023/2024	State Aid
Budget Based	(GFBE - SGF - SPED- GFLE) X 1.025		
Student Growth Adjustment	(GFBE - SGF - SPED - GFLE) + (SGA + SGACORR)		
Formula Needs Based	((FN X 1.10) - (SPED X 1.025))		

Section A										Section B					Section C		Section D					Section E		Section F	Section G	Section H	
AgencyID	District	GF Tax Asking	SBF Tax Asking	2022/23 Property Tax Request (Budget Doc from LC-2)	GF Non-Property Tax Revenue (2020/21 AFR)	SBF Other Non-Property Tax Revenue (2020/21 AFR)	2020/21 Non-Property Tax Revenue (AFR)	21/22 SPED Reimbursement from 2021/22 AFR	22/23 TEEOSA Revenue	TOTAL Property Tax & Non-Property Tax Revenues	Base Growth 3%	Basic Growth % for Membership	Basic Growth % for LEP	Basic Growth % for Poverty	TOTAL BASE GROWTH %	REVENUE CAP Total Revenue Total Base Growth %	Gen Fund Non-Property Tax Revenue (2021/22 AFR)	SBF Other Non-Property Tax Revenue (2021/22 AFR)	2021/22 AFR Non-Property Tax Revenue (AFR)	2022/23 SPED EST from SPED FFR	23/24 TEEOSA to be Paid W Foundation Aid	2023-24 PROPERTY TAX REQUEST AUTHORITY	Change Year to Year	% of Tax Request Increase Decrease	Additional Base Growth Percentage if 70% Board Approval	Amount of Additional Property Tax Authority if Approved	2023-24 Property Tax Request Authority Including Board Approved Amount
01-0003-000	KENESAW PUBLIC SCHOOLS	3,750,000	319,192	4,069,192	382,226	2,236	384,462	187,258	291,462	4,932,374	3.0000%	0.9266%	0.0000%	0.6950%	4.6216%	5,160,330	388,682	2,322	391,004	161,570	730,459	3,877,297	(191,895)	-4.72%	7%	345,266	4,222,563
01-0018-000	HASTINGS PUBLIC SCHOOLS	16,135,192	-	16,135,192	3,005,828	-	3,005,828	2,788,837	20,773,426	42,703,283	3.0000%	0.0000%	0.1930%	1.0682%	4.2612%	44,522,964	2,816,907	-	2,816,907	3,152,445	20,633,545	17,920,067	1,784,875	11.06%	5%	2,135,164	20,055,231
01-0090-000	ADAMS CENTRAL PUBLIC SCHOOLS	12,434,343	1,000,000	13,434,343	1,460,816	4,859	1,465,675	796,612	665,667	16,362,297	3.0000%	0.7320%	0.0000%	0.3714%	4.1033%	17,033,697	1,362,660	4,760	1,367,420	789,939	2,092,620	12,783,718	(650,625)	-4.84%	6%	981,738	13,765,456
01-0123-000	SILVER LAKE PUBLIC SCHOOLS	4,306,915	151,515	4,458,430	299,358	5,437	304,795	248,735	31,855	5,043,815	3.0000%	0.0000%	0.0000%	0.8168%	3.8168%	5,236,329	288,678	3,290	291,968	326,029	340,253	4,278,079	(180,351)	-4.05%	7%	353,067	4,631,146
02-0009-000	NELIGH-OAKDALE SCHOOLS	5,050,505	475,758	5,526,263	739,370	8,201	747,571	509,251	51,102	6,834,187	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	7,039,213	719,951	23,524	743,475	441,449	551,086	5,303,203	(223,060)	-4.04%	7%	478,393	5,781,596
02-0018-000	ELGIN PUBLIC SCHOOLS	3,088,619	202,020	3,290,639	563,454	35,352	598,806	140,240	399,419	4,429,104	3.0000%	1.2281%	0.0000%	1.4912%	5.7193%	4,682,418	639,432	40,776	680,208	203,233	577,839	3,221,138	(69,501)	-2.11%	7%	310,037	3,531,175
02-0115-000	SUMMERLAND PUBLIC SCHOOLS	5,821,938	-	5,821,938	615,990	14,779	630,769	344,877	36,890	6,834,474	3.0000%	3.2593%	0.0000%	1.2963%	7.5556%	7,350,856	559,415	70,643	630,058	400,716	669,077	5,651,005	(170,933)	-2.94%	7%	478,413	6,129,419
03-0500-000	ARTHUR COUNTY SCHOOLS	2,323,232	30,303	2,353,535	86,522	16,590	103,112	82,689	296,164	2,927,898	3.0000%	0.0000%	0.0000%	0.2568%	3.2568%	2,927,898	85,477	11,595	97,072	101,275	460,495	2,269,056	(84,479)	-3.59%	7%	198,485	2,467,541
04-0001-000	BANNER COUNTY PUBLIC SCHOOLS	2,657,822	50,505	2,708,327	221,721	102	221,823	66,298	480,030	3,476,478	3.0000%	3.9437%	0.0000%	0.5282%	7.4718%	3,736,235	190,862	14,379	205,241	132,182	649,061	2,749,751	41,424	1.53%	7%	243,353	2,993,104
05-0071-000	SANDHILLS PUBLIC SCHOOLS	2,555,556	154,020	2,709,576	117,976	194	118,170	54,681	179,941	3,061,468	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	3,153,312	120,471	660	121,131	60,596	257,221	2,714,364	4,788	0.18%	7%	214,303	2,928,667
06-0001-000	BOONE CENTRAL SCHOOLS	6,969,697	914,019	7,883,716	1,106,269	22,855	1,129,124	448,381	427,343	9,888,564	3.0000%	0.3466%	0.0000%	1.0399%	4.3865%	10,322,324	1,149,060	44,594	1,194,019	422,884	1,356,603	7,348,818	(534,898)	-6.78%	6%	593,314	7,942,132
06-0017-000	ST EDWARD PUBLIC SCHOOLS	2,995,380	45,455	3,040,835	182,988	505	183,493	244,880	21,698	3,490,906	3.0000%	0.0000%	0.0000%	0.3704%	3.2704%	3,608,562	197,173	1,001	198,174	254,942	267,383	2,888,063	(152,772)	-5.02%	7%	244,363	3,132,427
06-0075-000	RIVERSIDE PUBLIC SCHOOLS	4,514,118	82,022	4,596,140	265,297	-	265,297	124,397	126,760	5,112,594	3.0000%	0.0000%	0.2817%	0.5634%	3.8451%	5,309,177	262,449	-	262,449	138,349	471,142	4,491,237	(104,903)	-2.28%	7%	357,882	4,849,118
07-0006-000	ALLIANCE PUBLIC SCHOOLS	10,738,384	1,379,450	12,117,834	1,182,521	7,947	1,190,468	650,352	2,552,349	16,511,003	3.0000%	0.0000%	0.0469%	0.2815%	3.3784%	17,060,552	1,279,926	8,068	1,287,994	861,638	2,544,851	12,366,069	248,235	2.05%	6%	990,660	13,356,729
07-0010-000	HEMINGFORD PUBLIC SCHOOLS	6,105,572	303,030	6,408,602	334,178	3,536	337,714	257,997	739,720	7,744,033	3.0000%	0.4267%	0.0000%	0.5200%	3.9467%	8,049,664	563,798	2,398	566,196	293,594	5,961,953	(446,649)	-6.97%	7%	542,082	6,504,035	
08-0051-000	BOYD COUNTY SCHOOLS	4,441,330	66,168	4,607,498	324,629	279	324,908	269,703	179,914	5,382,023	3.0000%	0.0000%	0.0000%	0.5921%	3.5921%	5,575,351	343,785	283	344,068	279,040	563,147	4,389,096	(218,402)	-4.74%	7%	376,742	4,765,838
09-0010-000	AINSWORTH COMMUNITY SCHOOLS	6,099,967	569,447	6,669,414	608,657	12,943	621,600	366,016	47,337	7,704,367	3.0000%	0.0000%	0.6911%	0.2083%	3.8943%	8,004,399	581,157	14,424	595,581	470,874	621,928	6,316,016	(353,398)	-5.30%	7%	539,306	6,855,322
10-0002-000	GIBBON PUBLIC SCHOOLS	5,969,675	335,281	6,304,956	562,124	452	562,576	259,009	1,317,748	8,444,289	3.0000%	0.0000%	0.0000%	0.4633%	3.4633%	8,736,742	603,826	2,288	606,114	279,139	1,135,612	6,715,877	410,921	6.52%	6%	506,657	7,222,534
10-0007-000	KEARNEY PUBLIC SCHOOLS	43,509,588	353,535	43,863,123	6,600,489	2,324	6,602,813	2,859,117	10,92,488	63,417,541	3.0000%	0.0000%	0.0425%	0.4810%	3.5236%	65,652,099	6,645,790	928	6,646,713	3,425,812	10,034,566	45,540,088	1,681,885	3.83%	5%	3,170,877	48,715,885
10-0009-000	ELM CREEK PUBLIC SCHOOLS	3,808,938	185,977	3,994,915	390,531	1,139	391,670	250,926	612,621	5,250,132	3.0000%	0.4819%	0.0000%	0.4970%	3.9789%	5,459,030	398,372	1,848	400,220	205,755	788,080	4,064,975	70,060	1.75%	7%	367,509	4,432,485
10-0019-000	SHELTON PUBLIC SCHOOLS	3,646,465	61,419	3,707,884	312,616	974	313,590	234,080	501,350	4,756,904	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	4,999,611	261,091	229	261,320	227,707	410,893	3,999,691	291,807	7.87%	7%	332,983	4,332,674
10-0069-000	RAVENNA PUBLIC SCHOOLS	5,186,221	666,792	5,853,013	557,609	532	558,141	509,505	38,332	6,958,991	3.0000%	1.5259%	0.0000%	0.8583%	5.8842%	7,333,677	556,077	14,220	570,297	503,827	608,162	5,651,391	(201,622)	-3.44%	7%	487,129	6,138,520
10-0105-000	PLASANT PUBLIC SCHOOLS	3,311,174	116,162	3,427,336	184,836	517	185,353	104,438	311,436	3,819,815	3.0000%	0.4167%	0.0000%	0.3872%	3.8169%	4,101,540	357,642	9,739	357,680	462,245	683,748	3,282,390	(190,325)	-5.94%	7%	544,845	3,827,235
10-0119-000	AMHERST PUBLIC SCHOOLS	2,505,050	-	2,505,050	372,635	1,484	374,119	225,088	1,977,137	5,081,394	3.0000%	0.0000%	0.0000%	0.5014%	3.5014%	5,265,314	281,771	4,219	285,990	220,551	2,068,620	2,684,153	179,103	7.15%	7%	355,698	3,039,850
11-0001-000	TEKAMAH-HERMAN COMMUNITY SCHS	6,573,763	454,909	7,028,672	654,572	6,763	661,335	491,699	65,840	8,247,546	3.0000%	0.8730%	0.0000%	0.4464%	4.3194%	8,603,794	587,557	4,638	592,195	398,974	842,401	6,770,224	(258,448)	-3.68%	6%	494,853	7,265,077
11-0014-000	OAKLAND CRAIG PUBLIC SCHOOLS	5,657,576	-	5,657,576	499,846	1,399	501,245	398,259	158,218	7,015,298	3.0000%	0.5319%	0.0000%	0.9973%	4.5293%	7,019,431	432,447	634	433,081	348,317	633,384	5,606,669	(50,907)	-0.90%	7%	470,071	6,076,740
11-0200-000	LYONS-DECATUR NORTHEAST SCHS	4,343,434	-	4,343,434	350,659	55	350,714	349,663	35,770	5,079,581	3.0000%	0.0000%	0.0000%	1.2651%	4.2651%	5,296,228	315,359	364	315,723	333,598	424,356	4,222,551	(120,883)	-2.78%	7%	355,771	4,578,122
12-0056-000	DAVID CITY PUBLIC SCHOOLS	9,381,616	1,308,581	10,690,197	1,321,130	7,030	1,328,160	881,706	130,944	13,031,007	3.0000%	0.1314%	0.0000%	0.7882%	3.9195%	13,541,763	1,039,335	43,461	1,082,796	832,934	1,092,991	10,533,042	(159,155)	-1.47%	6%	781,860	11,314,902
12-0502-000	EAST BUTLER PUBLIC SCHOOLS	6,212,080	856,048	7,068,128	475,835	2,060	477,895	431,344	53,932	8,031,299	3.0000%	1.0409%	0.0000%	0.4461%	4.4870%	8,391,662	422,358	19,192	441,550	423,721	486,010	7,040,381	(27,747)	-0.39%	7%	562,191	7,602,572
13-0001-000	PLATTSMOUTH COMMUNITY SCHOOLS	10,559,976	-	10,559,976	1,654,925	-	1,654,925	1,440,964	4,661,372	18,317,242	3.0000%	0.0099%	0.0000%	1.1107%	4.1406%	19,075,688	1,608,836	-	1,608,836	1,423,609	1,611,111	11,882,132	1,322,156	12.52%	6%	1,099,035	12,981,167
13-0022-000	WEEPING WATER PUBLIC SCHOOLS	4,366,651	-	4,366,651	319,846	1,072	320,918	88,054	193,032	4,968,655	3.0000%	0.4461%	0.0000%	0.7807%	4.2268%	5,178,668	246,272	13,201	259,473	207,009	463,128	4,249,058	(117,593)	-2.69%	7%	347,806	4,596,864
13-0032-000	LOUISVILLE PUBLIC SCHOOLS	6,794,008	268,359	7,062,367	674,185	3,318	677,503	377,494	1,929,086	9,746,450	3.0000%	1.3729%	0.0000%	0.4212%	4.7941%	10,213,702	777,852	3,437	781,289	378,721	1,415,193	7,638,499	576,132	8.16%	6%	584,787	8,223,286
13-0056-000	CONESTOGA PUBLIC SCHOOLS	8,595,960	955,525	9,551,485	972,246	4,725	976,971	437,731	104,662	11,070,849	3.0000%	0.3704%	0.0026%	0.5787%	4.0417%	11,818,296	840,793	5,505	846,298	516,013	1,107,169	9,048,816	(502,669)	-5.26%	6%	664,251	9,713,067
13-0097-000	ELMWOOD-MURDOCK PUBLIC SCHOOLS	4,542,955	646,504	5,189,459	435,586	7,276	437,862	286,396	941,371	6,765,088	3.0000%	0.0000%	0.0000%	0.3136%	3.3136%	6,977,287	461,541	77	461,624	356,919	465,160	6,282,896	(242,839)	-4.76%	7%	473,556	6,756,452
14-0008-000	HARTINGTON NEWCASTLE PUBLIC SCHOOLS	5,337,732	1,135,723	6,473,455	699,101	5,178	704,279	514,774																			

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28-0001-000	OMAHA PUBLIC SCHOOLS	288,017,487	14,553,788	302,571,275	48,642,542	306,214	48,948,756	31,461,831	286,454,109	669,435,971	3.0000%	0.2256%	0.2240%	0.6330%	4.0826%	696,766,327	43,934,042	941,573	44,875,615	33,350,223	285,036,286	333,504,203	30,932,928	10.22%	4%	26,777,439	360,281,642
28-0010-000	ELKHORN PUBLIC SCHOOLS	87,462,625	2,341,212	89,803,837	11,170,443	81,205	11,351,848	5,784,314	17,271,454	124,211,453	3.0000%	1.6496%	0.0564%	0.2323%	4.9382%	130,345,304	14,387,460	167,989	14,555,449	6,115,113	20,060,697	89,614,045	(189,792)	-0.21%	4%	4,968,458	94,582,503
28-0015-000	DOUGLAS CO WEST COMMUNITY SCHS	9,797,373	1,964,646	11,762,019	1,415,906	3,622	1,419,528	6,776	1,061,628	14,249,951	3.0000%	1.0800%	0.0935%	0.3271%	4.5005%	14,891,273	1,607,987	4,118	1,612,105	677,811	2,738,708	9,862,649	(1,899,370)	-16.15%	6%	854,997	10,717,646
28-0017-000	MILLARD PUBLIC SCHOOLS	143,185,428	5,569,831	148,755,259	23,880,762	551,502	24,432,264	12,477,264	73,384,179	259,048,966	3.0000%	0.0000%	0.0520%	0.5465%	3.5985%	268,370,844	28,693,544	711,291	24,404,835	13,405,295	75,045,219	155,515,495	6,760,236	4.54%	4%	10,361,959	165,877,454
28-0054-000	RALSTON PUBLIC SCHOOLS	21,257,049	815,320	22,072,369	4,746,021	4,081	4,750,102	10,659,909	39,781,831	67,175,084	3.0000%	0.2160%	0.2097%	1.0599%	4.5216%	41,580,607	8,419,481	6	8,419,487	2,234,497	9,718,576	21,208,047	(864,322)	-3.92%	5%	1,989,092	23,197,138
28-0059-000	BENNINGTON PUBLIC SCHOOLS	22,325,858	20,798	22,346,656	3,234,170	49,616	3,283,786	1,472,635	20,072,007	47,175,084	3.0000%	5.2776%	0.0000%	0.3809%	8.6585%	51,259,716	3,441,731	5,408	3,447,139	1,663,616	19,595,537	26,553,424	4,206,768	18.83%	5%	2,358,754	28,912,178
28-0066-000	WESTSIDE COMMUNITY SCHOOLS	47,239,653	1,767,677	49,007,330	5,756,180	521,165	6,277,345	5,650,123	21,433,876	82,368,674	3.0000%	0.3528%	0.1372%	0.7006%	4.1906%	85,820,409	9,714,989	397,211	10,112,200	6,000,745	29,230,899	40,476,475	(8,530,854)	-17.41%	5%	4,418,434	44,594,909
29-0117-000	DUNDY CO STRATTON PUBLIC SCHS	5,580,739	303,630	5,883,769	375,758	1,602	377,360	159,246	41,816	6,462,191	3.0000%	0.1504%	0.0000%	0.5639%	3.7143%	6,702,215	420,480	1,779	422,259	150,295	449,942	5,679,719	(204,050)	-3.47%	7%	452,353	6,132,072
30-0001-000	EXETER-MILLIGAN PUBLIC SCHOOLS	3,968,837	402,486	4,372,877	238,958	24,962	263,920	315,935	38,993	4,991,725	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	5,141,477	342,410	34,451	376,861	301,727	267,214	4,195,675	(177,202)	-4.05%	7%	349,421	4,545,096
30-0025-000	FILMORE CENTRAL PUBLIC SCHS	7,393,939	624,360	8,018,299	1,258,698	16,805	1,275,503	773,817	90,653	10,156,238	3.0000%	0.0000%	0.0000%	0.8212%	3.8212%	10,544,387	1,155,878	20,416	1,175,994	725,549	948,846	7,694,093	(322,332)	-4.02%	6%	609,378	8,303,471
30-0054-000	SHICKLEY PUBLIC SCHOOLS	3,616,616	252,525	3,869,141	291,391	606	291,997	143,768	214,942	4,519,848	3.0000%	0.3077%	0.0000%	1.5000%	4.8077%	4,737,148	285,305	536	285,931	150,281	486,510	3,894,426	25,285	0.65%	7%	316,389	4,210,816
31-0506-000	FRANKLIN PUBLIC SCHOOLS	4,378,788	166,667	4,545,455	263,848	932	264,780	447,630	141,213	5,399,078	3.0000%	1.9355%	0.0000%	0.6653%	4.6000%	5,701,470	249,812	1,151	250,963	363,625	608,085	4,478,797	(66,658)	-1.47%	7%	377,935	4,856,732
32-0046-000	WYANDOT PUBLIC SCHOOLS	3,031,306	-	3,031,306	153,855	25,300	179,155	36,509	448,188	3,695,158	3.0000%	3.2941%	0.4412%	0.8824%	7.6170%	3,976,642	151,145	5,750	156,895	90,426	683,907	3,045,414	14,108	0.47%	7%	258,661	3,304,075
32-0095-000	EUSTIS-FARNAM PUBLIC SCHOOLS	3,010,101	439,394	3,449,495	209,621	712	210,333	110,355	24,658	3,794,841	3.0000%	0.0000%	0.0000%	0.4601%	3.4601%	3,926,147	213,171	1,181	214,352	125,544	275,355	3,310,896	(138,599)	-4.02%	7%	265,639	3,576,535
32-0125-000	MEDICINE VALLEY PUBLIC SCHOOLS	2,792,057	56,805	2,848,862	173,840	-	173,840	188,159	950,001	4,160,862	3.0000%	0.0000%	0.0000%	0.5357%	3.5357%	4,307,978	167,975	1,163	169,138	135,444	306,236	213,474	7,499	7%	291,260	3,753,597	
33-0018-000	ARAPAHOE PUBLIC SCHOOLS	3,446,680	202,020	3,648,700	312,364	35	312,399	206,905	158,723	4,326,727	3.0000%	0.0000%	0.0000%	0.1987%	3.1987%	4,465,125	350,861	-	350,861	194,265	586,371	3,333,628	(315,072)	-8.64%	7%	302,871	3,636,499
33-0021-000	CAMBRIDGE PUBLIC SCHOOLS	3,055,951	121,212	3,177,163	244,459	517	244,976	182,207	1,014,386	4,618,732	3.0000%	0.0000%	0.0000%	0.1800%	3.1800%	4,765,608	253,010	524	253,534	181,096	862,706	3,468,727	291,109	9.16%	7%	323,311	3,791,583
33-0540-000	SOUTHERN VALLEY SCHOOLS	6,161,616	227,273	6,388,889	395,499	4,785	400,284	278,265	38,303	7,105,741	3.0000%	2.5360%	0.0000%	0.3890%	5.9251%	7,626,761	383,235	2,294	385,529	327,870	588,987	6,224,375	(164,514)	-2.57%	7%	497,402	6,721,777
34-0001-000	SOUTHERN SCHOOL DISTRICT 1	4,011,908	200,595	4,212,503	353,912	269	354,181	376,743	1,654,223	6,597,650	3.0000%	0.0000%	0.0000%	0.1087%	4.0870%	6,867,293	312,967	294	313,261	338,150	1,585,678	4,710,204	497,701	11.81%	7%	461,836	5,172,040
34-0015-000	BEATRICE PUBLIC SCHOOLS	12,590,909	1,937,466	14,528,375	2,204,349	2,579	2,206,928	1,729,338	5,449,448	23,914,089	3.0000%	0.7794%	0.0403%	0.6284%	4.4420%	24,979,352	2,214,719	6,306	2,221,025	1,777,061	5,455,074	15,523,192	994,817	6.85%	6%	1,434,845	16,958,038
34-0034-000	FREEMAN PUBLIC SCHOOLS	4,733,261	195,303	4,928,564	502,979	5,265	508,244	213,376	591,892	6,062,076	3.0000%	3.5688%	0.0000%	0.4324%	7.0022%	7,064,368	520,624	5,510	526,134	198,508	1,647,954	4,691,772	(236,792)	-4.80%	7%	462,145	5,153,917
34-0100-000	DILLER-ODELL PUBLIC SCHOOLS	3,961,918	757,576	4,719,494	425,320	32,228	457,548	135,202	326,403	5,638,647	3.0000%	0.0000%	0.0000%	0.5581%	3.5581%	5,839,278	440,615	32,858	473,473	195,399	648,368	4,521,038	(198,456)	-4.21%	7%	394,705	4,915,743
35-0001-000	GARDEN CITY PUBLIC SCHOOLS	3,417,819	50,505	3,468,324	310,823	2,978	313,801	234,763	26,924	4,043,412	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	4,173,180	312,138	2,758	314,896	219,441	948,610	3,334,233	(134,091)	-3.87%	7%	283,067	3,617,300
36-0100-000	BURWELL PUBLIC SCHOOLS	4,452,159	202,020	4,654,179	264,216	1,546	265,762	162,454	453,670	5,536,065	3.0000%	0.0000%	0.0000%	0.8046%	3.8046%	5,746,690	214,813	1,006	215,819	177,406	787,396	4,566,069	(88,110)	-1.89%	7%	387,525	4,953,594
37-0030-000	ELWOOD PUBLIC SCHOOLS	3,452,734	525,299	3,978,033	286,989	2,050	289,039	156,928	42,788	4,466,788	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	4,608,792	292,611	1,985	294,596	146,258	339,308	3,820,630	(157,403)	-3.96%	7%	312,675	4,133,305
38-0011-000	HYANNIS AREA SCHOOLS	2,701,768	328,283	3,030,051	163,211	540	163,751	99,231	29,800	3,322,113	3.0000%	0.0000%	0.0000%	0.7394%	3.7394%	3,446,341	171,019	603	171,622	102,221	313,135	2,859,363	(170,688)	-5.63%	7%	232,548	3,091,911
39-0060-000	CENTRAL VALLEY PUBLIC SCHOOLS	6,749,264	171,711	6,920,975	285,361	1,204	286,565	314,075	28,786	7,550,401	3.0000%	0.2899%	0.0000%	0.0000%	3.2899%	7,798,798	308,825	1,214	310,039	357,170	459,191	6,672,398	(248,577)	-3.59%	7%	528,528	7,200,926
40-0002-000	GRAND ISLAND PUBLIC SCHOOLS	4,187,329	396,031	41,583,370	8,091,039	501,260	8,592,299	6,469,309	60,267,130	116,912,108	3.0000%	0.1772%	0.4668%	1.0762%	4.6002%	122,290,318	7,227,509	1,208	7,228,717	6,452,731	45,133,846	3,550,476	8.54%	5%	5,845,605	50,975,451	
40-0082-000	NORTHWEST PUBLIC SCHOOLS	7,625,500	378,750	8,004,250	782,812	1,784	784,596	652,695	8,305,437	17,746,978	3.0000%	0.5841%	0.0000%	0.2503%	3.8345%	18,427,485	752,923	37,906	790,829	634,889	10,079,320	6,922,447	(1,081,803)	-15.52%	6%	1,064,819	7,987,265
40-0083-000	WOOD RIVER RURAL SCHOOLS	7,869,798	206,061	8,075,859	586,436	3,604	590,040	235,814	61,525	8,963,238	3.0000%	0.0000%	0.0966%	0.4828%	3.5794%	9,284,068	598,405	6,865	605,270	330,002	771,516	7,577,280	(408,579)	-6.17%	7%	627,427	8,204,707
40-0126-000	DONIPHAN-TRUMBULL PUBLIC SCHS	6,350,505	505,051	6,855,556	557,588	8,480	566,068	367,143	82,944	7,871,711	3.0000%	0.0000%	0.0000%	0.6000%	3.6000%	8,155,093	493,843	4,441	498,284	338,686	734,442	6,583,651	(271,905)	-3.97%	7%	551,020	7,134,676
41-0102-000	GILNTER PUBLIC SCHOOLS	2,735,354	101,010	2,836,364	242,404	4,034	246,438	181,550	862,460	4,126,812	3.0000%	1.6279%	0.0000%	0.2558%	5.8887%	4,369,622	260,786	28,919	289,705	173,440	1,180,489	2,725,988	(110,376)	-3.89%	7%	288,877	3,014,865
41-0091-000	HAMPTON PUBLIC SCHOOL	2,442,875	-	2,442,875	152,893	-	152,893	149,256	574,010	3,319,034	3.0000%	3.9548%	0.0000%	0.0000%	6.9548%	3,849,866	145,419	-	145,419	156,311	839,780	2,408,356	(34,519)	-1.41%	7%	232,332	2,640,689
41-0504-000	AURORA PUBLIC SCHOOLS	15,050,505	303,030	15,353,535	1,562,159	18,708	1,580,867	1,062,428	216,515	18,213,405	3.0000%	0.0000%	0.0000%	0.1427%	3.1427%	18,785,804	1,638,975	23,423	1,662,398	1,023,805							

Section A										Section B					Section C		Section D		Section E		Section F	Section G	Section H					
AgencyID	District	GF Tax Asking	SBF Tax Asking	2022/23 Property Tax Request (Budget Doc from LC-2)	GF Non-Property Tax Revenue (2020/21 AFR)	SBF Other Non-Property Tax Revenue (2020/21 AFR)	2020/21 Non-Property Tax Revenue (AFR)	21/22 SPED Reimbursement from 2021/22 AFR	22/23 TEEOSA	TOTAL Property Tax & Non-Property Tax Revenues	Base Growth 3%	Basic Growth % for Membership	Basic Growth % for LEP	Basic Growth % for Poverty	TOTAL BASE GROWTH %	REVENUE CAP Total Revenue Total Base Growth %	Gen Fund Non-Property Tax Revenue (2021/22 AFR)	SBF Other Non-Property Tax Revenue (2021/22 AFR)	2021/22 AFR Non-Property Tax Revenue (AFR)	2022/23 SPED EST from SPED FFR	23/24 TEEOSA to be Paid W Foundation Aid	2023-24 PROPERTY TAX REQUEST AUTHORITY	Change Year to Year	% of Tax Request Increase Decrease	Additional Base Growth Percentage if 70% Board Approval	Amount of Additional Property Tax Authority if Approved	2023-24 Property Tax Request Authority Including Board Approved Amount	
59-0002-000	NORFOLK PUBLIC SCHOOLS	30,794,185	1,539,709	32,333,894	5,241,460	6,310	5,247,770	2,808,786	10,745,099	51,135,549	3.0000%	0.2176%	0.0745%	0.6634%	3.9555%	53,158,233	5,304,276	5,530	5,309,806	2,981,629	10,318,503	34,548,295	2,214,401	6.85%	5%	2,556,777	37,105,073	
59-0005-000	BATTLE CREEK PUBLIC SCHOOLS	4,717,172	505,051	5,222,223	481,559	754	482,313	270,821	780,061	6,855,418	3.0000%	3.8477%	0.0000%	0.4261%	7.2708%	7,353,864	474,482	2,038	4,765,520	302,435	1,742,169	4,832,740	(389,483)	-7.46%	6%	411,325	5,244,065	
59-0013-000	NEWMAN GROVE PUBLIC SCHOOLS	3,603,961	202,020	3,805,981	349,146	3,374	352,520	148,612	28,821	4,335,934	3.0000%	7.9891%	0.0000%	0.6522%	11.6413%	4,840,693	350,566	5,899	356,465	167,107	329,546	3,987,575	181,594	4.77%	7%	303,515	4,291,091	
59-0080-000	ELKHORN VALLEY SCHOOLS	5,555,556	-	5,555,556	406,067	-	406,067	382,091	56,480	6,540,194	3.0000%	0.0000%	0.0000%	0.0368%	3.0368%	6,594,553	474,207	-	5,199,346	365,962	710,540	5,043,843	(511,713)	-9.21%	7%	448,014	5,491,856	
60-0090-000	MC PHERSON COUNTY SCHOOLS	2,308,491	20,406	2,328,897	80,736	12,792	93,528	62,938	5,917	2,491,280	3.0000%	0.0000%	0.0000%	1.4423%	4.4423%	2,601,950	69,447	13,999	83,446	60,742	84,869	2,372,893	43,996	1.89%	7%	174,390	2,547,283	
61-0004-000	CENTRAL CITY PUBLIC SCHOOLS	9,303,030	530,303	9,833,333	876,667	3,925	880,592	498,278	102,538	11,314,741	3.0000%	0.0000%	0.0420%	0.2308%	3.2727%	11,685,042	830,642	7,215	837,857	742,494	1,199,519	8,905,172	(928,161)	-9.44%	6%	678,884	9,584,056	
61-0049-000	PALMER PUBLIC SCHOOLS	2,806,093	46,481	2,852,574	316,126	717	316,843	159,714	1,443,890	4,773,021	3.0000%	0.9655%	0.0000%	0.7241%	4.6897%	4,996,859	230,197	778	230,975	152,617	1,722,720	2,890,547	37,973	1.33%	7%	334,111	3,224,659	
62-0021-000	BAYARD PUBLIC SCHOOLS	3,224,707	121,212	3,345,919	446,757	355	447,112	227,865	1,847,935	5,868,831	3.0000%	0.0000%	0.1967%	0.7377%	3.9344%	6,099,736	387,025	631	387,656	255,954	1,847,221	3,608,905	262,986	7.86%	7%	410,818	4,019,723	
62-0063-000	BRIDGEPORT PUBLIC SCHOOLS	6,660,299	-	6,660,299	2,486,758	-	2,486,758	256,908	673,148	10,077,113	3.0000%	3.1301%	0.0000%	0.7012%	6.8313%	10,765,511	1,304,884	328,997	1,304,884	328,997	1,580,974	7,550,656	890,357	13.37%	6%	604,627	8,155,283	
63-0001-000	FULLERTON PUBLIC SCHOOLS	4,612,122	98,990	4,711,112	306,477	116	306,593	261,361	33,935	5,317,001	3.0000%	0.0000%	0.0000%	0.8274%	3.8274%	5,516,210	308,054	150	308,204	330,960	497,500	4,397,546	(313,566)	-6.66%	7%	371,910	4,769,456	
63-0030-000	TWIN RIVER PUBLIC SCHOOLS	7,676,768	780,527	8,457,295	518,849	1,702	520,551	407,807	53,048	9,438,701	3.0000%	0.0000%	0.2278%	0.0000%	3.2278%	9,743,368	489,930	3,140	489,930	656,942	8,179,898	727,397	-3.28%	7%	660,709	8,840,607		
64-0023-000	JOHNSON-BROCK PUBLIC SCHOOLS	2,735,403	243,232	2,978,635	256,588	1,541	258,129	142,423	817,448	4,196,335	3.0000%	1.4907%	0.0000%	0.4658%	4.9658%	4,404,642	268,689	-	4,405	270,094	139,791	1,180,212	2,814,545	(164,090)	-5.51%	7%	293,764	3,108,310
64-0029-000	AUBURN PUBLIC SCHOOLS	6,919,308	101,207	7,020,515	970,453	115	970,568	620,141	3,594,959	12,206,183	3.0000%	0.7266%	0.0351%	0.7728%	4.6042%	12,768,182	832,934	26	832,960	642,141	4,090,842	7,202,239	181,724	2.59%	6%	732,371	7,934,610	
65-0011-000	SUPERIOR PUBLIC SCHOOLS	4,686,869	454,545	5,141,414	462,580	4,376	466,956	475,874	1,003,376	7,087,620	3.0000%	0.0000%	0.0000%	0.8871%	3.8871%	7,363,123	442,437	3,987	445,834	447,829	895,264	5,574,196	432,782	8.42%	7%	496,133	6,070,329	
65-2005-000	SOUTH CENTRAL NEBRASKA UNIFIED S	11,316,982	353,535	11,670,517	856,730	14,113	870,843	898,471	96,073	13,535,904	3.0000%	2.0065%	0.0243%	0.5097%	5.5405%	14,285,854	823,208	9,080	832,288	838,679	11,525,360	(145,157)	-1.24%	6%	812,154	12,337,515		
66-0027-000	SYRACUSE-DUNBAR-AVOCA SCHOOLS	8,370,011	151,515	8,521,526	731,775	214	731,989	603,101	119,774	9,976,390	3.0000%	0.1615%	0.0000%	0.2423%	3.4038%	10,315,963	759,888	585	760,473	648,727	1,290,212	7,616,551	(904,975)	-10.62%	6%	598,583	8,215,135	
66-0111-000	NEBRASKA CITY PUBLIC SCHOOLS	10,707,439	139,141	10,846,580	1,440,203	203	1,440,406	1,224,748	416,654	18,165,799	3.0000%	0.0000%	0.0000%	0.7988%	3.7918%	18,854,614	3,170,109	12,034	3,182,143	1,095,821	4,608,970	9,967,680	(878,900)	-8.10%	6%	1,089,948	11,057,628	
66-0501-000	PALMYRA DISTRICT O R 1	5,770,822	202,020	5,972,842	662,096	884	662,980	448,234	1,291,541	8,375,597	3.0000%	5.1852%	0.0231%	0.3937%	8.9491%	9,125,135	591,596	-	591,596	399,976	1,704,644	6,434,919	462,077	7.74%	6%	502,536	6,937,455	
67-0001-000	PAWNEE CITY PUBLIC SCHOOLS	3,148,069	50,505	3,198,574	244,536	1,366	245,902	348,852	1,193,642	4,986,970	3.0000%	0.0000%	0.0000%	0.4839%	3.4839%	5,160,710	248,341	840	249,181	324,438	1,126,826	3,460,265	261,691	8.18%	7%	349,088	3,809,353	
67-0069-000	LEWISTON CONSOLIDATED SCHOOLS	2,878,788	542,424	3,421,212	141,138	1,773	142,911	134,533	332,808	4,031,464	3.0000%	1.7610%	0.0000%	1.4151%	6.1761%	4,280,451	140,887	2,363	143,250	120,398	631,394	3,385,409	(35,803)	-1.05%	7%	282,202	3,667,612	
68-0020-000	PERKINS COUNTY SCHOOLS	6,297,980	303,030	6,601,010	643,956	343	644,299	309,039	64,890	7,619,238	3.0000%	0.0000%	0.0000%	0.0397%	3.0397%	7,850,839	687,439	3,493	690,932	272,066	645,846	6,241,995	(359,015)	-5.44%	7%	533,347	6,775,341	
69-0044-000	HOLDREGE PUBLIC SCHOOLS	10,728,384	707,071	11,435,455	1,114,422	45,504	1,159,926	859,798	185,200	13,640,379	3.0000%	0.0000%	0.0155%	0.5739%	3.8895%	14,129,994	1,100,696	47,461	1,148,157	919,742	1,689,741	10,372,354	(1,063,101)	-9.30%	6%	818,423	11,190,777	
69-0054-000	BEIRLAND PUBLIC SCHOOLS	4,284,544	515,152	4,799,696	348,154	3,794	351,948	288,906	30,024	5,470,574	3.0000%	0.5120%	0.0000%	0.3275%	3.8395%	5,681,275	286,553	3,342	288,895	220,246	385,740	4,785,394	(14,300)	-0.30%	7%	382,940	5,168,334	
69-0055-000	LOOMIS PUBLIC SCHOOLS	3,212,833	-	3,212,833	197,077	3	197,080	113,069	750,161	4,273,143	3.0000%	2.7451%	0.1765%	0.4118%	6.3333%	4,843,775	217,044	-	217,044	139,009	1,133,588	3,054,134	(158,699)	-4.94%	7%	299,120	3,353,254	
70-0002-000	PIERCE PUBLIC SCHOOLS	7,540,625	201,106	7,741,731	650,097	1,963	652,060	324,569	599,181	9,371,741	3.0000%	0.0000%	0.0000%	0.2055%	3.2055%	9,618,213	646,409	2,111	648,160	407,413	1,483,800	7,076,840	(664,891)	-8.59%	6%	559,052	7,635,892	
70-0005-000	PLAINVIEW PUBLIC SCHOOLS	5,106,061	454,545	5,560,606	389,339	8,716	398,055	271,473	44,560	6,274,694	3.0000%	0.0000%	0.0000%	0.3312%	3.3312%	6,483,719	372,473	5,897	378,370	268,051	544,056	5,293,242	(267,364)	-4.81%	7%	439,229	5,732,470	
70-0542-000	OSMOND COMMUNITY SCHOOLS	3,094,613	50,505	3,145,118	273,344	326	273,670	205,594	207,727	3,832,109	3.0000%	0.0000%	0.0000%	1.7066%	4.7066%	4,012,471	279,232	70	279,302	248,274	367,229	3,117,666	(27,452)	-0.87%	7%	268,248	3,385,913	
71-0001-000	COLUMBUS PUBLIC SCHOOLS	24,571,190	1,115,758	25,686,948	4,404,256	47,500	4,451,756	2,412,048	14,316,378	46,867,130	3.0000%	0.2065%	0.0639%	0.8129%	4.3832%	48,921,422	3,577,640	-	3,577,640	2,505,205	14,245,965	28,592,614	2,905,666	11.31%	5%	2,343,357	30,935,971	
71-0005-000	LAKEVIEW COMMUNITY SCHOOLS	9,766,609	676,439	10,443,048	1,209,318	5,625	1,214,943	608,922	324,754	12,591,667	3.0000%	1.5504%	0.0831%	0.8070%	5.5305%	13,288,043	1,154,121	4,703	1,158,824	635,317	1,856,977	9,636,925	(806,123)	-7.72%	6%	755,500	10,392,425	
71-0067-000	HUMPHREY PUBLIC SCHOOLS	3,309,091	490,909	3,800,000	541,147	9,857	551,004	331,936	536,645	5,219,403	3.0000%	8.8112%	0.0000%	0.8392%	12.6503%	5,879,676	559,899	7,497	567,396	315,954	1,144,441	3,851,885	51,885	1.37%	7%	365,358	4,217,243	
72-0015-000	CROSS COUNTY COMMUNITY SCHOOLS	5,429,293	75,758	5,505,051	387,908	2,038	389,946	298,339	185,845	6,379,181	3.0000%	0.1198%	0.0000%	0.0000%	3.1198%	6,578,196	398,254	3,691	401,945	311,358	719,955	5,144,398	(360,113)	-6.54%	7%	446,543	5,591,481	
72-0019-000	OSCEOLA PUBLIC SCHOOLS	3,862,584	141,414	4,003,998	286,722	92	286,814	217,974	36,498	4,545,284	3.0000%	3.2558%	0.4147%	0.0000%	6.6006%	4,847,116	290,653	371	291,024	243,058	372,250	3,940,784	(63,214)	-1.58%	7%	318,170	4,258,954	
72-0032-000	SHELBY - RISING CITY PUBLIC SCHOOLS	5,444,303	39,571	5,183,874	483,108	1,674	484,782	253,136	532,841	6,454,633	3.0000%	0.7447%	0.0000%	1.1569%	4.9016%	6,771,013	426,849	967	427,816	283,731	1,161,505	4,897,961	(285,913)	-5.52%	7%	451,824	5,349,785	
72-0075-000	HIGH PLAINS COMMUNITY SCHOOLS	4,355,050	1,161,616	5,596,666	340,806	5,191	345,997	241,616	32,988	6,217,267	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	6,403,785	302,625	3,026	302,625	257,615	5,847,828	(108,838)	-1.94%	7%	435,209	5,923,037		
73-0017-000	MC COOK PUBLIC SCHOOLS	8,440,909	404,940	8,844,949	1,582,842	(54,903)	1,527,939	1,058,505	5,989,7																			

AgencyID	District	Section A								Section B				Section C	Section D					Section E	Section F	Section G	Section H				
		GF Tax Asking	SBF Tax Asking	2022/23 Property Tax Request (Budget Doc from LC-2)	GF Non-Property Tax Revenue (2020/21 AFR)	SBF Other Non-Property Tax Revenue (2020/21 AFR)	2020/21 Non-Property Tax Revenue (AFR)	21/22 SPED Reimbursement from 2021/22 AFR	22/23 TEEOSA	TOTAL Property Tax & Non-Property Tax Revenues	Base Growth 3%	Basic Growth % for Membership	Basic Growth % for LEP	Basic Growth % for Poverty	TOTAL BASE GROWTH %	REVENUE CAP Total Revenue X Total Base Growth %	Gen Fund Non-Property Tax Revenue (2021/22 AFR)	SBF Other Non-Property Tax Revenue (2021/22 AFR)	2021/22 AFR Non-Property Tax Revenue (AFR)	2022/23 SPED EST from SPED FFR	23/24 TEEOSA to be Paid W Foundation Aid	2023-24 PROPERTY TAX REQUEST AUTHORITY	Change Year to Year	% of Tax Request Increase Decrease	Additional Base Growth Percentage if 70% Board Approval	Amount of Additional Property Tax Authority if Approved	2023-24 Property Tax Request Authority including Board Approved Amount
89-0024-000	ARLINGTON PUBLIC SCHOOLS	7,332,763	-	7,332,763	636,251	4,045	640,296	490,479	1,189,903	9,653,441	3.0000%	0.0000%	0.0000%	0.2030%	3.2030%	9,962,641	678,276	9,300	687,576	461,453	2,041,657	6,771,955	(560,808)	-7.65%	6%	579,206	7,351,162
90-0017-000	WAYNE COMMUNITY SCHOOLS	9,953,556	404,040	10,357,596	868,354	778	869,132	682,456	708,705	12,617,889	3.0000%	0.5497%	0.0000%	0.5233%	4.0729%	13,131,808	959,837	711	960,548	683,615	1,689,310	9,798,335	(559,261)	-5.40%	6%	757,073	10,555,408
90-0560-000	WAKEFIELD PUBLIC SCHOOLS	4,816,162	516,320	5,332,482	560,668	6,943	567,611	307,785	1,438,020	7,645,898	3.0000%	2.6667%	0.7647%	0.5882%	7.0196%	8,182,610	547,432	8,670	556,102	327,641	2,699,464	4,599,403	(733,079)	-13.75%	6%	458,754	5,058,157
90-0595-000	WINSIDE PUBLIC SCHOOLS	2,948,485	505,051	3,453,536	408,848	3,595	412,443	147,585	597,395	4,610,959	3.0000%	0.0000%	0.0000%	0.0682%	3.0682%	4,752,432	636,573	1,877	638,450	137,129	921,532	3,055,321	(398,215)	-11.53%	7%	322,767	3,378,088
91-0002-000	RED CLOUD COMMUNITY SCHOOLS	3,232,323	202,020	3,434,343	173,979	393	174,372	217,605	435,968	4,262,288	3.0000%	0.0000%	0.0000%	0.7432%	3.7432%	4,421,866	175,229	864	176,093	233,624	714,063	3,298,056	(136,287)	-3.97%	7%	298,360	3,596,416
91-0074-000	BLUE HILL COMMUNITY SCHOOLS	3,528,090	113,594	3,641,684	413,075	4,534	417,609	301,015	736,743	5,097,051	3.0000%	1.2632%	0.0000%	0.8421%	5.1053%	5,387,269	429,143	6,321	435,464	313,129	1,078,550	3,530,126	(111,558)	-3.06%	7%	356,794	3,886,919
92-0045-000	WHEELER CENTRAL SCHOOLS	3,402,063	123,843	3,525,906	659,280	216	659,496	61,393	10,941	4,257,736	3.0000%	7.4038%	0.2885%	2.0192%	12.7115%	4,798,960	214,951	313	215,264	60,702	179,311	4,343,683	817,777	23.19%	7%	298,042	4,641,724
93-0012-000	YORK PUBLIC SCHOOLS	12,373,737	545,455	12,919,192	1,969,471	58,941	2,028,412	1,043,946	2,340,525	18,332,075	3.0000%	1.5933%	0.3878%	0.9748%	5.9560%	19,423,929	1,930,371	109,992	2,040,363	1,199,063	3,065,582	13,118,921	199,729	1.55%	6%	1,099,925	14,218,845
93-0083-000	MC COOL JUNCTION PUBLIC SCHS	2,929,293	101,010	3,030,303	209,861	974	210,835	312,259	914,026	4,467,423	3.0000%	0.0000%	0.1277%	0.2553%	3.3830%	4,618,555	189,440	1,216	190,656	287,245	1,169,035	2,971,619	(58,684)	-1.94%	7%	312,720	3,284,339
93-0096-000	HEARTLAND COMMUNITY SCHOOLS	4,198,964	63,636	4,262,600	400,193	500	400,693	373,760	66,397	5,103,450	3.0000%	0.0000%	0.0000%	0.3715%	3.3715%	5,275,514	383,747	505	384,252	344,303	556,199	3,990,760	(271,840)	-6.38%	7%	357,242	4,348,001

LB 243 Model Calculation Information

SECTION A – TOTAL PROPERTY TAX & NON-PROPERTY TAX REVENUE

From the General and Special Building Funds only – Data collected and added together from the following sources:

- The property tax requests from the current budget year (2022-23)
- Non-property tax revenue reported in the previous year's Annual Financial Report (2020-21 AFR)
- SPED reimbursement totals reported in the current AFR data year (2021-22 AFR)
- TEEOSO reimbursement total from the current fiscal year (Actual Paid Amt for 2022-23)

SECTION B – TOTAL BASE GROWTH %

The sum of the following percentages:

- 3%
- The annual percentage increase in the student enrollment of the school district multiplied by:
 - One if the school district's student enrollment has grown by an average of 3% over the preceding 3 years and 150 students each year; Seven-tenths if the school district's student enrollment has grown by an average of 3% over the preceding 3 years; or four-tenths if growth average below 3%
- The percentage obtained by first dividing the annual increase in the total number of limited English proficiency students in the school district by the student enrollment of the school district and then multiplying the quotient by fifteen hundredths
- The percentage obtained by first dividing the annual increase in the total number of poverty students in the school district by the student enrollment of the school district and then multiplying the quotient by fifteen hundredths

SECTION C – REVENUE CAP

Total Property Tax & Non-Property Tax Revenue (Section A) multiplied by Total Base Growth Percentage total (Section B). This amount is the upcoming year's (2023-24) total revenue subject to the property tax cap authority calculation.

SECTION D – PROPERTY TAX REQUEST AUTHORITY

Revenue Cap (Section C) reduced by the totals listed from the General and Special Building Funds collected from the following sources:

- Non-property tax revenue reported in the most recent available year's Annual Financial Report (2021-22 AFR)
- Estimated SPED reimbursement totals for the current fiscal year's (2022-23 Final Financial Report)
- TEEOSO to be paid in the upcoming fiscal year including LB 583 and prior year correction amount.

2023-24 Property Tax Request Authority is the maximum amount a district will be allowed to ask between their General and Building fund tax request. This amount does not take into consideration the levy or spending authority requirements which may limit a districts request to an amount below their property tax request authority.

SECTION E – PROPERTY TAX AUTHORITY INCREASE/DECREASE TO PROPERTY TAX REQUEST

Difference of change between current budget year (2022-23) tax asking and upcoming calculated Property Tax Request Authority for 2023-24 fiscal year.

SECTION F - ADDITIONAL BASE GROWTH PERCENTAGE

With 70% Board approval the following additional percentage will apply:

- 7% with average daily membership of 471 students or less
- 6% with average daily membership of 472-3044 students
- 5% with average daily membership of 3045-10,000 students
- 4% with average daily membership of 10,001 or more students

SECTION G – ADDITIONAL PROPERTY TAX AUTHORITY IF BOARD APPROVED

Total Property Tax & Non-Property Tax Revenue (Section A) from the base year (2022-23) multiplied by Additional Base Growth Percentage (Section F). This is the amount of additional property taxes for the General and Building fund that can be levied if the district obtains 70% board approval.

SECTION H – PROPERTY TAX REQUEST AUTHORITY Including additional board approved amount

Sum of Property Tax Request Authority (Section D) and Additional Property Tax Authority (Section G) for the upcoming year (2023-24) which would be the maximum amount a district could levy in the Special Building and General funds without obtaining a voter approved override.

2023/24 LB583 MODEL OF STATE AID
CALCULATED BY SYSTEM ON MAY 25, 2023

LER : 1.0

SYSTEM COUNTY/ DISTRICT NUMBER	DISTRICT NAME	FORMULA NEEDS	YIELD FROM LOCAL EFFORT RATE	NET OPTION FUNDING	INCOME TAX REBATE	OTHER RECEIPTS	COMMUNITY ACHIEVEMENT PLAN AID	FOUNDATION AID	TOTAL RESOURCES	EQUALIZATION AID	TOTAL STATE AID CALCULATED
01-0003-000	KENESAW PUBLIC SCHOOLS	4,807,195	4,646,357	289,380	40,098	443,088	0	401,113	5,820,036	0	730,591
01-0018-000	HASTINGS PUBLIC SCHOOLS	40,915,040	14,577,384	0	557,526	5,710,475	0	5,049,256	25,894,641	15,020,399	20,627,181
01-0090-000	ADAMS CENTRAL PUBLIC SCHOOLS	12,550,708	19,075,884	366,548	323,985	2,006,345	0	1,402,336	23,175,098	0	2,092,869
01-0123-000	SILVER LAKE PUBLIC SCHOOLS	4,326,179	7,688,533	0	34,039	527,984	0	306,214	8,556,770	0	340,253
02-0009-000	NELIGH-OAKDALE SCHOOLS	5,790,941	5,779,399	0	68,677	1,220,622	0	482,409	7,551,107	0	551,086
02-0018-000	ELGIN PUBLIC SCHOOLS	3,505,805	7,632,025	270,088	46,286	759,850	0	261,652	8,969,901	0	578,026
02-0115-000	SUMMERLAND PUBLIC SCHOOLS	8,388,026	11,066,080	0	41,115	890,546	0	627,962	12,625,703	0	669,077
03-0500-000	ARTHUR COUNTY SCHOOLS	2,984,846	2,744,042	279,734	6,008	153,745	0	174,903	3,358,432	0	460,645
04-0001-000	BANNER COUNTY PUBLIC SCHOOLS	3,594,754	3,128,917	414,778	16,752	226,301	0	217,774	4,004,522	0	649,304
05-0071-000	SANDHILLS PUBLIC SCHOOLS	2,813,198	4,502,645	125,398	10,483	179,555	0	121,429	4,939,510	0	257,310
06-0001-000	BOONE CENTRAL SCHOOLS	8,505,996	14,700,564	376,194	117,723	1,581,862	0	862,857	17,639,200	0	1,356,774
06-0017-000	ST EDWARD PUBLIC SCHOOLS	3,663,458	4,478,131	0	23,147	439,502	0	244,236	5,185,016	0	267,383
06-0075-000	RIVERSIDE PUBLIC SCHOOLS	4,301,970	8,213,666	57,876	34,907	395,676	0	324,409	9,026,534	0	417,192
07-0006-000	ALLIANCE PUBLIC SCHOOLS	15,958,189	11,556,425	0	208,541	1,963,773	0	1,907,888	15,636,627	321,562	2,437,991
07-0010-000	HEMINGFORD PUBLIC SCHOOLS	6,697,434	6,830,163	636,637	28,144	813,119	0	563,511	8,871,574	0	1,228,292
08-0051-000	BOYD COUNTY SCHOOLS	6,291,284	6,796,135	67,522	32,144	595,887	0	463,558	7,955,246	0	563,224
09-0010-000	AINSWORTH COMMUNITY SCHOOLS	6,547,939	9,745,310	0	56,994	915,889	0	564,934	11,283,127	0	621,928

Note: Due to missing Federal Poverty data for the 2022/23 school year, model was calculated using 2021/22 numbers.
S:\State Aid Certification 2023-24\Original Statue\

2023/24 LB583 MODEL OF STATE AID
CALCULATED BY SYSTEM ON MAY 25, 2023

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SYSTEM COUNTY/ DISTRICT NUMBER	DISTRICT NAME	FORMULA NEEDS	YIELD FROM LOCAL EFFORT RATE	NET OPTION FUNDING	INCOME TAX REBATE	OTHER RECEIPTS	COMMUNITY ACHIEVEMENT PLAN AID	FOUNDATION AID	TOTAL RESOURCES	EQUALIZATION AID	TOTAL STATE AID CALCULATED
10-0002-000	GIBBON PUBLIC SCHOOLS	8,079,787	6,079,085	0	72,914	867,816	0	781,388	7,801,203	278,584	1,132,886
10-0007-000	KEARNEY PUBLIC SCHOOLS	62,604,606	43,293,879	0	1,516,890	9,540,091	0	8,508,965	62,859,825	0	10,025,855
10-0009-000	ELM CREEK PUBLIC SCHOOLS	5,532,563	4,190,237	241,150	52,220	580,978	0	492,772	5,557,357	0	786,142
10-0019-000	SHELTON PUBLIC SCHOOLS	4,469,769	3,568,155	0	43,804	500,126	0	365,452	4,477,537	0	409,256
10-0069-000	RAVENNA PUBLIC SCHOOLS	6,579,911	7,434,800	0	46,505	1,045,242	0	561,657	9,088,204	0	608,162
10-0105-000	PLEASANTON PUBLIC SCHOOLS	4,987,354	3,886,158	77,168	35,477	479,196	0	445,021	4,923,020	64,334	622,000
10-0119-000	AMHERST PUBLIC SCHOOLS	6,095,638	3,549,761	1,196,105	32,310	454,663	0	548,073	5,780,912	314,726	2,091,214
11-0001-000	TEKAMAH-HERMAN COMMUNITY SCHS	7,746,143	9,252,169	0	76,072	1,062,654	0	766,329	11,157,224	0	842,401
11-0014-000	OAKLAND CRAIG PUBLIC SCHOOLS	6,811,011	5,690,235	0	57,031	806,363	0	571,642	7,125,271	0	628,673
11-0020-000	LYONS-DECATUR NORTHEAST SCHS	4,812,044	5,179,091	0	39,264	619,229	0	385,092	6,222,676	0	424,356
12-0056-000	DAVID CITY PUBLIC SCHOOLS	10,395,034	14,192,347	0	148,451	1,774,587	0	944,540	17,059,925	0	1,092,991
12-0502-000	EAST BUTLER PUBLIC SCHOOLS	5,429,878	9,410,158	0	62,140	836,589	0	423,870	10,732,757	0	486,010
13-0001-000	PLATTSMOUTH COMMUNITY SCHOOLS	17,330,487	10,118,661	0	321,726	3,055,071	0	2,057,299	15,552,757	1,777,730	4,156,755
13-0022-000	WEeping WATER PUBLIC SCHOOLS	4,908,434	4,164,443	0	52,558	284,240	0	406,112	4,907,353	1,081	459,751
13-0032-000	LOUISVILLE PUBLIC SCHOOLS	9,075,161	6,768,278	289,380	167,928	1,031,306	0	973,933	9,230,825	0	1,431,241
13-0056-000	CONESTOGA PUBLIC SCHOOLS	9,521,409	9,605,993	0	125,495	1,259,059	0	981,674	11,972,221	0	1,107,169
13-0097-000	ELMWOOD-MURDOCK PUBLIC SCHOOLS	7,071,952	5,382,534	598,053	84,339	687,329	0	670,363	7,422,618	0	1,352,755
14-0008-000	HARTINGTON NEWCASTLE PUBLIC SCHOOLS	6,977,898	12,119,178	0	112,593	1,141,162	0	571,155	13,944,088	0	683,748
14-0045-000	RANDOLPH PUBLIC SCHOOLS	4,421,829	7,323,001	0	42,290	578,049	0	383,968	8,327,308	0	426,258
14-0054-000	LAUREL-CONCORD-COLERIDGE SCHOOL	6,935,605	10,294,839	0	89,793	917,232	0	572,562	11,874,426	0	662,355
14-0101-000	WYNOT PUBLIC SCHOOLS	3,664,649	2,026,655	588,407	18,743	232,410	0	265,981	3,132,196	532,453	1,405,584
15-0010-000	CHASE COUNTY SCHOOLS	8,920,080	13,554,193	135,044	93,075	843,247	0	922,618	15,548,177	0	1,150,737
15-0536-000	WAUNETA-PALISADE PUBLIC SCHS	4,326,073	4,192,635	19,292	21,078	327,842	0	325,342	4,886,189	0	365,712

2023/24 LB583 MODEL OF STATE AID
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16-0006-000	VALENTINE COMMUNITY SCHOOLS	8,415,540	14,137,134	0	108,604	1,255,286	0	845,866	16,346,890	0	954,470
16-0030-000	CODY-KILGORE PUBLIC SCHS	3,676,008	1,969,801	453,362	12,087	241,641	0	230,504	2,907,395	768,613	1,464,566
17-0001-000	SIDNEY PUBLIC SCHOOLS	14,120,828	7,213,260	77,168	159,533	1,231,717	0	1,750,394	10,432,072	3,688,756	5,675,851
17-0003-000	LEYTON PUBLIC SCHOOLS	3,317,534	4,222,524	0	20,511	303,102	0	197,481	4,743,618	0	217,992
17-0009-000	POTTER-DIX PUBLIC SCHOOLS	3,624,060	3,446,927	414,778	18,971	274,604	0	240,356	4,395,636	0	674,105
18-0002-000	SUTTON PUBLIC SCHOOLS	6,766,768	8,020,283	241,150	74,826	671,998	0	615,297	9,623,554	0	931,273
18-0011-000	HARVARD PUBLIC SCHOOLS	4,360,740	3,770,075	9,646	29,703	645,557	0	294,153	4,749,134	0	333,502
19-0039-000	LEIGH COMMUNITY SCHOOLS	4,167,592	4,552,008	115,752	34,691	288,701	0	345,606	5,336,758	0	496,049
19-0058-000	CLARKSON PUBLIC SCHOOLS	4,141,856	4,222,898	67,522	30,953	488,832	0	312,437	5,122,642	0	410,912
19-0070-000	HOWELLS-DODGE CONSOLIDATED SCHOOLS	5,083,982	7,774,856	0	65,163	604,873	0	411,779	8,856,671	0	476,942
19-0123-000	SCHUYLER COMMUNITY SCHOOLS	21,676,222	14,855,600	0	151,862	2,033,906	0	2,729,812	19,771,180	1,905,042	4,786,716
20-0001-000	WEST POINT PUBLIC SCHOOLS	10,511,700	14,604,052	0	162,750	1,493,376	0	1,000,950	17,261,128	0	1,163,700
20-0020-000	BANCROFT-ROSALIE COMM SCHOOLS	5,044,055	4,174,700	675,221	33,180	548,500	0	421,081	5,852,682	0	1,129,482
20-0030-000	WISNER-PILGER PUBLIC SCHOOLS	6,666,208	9,885,067	308,672	64,292	747,074	0	604,968	11,610,073	0	977,932
21-0015-000	ANSELMO-MERNA PUBLIC SCHOOLS	4,507,224	6,413,673	221,858	24,197	339,837	0	333,357	7,332,922	0	579,412
21-0025-000	BROKEN BOW PUBLIC SCHOOLS	10,709,384	9,608,322	0	126,527	1,561,572	0	1,170,816	12,467,237	0	1,297,343
21-0044-000	ANSLEY PUBLIC SCHOOLS	3,715,314	3,718,003	0	23,660	292,928	0	290,389	4,324,980	0	314,049
21-0084-000	SARGENT PUBLIC SCHOOLS	3,583,205	3,694,828	0	13,547	200,390	0	245,891	4,154,656	0	259,438
21-0089-000	ARNOLD PUBLIC SCHOOLS	3,616,790	4,547,489	86,814	32,509	263,060	0	255,979	5,185,851	0	375,302
21-0180-000	CALLAWAY PUBLIC SCHOOLS	3,797,554	4,695,420	0	30,455	404,717	0	240,858	5,371,450	0	271,313
22-0011-000	SO SIOUX CITY COMMUNITY SCHS	47,697,092	13,524,559	0	243,591	6,091,651	0	5,468,304	25,328,105	22,368,987	28,080,882
22-0031-000	HOMER COMMUNITY SCHOOLS	6,919,347	4,434,032	1,138,229	26,470	635,239	0	615,227	6,849,197	70,150	1,850,076

Note: Due to missing Federal Poverty data for the 2022/23 school year, model was calculated using 2021/22 numbers.
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2023/24 LB583 MODEL OF STATE AID
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23-0002-000	CHADRON PUBLIC SCHOOLS	12,187,192	6,255,061	106,106	116,029	1,255,964	0	1,366,065	9,099,225	3,087,967	4,676,167
23-0071-000	CRAWFORD PUBLIC SCHOOLS	3,542,748	2,744,525	0	23,931	244,503	0	237,198	3,250,157	292,591	553,720
24-0001-000	LEXINGTON PUBLIC SCHOOLS	38,837,885	11,663,625	0	243,069	3,464,304	0	4,503,677	19,874,675	18,963,210	23,709,956
24-0004-000	OVERTON PUBLIC SCHOOLS	4,586,602	3,495,723	405,132	22,119	404,681	0	374,009	4,701,664	0	801,260
24-0011-000	COZAD COMMUNITY SCHOOLS	12,538,267	8,311,849	28,938	111,984	1,346,970	0	1,359,944	11,159,685	1,378,582	2,879,448
24-0020-000	GOTHENBURG PUBLIC SCHOOLS	11,303,231	8,902,241	376,194	126,555	1,203,383	0	1,226,362	11,834,735	0	1,729,111
24-0101-000	SUMNER-EDDYVILLE-MILLER SCHS	4,213,151	3,855,002	183,274	15,578	364,131	0	319,201	4,737,186	0	518,053
25-0025-000	CREEK VALLEY SCHOOLS	3,694,365	4,718,167	0	29,767	593,494	0	235,700	5,577,128	0	265,467
25-0095-000	SOUTH PLATTE PUBLIC SCHOOLS	4,130,860	4,660,473	414,778	22,162	410,322	0	323,075	5,830,810	0	760,015
26-0001-000	PONCA PUBLIC SCHOOLS	6,915,697	4,454,649	800,619	45,552	666,300	0	635,574	6,602,694	313,003	1,794,748
26-0070-000	ALLEN CONSOLIDATED SCHOOLS	3,459,055	3,587,493	38,584	22,184	730,174	0	203,088	4,581,523	0	263,856
26-0561-000	EMERSON-HUBBARD PUBLIC SCHOOLS	4,519,917	4,718,906	0	39,279	586,823	0	371,923	5,716,931	0	411,202
27-0001-000	FREMONT PUBLIC SCHOOLS	58,754,378	31,154,774	0	833,560	7,046,699	0	7,468,890	46,503,923	12,250,455	20,552,905
27-0062-000	SCRIBNER-SNYDER COMMUNITY SCHS	3,598,497	5,173,739	0	54,564	362,549	0	235,733	5,826,585	0	290,297
27-0594-000	LOGAN VIEW PUBLIC SCHOOLS	8,570,760	9,326,271	617,345	71,666	994,830	0	873,392	11,883,504	0	1,562,403
27-0595-000	NORTH BEND CENTRAL PUBLIC SCHS	8,074,614	11,712,771	520,885	89,629	891,536	0	839,833	14,054,654	0	1,450,347
28-0001-000	OMAHA PUBLIC SCHOOLS	652,694,401	292,876,492	0	12,178,666	74,244,253	6,698,578	74,491,207	460,489,196	192,205,205	285,573,656
28-0010-000	ELKHORN PUBLIC SCHOOLS	120,189,598	87,087,452	0	3,565,799	19,972,949	12,670	16,477,527	127,116,397	0	20,055,996
28-0015-000	DOUGLAS CO WEST COMMUNITY SCHS	12,549,992	14,277,183	704,159	567,023	1,362,559	8,577	1,465,298	18,384,799	0	2,745,057
28-0017-000	MILLARD PUBLIC SCHOOLS	248,234,600	138,047,177	23,979,981	4,473,317	35,856,782	93,087	34,272,955	236,723,299	11,511,301	74,330,641
28-0054-000	RALSTON PUBLIC SCHOOLS	39,205,834	21,313,014	4,186,368	355,242	10,541,425	191,789	4,821,289	41,409,127	0	9,554,688
28-0059-000	BENNINGTON PUBLIC SCHOOLS	46,138,129	21,705,940	0	950,125	4,923,915	5,123	6,054,116	33,639,219	12,498,910	19,508,274
28-0066-000	WESTSIDE COMMUNITY SCHOOLS	69,828,794	44,674,515	18,751,844	1,302,745	14,588,992	40,070	9,163,818	88,521,984	0	29,258,477

2023/24 LB583 MODEL OF STATE AID
CALCULATED BY SYSTEM ON MAY 25, 2023

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29-0117-000	DUNDY CO STRATTON PUBLIC SCHS	5,455,672	10,148,984	0	43,545	539,833	0	406,397	11,138,759	0	449,942
30-0001-000	EXETER-MILLIGAN PUBLIC SCHOOLS	3,797,147	7,053,606	0	46,572	654,065	0	220,642	7,974,885	0	267,214
30-0025-000	FILLMORE CENTRAL PUBLIC SCHS	8,983,499	11,826,413	0	102,938	1,891,959	0	845,908	14,667,218	0	948,846
30-0054-000	SHICKLEY PUBLIC SCHOOLS	3,273,829	5,035,471	173,628	30,444	331,370	0	202,538	5,773,451	0	406,610
31-0506-000	FRANKLIN PUBLIC SCHOOLS	4,939,703	4,418,747	183,274	37,912	653,169	0	386,954	5,680,056	0	608,140
32-0046-000	MAYWOOD PUBLIC SCHOOLS	3,565,384	3,469,138	395,486	13,804	303,450	0	274,843	4,456,721	0	684,133
32-0095-000	EUSTIS-FARNAM PUBLIC SCHOOLS	3,616,070	4,270,032	0	31,984	298,968	0	243,371	4,844,355	0	275,355
32-0125-000	MEDICINE VALLEY PUBLIC SCHOOLS	4,104,702	2,825,411	0	20,443	338,258	0	294,364	3,478,476	626,226	941,033
33-0018-000	ARAPAHOE PUBLIC SCHOOLS	5,228,513	4,928,774	86,814	41,766	516,276	0	457,857	6,031,487	0	586,437
33-0021-000	CAMBRIDGE PUBLIC SCHOOLS	4,725,819	3,427,458	376,194	40,028	437,211	0	379,649	4,660,540	65,279	861,150
33-0540-000	SOUTHERN VALLEY SCHOOLS	6,210,062	8,069,061	0	46,428	668,676	0	542,559	9,326,724	0	588,987
34-0001-000	SOUTHERN SCHOOL DISTRICT 1	6,298,410	4,101,293	0	31,578	666,711	0	536,916	5,336,498	961,912	1,530,406
34-0015-000	BEATRICE PUBLIC SCHOOLS	23,234,191	14,055,916	0	322,202	3,824,212	0	2,841,106	21,043,436	2,190,755	5,354,063
34-0034-000	FREEMAN PUBLIC SCHOOLS	7,209,168	5,980,401	906,725	55,693	692,270	0	686,006	8,321,095	0	1,648,424
34-0100-000	DILLER-ODELL PUBLIC SCHOOLS	4,244,496	6,060,495	279,734	35,386	557,308	0	334,403	7,267,326	0	649,523
35-0001-000	GARDEN COUNTY SCHOOLS	4,329,924	8,642,898	0	33,822	555,846	0	272,788	9,505,354	0	306,610
36-0100-000	BURWELL PUBLIC SCHOOLS	4,853,722	4,729,599	356,902	35,571	367,345	0	395,144	5,884,561	0	787,617
37-0030-000	ELWOOD PUBLIC SCHOOLS	3,812,094	5,876,654	0	51,269	446,832	0	288,039	6,662,794	0	339,308

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S:\State Aid Certification 2023-24\Original Statue\

2023/24 LB583 MODEL OF STATE AID
CALCULATED BY SYSTEM ON MAY 25, 2023

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38-0011-000	HYANNIS AREA SCHOOLS	3,573,435	6,636,507	77,168	21,292	289,388	0	214,680	7,239,035	0	313,140
39-0060-000	CENTRAL VALLEY PUBLIC SCHOOLS	5,490,605	8,440,457	0	37,988	640,611	0	421,203	9,540,259	0	459,191
40-0002-000	GRAND ISLAND PUBLIC SCHOOLS	116,821,832	40,142,691	0	1,313,764	13,029,806	0	13,912,108	68,398,369	48,423,463	63,649,335
40-0082-000	NORTHWEST PUBLIC SCHOOLS	17,231,933	10,327,057	7,765,038	167,144	1,416,330	0	2,151,389	21,826,958	0	10,083,571
40-0083-000	WOOD RIVER RURAL SCHOOLS	7,504,259	7,928,770	0	74,242	850,071	0	697,274	9,550,357	0	771,516
40-0126-000	DONIPHAN-TRUMBULL PUBLIC SCHS	6,920,152	7,204,532	0	102,256	853,541	0	632,216	8,792,545	0	734,472
41-0002-000	GILTNER PUBLIC SCHOOLS	4,150,573	3,442,380	819,911	27,901	441,461	0	333,114	5,064,767	0	1,180,926
41-0091-000	HAMPTON PUBLIC SCHOOL	3,520,021	3,470,211	549,823	24,163	297,793	0	266,081	4,608,071	0	840,067
41-0504-000	AURORA PUBLIC SCHOOLS	14,753,333	17,586,436	0	255,278	2,722,353	0	1,737,753	22,301,820	0	1,993,031
42-0002-000	ALMA PUBLIC SCHOOLS	5,929,288	3,868,803	675,221	48,007	692,103	0	527,120	5,811,254	118,034	1,368,382
43-0079-000	HAYES CENTER PUBLIC SCHOOLS	3,232,271	3,863,883	0	12,289	216,209	0	197,554	4,289,935	0	209,843
44-0070-000	HITCHCOCK CO SCH SYSTEM	5,062,208	4,465,380	0	31,586	460,630	0	427,046	5,384,642	0	458,632
45-0007-000	O'NEILL PUBLIC SCHOOLS	11,090,931	11,526,059	9,646	118,664	2,389,854	0	1,167,190	15,211,413	0	1,295,500
45-0044-000	STUART PUBLIC SCHOOLS	3,441,314	1,847,903	241,150	22,851	263,302	0	265,230	2,640,436	800,878	1,330,109
45-0137-000	CHAMBERS PUBLIC SCHOOLS	3,000,528	2,850,371	28,938	13,841	175,713	0	176,903	3,245,766	0	219,682
45-0239-000	WEST HOLT PUBLIC SCHOOLS	6,963,853	10,043,537	0	59,408	855,608	0	634,472	11,593,025	0	693,880
46-0001-000	MULLEN PUBLIC SCHOOLS	3,805,330	5,989,037	221,858	18,168	298,661	0	235,606	6,763,330	0	475,632

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S:\State Aid Certification 2023-24\Original Statue\

2023/24 LB583 MODEL OF STATE AID
CALCULATED BY SYSTEM ON MAY 25, 2023

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47-0001-000	ST PAUL PUBLIC SCHOOLS	9,472,399	6,811,023	0	99,856	842,778	0	992,539	8,746,196	726,203	1,818,598
47-0100-000	CENTURA PUBLIC SCHOOLS	6,977,886	6,085,882	279,734	69,134	730,339	0	644,937	7,810,026	0	993,805
47-0103-000	ELBA PUBLIC SCHOOLS	2,961,222	1,663,476	347,256	8,287	154,381	0	161,998	2,335,398	625,824	1,143,365
48-0008-000	FAIRBURY PUBLIC SCHOOLS	12,079,360	11,693,920	0	119,356	1,500,438	0	1,236,318	14,550,032	0	1,355,674
48-0300-000	TRI COUNTY PUBLIC SCHOOLS	6,886,568	9,197,754	414,778	59,778	746,906	0	600,992	11,020,208	0	1,075,548
48-0303-000	MERIDIAN PUBLIC SCHOOLS	4,092,169	4,271,830	800,619	19,325	263,027	0	322,361	5,677,162	0	1,142,305
49-0033-000	STERLING PUBLIC SCHOOLS	3,728,801	3,402,017	0	26,753	343,057	0	295,910	4,067,737	0	322,663
49-0050-000	JOHNSON CO CENTRAL PUBLIC SCHS	7,713,218	7,786,398	0	73,708	820,786	0	715,886	9,396,778	0	789,594
50-0001-000	WILCOX-HILDRETH PUBLIC SCHOOLS	4,128,347	7,348,980	0	44,749	426,148	0	311,304	8,131,181	0	356,053
50-0501-000	AXTELL COMMUNITY SCHOOLS	5,237,770	5,368,948	347,256	41,505	740,254	0	449,511	6,947,474	0	838,272
50-0503-000	MINDEN PUBLIC SCHOOLS	10,780,887	12,723,958	0	137,860	1,266,627	0	1,187,063	15,315,508	0	1,324,923
51-0001-000	OGALLALA PUBLIC SCHOOLS	11,441,049	13,650,497	0	160,256	1,824,334	0	1,211,066	16,846,153	0	1,371,322
51-0006-000	PAXTON CONSOLIDATED SCHOOLS	3,800,118	4,959,619	463,008	25,792	337,028	0	297,133	6,082,580	0	785,933
52-0100-000	KEYA PAHA COUNTY SCHOOLS	2,793,587	5,254,187	0	12,896	194,757	0	126,710	5,588,550	0	139,606
53-0001-000	KIMBALL PUBLIC SCHOOLS	6,369,202	5,848,627	0	61,926	733,992	0	553,694	7,198,239	0	615,620
54-0013-000	CREIGHTON COMMUNITY PUBLIC SCHOOLS	4,990,332	5,330,626	0	50,124	591,967	0	414,274	6,386,991	0	464,398
54-0096-000	CROFTON COMMUNITY SCHOOLS	5,922,461	6,493,507	356,902	49,331	776,512	0	530,914	8,207,166	0	937,147
54-0501-000	NIOBRARA PUBLIC SCHOOLS	4,263,895	2,091,087	655,929	10,148	440,898	0	300,352	3,498,414	765,481	1,731,910
54-0505-000	ISANTI COMMUNITY SCHOOL	4,810,115	69,441	0	531	708,824	0	300,943	1,079,739	3,730,376	4,031,850
54-0576-000	WAUSA PUBLIC SCHOOLS	4,067,561	3,814,181	48,230	31,310	387,436	0	307,021	4,588,178	0	386,561

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2023/24 LB583 MODEL OF STATE AID
CALCULATED BY SYSTEM ON MAY 25, 2023

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54-0583-000	VERDIGRE PUBLIC SCHOOLS	2,992,588	3,339,622	38,584	15,847	260,398	0	209,648	3,864,099	0	264,079
54-0586-000	BLOOMFIELD COMMUNITY SCHOOLS	4,679,850	6,616,684	0	41,256	653,412	0	374,914	7,686,266	0	416,170
55-0001-000	LINCOLN PUBLIC SCHOOLS	472,681,985	294,050,441	0	9,260,561	74,220,487	0	60,142,254	437,673,743	35,008,242	104,411,057
55-0145-000	WAVERLY SCHOOL DISTRICT 145	23,807,717	21,592,668	0	403,231	3,339,805	0	3,163,705	28,499,409	0	3,566,936
55-0148-000	MALCOLM PUBLIC SCHOOLS	8,759,527	4,564,375	2,093,184	79,424	714,355	0	947,913	8,399,251	360,276	3,480,797
55-0160-000	NORRIS SCHOOL DIST 160	26,609,694	19,301,198	1,273,273	409,662	3,111,261	0	3,641,295	27,736,689	0	5,324,230
55-0161-000	RAYMOND CENTRAL PUBLIC SCHOOLS	10,438,153	8,749,928	0	158,728	1,275,782	0	1,049,367	11,233,805	0	1,208,095
56-0001-000	NORTH PLATTE PUBLIC SCHOOLS	42,383,385	26,922,798	0	712,945	5,547,512	0	5,337,978	38,521,233	3,862,152	9,913,075
56-0006-000	BRADY PUBLIC SCHOOLS	3,559,933	3,392,878	405,132	25,742	380,992	0	276,177	4,480,921	0	707,051
56-0007-000	MAXWELL PUBLIC SCHOOLS	4,750,083	3,141,918	1,379,379	18,008	341,847	0	378,690	5,259,842	0	1,776,077
56-0037-000	HERSHEY PUBLIC SCHOOLS	7,812,121	5,832,968	1,977,432	42,015	613,666	0	802,776	9,268,857	0	2,822,223
56-0055-000	SUTHERLAND PUBLIC SCHOOLS	5,085,839	4,335,521	135,044	39,958	543,933	0	431,772	5,486,228	0	606,774
56-0565-000	WALLACE PUBLIC SCH DIST 65 R	3,733,362	5,102,366	221,858	18,685	342,890	0	247,165	5,932,964	0	487,708
57-0501-000	STAPLETON PUBLIC SCHOOLS	3,679,290	4,070,076	318,318	16,949	305,494	0	250,832	4,961,669	0	586,099
58-0025-000	LOUP COUNTY PUBLIC SCHOOLS	2,748,368	3,336,232	0	9,117	184,199	0	108,844	3,638,392	0	117,961
59-0001-000	MADISON PUBLIC SCHOOLS	7,959,044	8,310,219	0	87,607	805,411	0	730,563	9,933,800	0	818,170
59-0002-000	NORFOLK PUBLIC SCHOOLS	49,675,467	30,970,773	0	880,382	8,286,936	0	6,464,201	46,602,292	3,073,175	10,417,758
59-0005-000	BATTLE CREEK PUBLIC SCHOOLS	7,961,923	6,813,733	868,141	60,444	735,841	0	814,010	9,292,169	0	1,742,595
59-0013-000	NEWMAN GROVE PUBLIC SCHOOLS	3,646,165	6,368,940	0	38,548	493,023	0	290,998	7,191,509	0	329,546
59-0080-000	ELKHORN VALLEY SCHOOLS	6,879,411	7,235,478	0	86,003	883,040	0	624,537	8,829,058	0	710,540
60-0090-000	MC PHERSON COUNTY SCHOOLS	2,716,178	3,454,864	0	6,567	127,637	0	78,302	3,667,370	0	84,869

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61-0004-000	CENTRAL CITY PUBLIC SCHOOLS	10,436,560	10,571,866	0	119,997	1,336,302	0	1,079,522	13,107,687	0	1,199,519
61-0049-000	PALMER PUBLIC SCHOOLS	5,119,600	3,053,703	1,012,831	22,552	344,605	0	454,102	4,887,793	231,807	1,721,292
62-0021-000	BAYARD PUBLIC SCHOOLS	5,598,098	3,211,515	0	38,327	540,834	0	464,091	4,254,767	1,343,331	1,845,749
62-0063-000	BRIDGEPORT PUBLIC SCHOOLS	7,839,918	6,384,665	781,327	64,613	668,378	0	735,355	8,634,338	0	1,581,295
63-0001-000	FULLERTON PUBLIC SCHOOLS	5,179,138	5,255,020	0	41,318	548,385	0	438,182	6,282,905	0	479,500
63-0030-000	TWIN RIVER PUBLIC SCHOOLS	7,074,381	10,241,085	0	60,443	883,430	0	596,499	11,781,457	0	656,942
64-0023-000	JOHNSON-BROCK PUBLIC SCHOOLS	5,518,258	4,743,090	626,991	51,250	390,544	0	502,374	6,314,249	0	1,180,615
64-0029-000	AUBURN PUBLIC SCHOOLS	12,171,453	6,766,598	299,026	125,658	1,316,351	0	1,286,391	9,794,024	2,377,429	4,088,504
65-0011-000	SUPERIOR PUBLIC SCHOOLS	6,967,730	5,151,817	0	64,752	922,975	0	570,865	6,710,409	257,321	892,938
65-2005-000	SOUTH CENTRAL NEBRASKA UNIFIED 5	10,473,724	15,161,808	0	114,845	1,661,004	0	974,682	17,912,339	0	1,089,527
66-0027-000	SYRACUSE-DUNBAR-AVOCA SCHOOLS	10,541,703	9,373,634	28,938	136,576	1,339,586	0	1,124,698	12,003,432	0	1,290,212
66-0111-000	NEBRASKA CITY PUBLIC SCHOOLS	17,810,202	10,555,046	0	220,929	2,491,868	0	2,026,321	15,294,164	2,516,038	4,763,288
66-0501-000	PALMYRA DISTRICT O R 1	9,415,029	6,829,776	385,840	116,828	864,570	0	976,857	9,173,871	241,158	1,720,683
67-0001-000	PAWNEE CITY PUBLIC SCHOOLS	5,136,569	3,432,643	559,469	24,328	583,837	0	381,827	4,982,104	154,465	1,120,089
67-0069-000	LEWISTON CONSOLIDATED SCHOOLS	3,622,614	4,543,118	366,548	16,184	261,752	0	248,828	5,436,430	0	631,560
68-0020-000	PERKINS COUNTY SCHOOLS	6,703,720	10,857,772	0	73,072	858,523	0	572,774	12,362,141	0	645,846
69-0044-000	HOLDREGE PUBLIC SCHOOLS	13,237,875	12,067,132	0	231,712	1,971,561	0	1,458,029	15,728,434	0	1,689,741
69-0054-000	BERTRAND PUBLIC SCHOOLS	4,305,973	5,926,223	0	36,084	538,566	0	349,656	6,850,529	0	385,740

2023/24 LB583 MODEL OF STATE AID
CALCULATED BY SYSTEM ON MAY 25, 2023

LER : 1.0

SYSTEM COUNTY/ DISTRICT NUMBER	DISTRICT NAME	FORMULA NEEDS	YIELD FROM LOCAL EFFORT RATE	NET OPTION FUNDING	INCOME TAX REBATE	OTHER RECEIPTS	COMMUNITY ACHIEVEMENT PLAN AID	FOUNDATION AID	TOTAL RESOURCES	EQUALIZATION AID	TOTAL STATE AID CALCULATED
69-0055-000	LOOMIS PUBLIC SCHOOLS	4,465,039	5,056,487	723,451	19,155	301,170	0	391,363	6,491,626	0	1,133,969
70-0002-000	PIERCE PUBLIC SCHOOLS	9,418,624	8,715,547	376,194	107,762	956,187	0	1,000,104	11,155,794	0	1,484,060
70-0005-000	PLAINVIEW PUBLIC SCHOOLS	5,343,217	7,637,937	0	60,579	627,370	0	483,477	8,809,363	0	544,056
70-0542-000	OSMOND COMMUNITY SCHOOLS	3,592,677	4,095,966	67,522	49,852	468,727	0	249,944	4,932,011	0	367,318
71-0001-000	COLUMBUS PUBLIC SCHOOLS	44,816,423	24,431,445	0	812,080	6,149,911	0	5,780,003	37,173,439	7,642,984	14,235,067
71-0005-000	LAKEVIEW COMMUNITY SCHOOLS	12,763,465	16,520,957	366,548	125,125	1,664,956	0	1,365,420	20,043,006	0	1,857,093
71-0067-000	HUMPHREY PUBLIC SCHOOLS	5,099,207	9,752,346	617,345	86,819	875,882	0	440,514	11,772,906	0	1,144,678
72-0015-000	CROSS COUNTY COMMUNITY SCHOOLS	5,789,298	8,080,556	154,336	56,237	653,049	0	509,454	9,453,632	0	720,027
72-0019-000	OSCEOLA PUBLIC SCHOOLS	4,289,814	5,259,509	0	40,962	499,938	0	331,288	6,131,697	0	372,250
72-0032-000	SHELBY - RISING CITY PUBLIC SCHOOLS	6,709,716	7,937,559	540,177	50,577	664,397	0	571,006	9,763,716	0	1,161,760
72-0075-000	HIGH PLAINS COMMUNITY SCHOOLS	4,430,368	8,522,393	0	40,926	551,802	0	314,791	9,429,912	0	355,717
73-0017-000	MC COOK PUBLIC SCHOOLS	17,028,961	8,924,464	578,761	200,676	2,576,847	0	1,995,676	14,276,424	2,752,537	5,527,650
73-0179-000	SOUTHWEST PUBLIC SCHOOLS	5,031,774	7,021,221	0	38,607	551,787	0	405,435	8,017,050	0	444,042
74-0056-000	FALLS CITY PUBLIC SCHOOLS	11,560,897	9,613,805	221,858	122,448	1,793,977	0	1,138,755	12,890,843	0	1,483,061
74-0070-000	HUMBOLDT TABLE ROCK STEINAUER	5,598,963	8,247,435	0	49,796	1,067,414	0	391,794	9,756,439	0	441,590
75-0100-000	ROCK COUNTY PUBLIC SCHOOLS	4,041,635	6,616,646	270,088	29,431	403,050	0	314,966	7,634,181	0	614,485
76-0002-000	CRETE PUBLIC SCHOOLS	26,242,204	12,962,807	0	240,904	2,612,581	0	3,111,490	18,927,782	7,314,422	10,666,816
76-0044-000	DORCHESTER PUBLIC SCHOOL	4,190,348	3,973,993	154,336	23,626	430,298	0	325,552	4,907,805	0	503,514
76-0068-000	FRIEND PUBLIC SCHOOLS	4,126,688	4,522,936	0	43,177	500,789	0	343,503	5,410,405	0	386,680
76-0082-000	WILBER-CLATONIA PUBLIC SCHOOLS	8,870,993	7,119,120	356,902	75,706	1,205,444	0	897,499	9,654,671	0	1,330,107

2023/24 LB583 MODEL OF STATE AID
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77-0001-000	BELLEVUE PUBLIC SCHOOLS	106,069,580	39,911,175	7,417,782	1,514,837	13,930,289	74,684	13,722,261	76,571,028	29,498,552	52,228,116
77-0027-000	PAPILLION LA VISTA COMMUNITY SCHOOLS	128,545,623	78,934,070	810,265	2,492,839	20,941,177	50,606	17,477,176	120,706,133	7,839,490	28,670,376
77-0037-000	GRETNA PUBLIC SCHOOLS	73,527,036	40,207,076	0	1,435,175	9,784,588	6,981	9,459,177	60,892,997	12,634,039	23,535,372
77-0046-000	SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS	14,549,069	26,056,185	906,725	292,586	3,944,051	1,024	1,721,979	32,922,550	0	2,922,314
78-0001-000	ASHLAND-GREENWOOD PUBLIC SCHS	14,868,522	12,158,238	0	310,160	1,888,034	0	1,574,509	15,930,941	0	1,884,669
78-0009-000	YUTAN PUBLIC SCHOOLS	7,343,672	3,935,549	192,920	90,901	778,083	0	727,178	5,724,631	1,619,041	2,630,040
78-0039-000	WAHOO PUBLIC SCHOOLS	13,958,855	12,146,705	0	233,422	2,068,576	0	1,577,307	16,026,010	0	1,810,729
78-0072-000	MEAD PUBLIC SCHOOLS	4,783,627	4,807,489	694,513	35,227	428,139	0	397,287	6,362,655	0	1,127,027
78-0107-000	CEDAR BLUFFS PUBLIC SCHOOLS	8,016,341	3,385,983	1,620,530	44,233	739,573	0	664,383	6,454,702	1,561,639	3,890,785
79-0002-000	MINATARE PUBLIC SCHOOLS	3,741,082	517,695	48,230	22,334	331,471	0	215,172	1,134,902	2,606,180	2,891,916
79-0011-000	MORRILL PUBLIC SCHOOLS	6,560,523	4,058,686	0	39,862	487,659	0	451,286	5,037,493	1,523,030	2,014,178
79-0016-000	GERING PUBLIC SCHOOLS	20,996,773	8,790,146	0	213,636	2,654,922	0	2,690,090	14,348,794	6,647,979	9,551,705
79-0031-000	MITCHELL PUBLIC SCHOOLS	8,635,265	3,288,647	974,247	63,803	686,327	0	867,814	5,880,838	2,754,427	4,660,291
79-0032-000	SCOTTSBLUFF PUBLIC SCHOOLS	41,084,588	17,252,000	1,311,857	434,988	5,351,999	0	4,973,651	29,324,495	11,760,093	18,480,589
80-0005-000	MILFORD PUBLIC SCHOOLS	10,953,024	7,298,618	559,469	121,263	1,097,384	0	1,188,562	10,265,296	687,728	2,557,022
80-0009-000	SEWARD PUBLIC SCHOOLS	17,294,048	17,927,594	0	339,904	2,818,058	0	2,120,745	23,206,301	0	2,460,649
80-0567-000	CENTENNIAL PUBLIC SCHOOLS	7,626,626	15,638,683	0	102,374	1,044,894	0	682,595	17,468,546	0	784,969
81-0003-000	HAY SPRINGS PUBLIC SCHOOLS	3,592,548	1,808,427	279,734	21,644	184,425	0	282,850	2,577,080	1,015,468	1,599,696
81-0010-000	GORDON-RUSHVILLE PUBLIC SCHS	9,297,193	9,634,418	0	62,969	1,019,998	0	755,429	11,472,814	0	818,398
82-0001-000	LOUP CITY PUBLIC SCHOOLS	5,010,150	6,303,016	0	37,267	484,380	0	427,446	7,252,109	0	464,713
82-0015-000	LITCHFIELD PUBLIC SCHOOLS	2,964,529	2,697,704	19,292	13,299	212,523	0	156,388	3,099,206	0	188,979
83-0500-000	SIOUX COUNTY PUBLIC SCHOOLS	2,755,541	5,590,372	0	11,605	214,763	0	119,014	5,935,754	0	130,619

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S:\State Aid Certification 2023-24\Original Statue\

2023/24 LB583 MODEL OF STATE AID
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84-0003-000	STANTON COMMUNITY SCHOOLS	6,585,054	6,339,895	28,938	66,734	731,526	0	568,197	7,735,290	0	663,869
85-0060-000	DESHLER PUBLIC SCHOOLS	4,418,484	5,185,705	173,628	38,670	525,741	0	339,494	6,263,238	0	551,792
85-0070-000	THAYER CENTRAL COMMUNITY SCHS	6,871,089	8,455,132	0	64,584	799,543	0	595,546	9,914,805	0	660,130
85-2001-000	BRUNING-DAVENPORT UNIFIED SYS	3,634,962	8,569,671	0	51,003	479,463	0	247,023	9,347,160	0	298,026
86-0001-000	THEDFORD PUBLIC SCHOOLS	3,079,197	3,456,457	163,982	12,474	206,209	0	192,096	4,031,218	0	368,552
87-0001-000	PENDER PUBLIC SCHOOLS	6,539,679	6,067,713	511,239	62,176	756,822	0	597,917	7,995,867	0	1,171,332
87-0013-000	WALTHILL PUBLIC SCHOOLS	5,946,515	1,646,104	0	10,511	699,030	0	391,771	2,747,416	3,199,099	3,601,381
87-0016-000	UMO N HO N NATION PUBLIC SCHS	8,792,992	176,417	48,230	931	1,287,659	0	774,740	2,287,977	6,505,015	7,328,916
87-0017-000	WINNEBAGO PUBLIC SCHOOLS DISTRICT 17	10,320,683	1,051,389	0	4,974	1,722,582	0	869,437	3,648,382	6,672,301	7,546,712
88-0005-000	ORD PUBLIC SCHOOLS	7,870,076	8,084,773	0	81,445	917,889	0	770,014	9,854,121	0	851,459
88-0021-000	ARCADIA PUBLIC SCHOOLS	3,109,289	1,615,242	299,026	13,006	190,735	0	181,110	2,299,119	810,170	1,303,312
89-0001-000	BLAIR COMMUNITY SCHOOLS	24,316,009	23,104,898	0	493,337	3,858,892	0	3,258,916	30,716,043	0	3,752,253
89-0003-000	FORT CALHOUN COMMUNITY SCHS	10,534,264	5,547,655	2,488,671	172,254	1,285,985	0	1,183,085	10,677,650	0	3,844,010
89-0024-000	ARLINGTON PUBLIC SCHOOLS	9,893,718	7,862,742	887,433	149,449	1,148,500	0	1,001,918	11,050,042	0	2,038,800
90-0017-000	WAYNE COMMUNITY SCHOOLS	12,708,833	10,528,538	125,398	159,442	1,570,627	0	1,430,121	13,814,126	0	1,714,961
90-0560-000	WAKEFIELD PUBLIC SCHOOLS	8,915,275	5,380,277	0	41,425	837,959	0	794,747	7,054,408	1,860,867	2,697,039
90-0595-000	WINSIDE PUBLIC SCHOOLS	4,187,372	4,567,785	549,823	28,579	765,333	0	343,428	6,254,948	0	921,830
91-0002-000	RED CLOUD COMMUNITY SCHOOLS	4,317,839	3,853,472	337,610	26,304	411,836	0	350,365	4,979,587	0	714,279
91-0074-000	BLUE HILL COMMUNITY SCHOOLS	5,214,157	3,690,872	598,053	37,333	732,321	0	439,507	5,498,086	0	1,074,893

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92-0045-000	WHEELER CENTRAL SCHOOLS	2,999,758	6,463,053	0	13,522	243,680	0	165,789	6,886,044	0	179,311
93-0012-000	YORK PUBLIC SCHOOLS	17,642,819	12,215,462	636,637	270,304	2,799,368	0	2,173,353	18,095,124	0	3,080,294
93-0083-000	MC COOL JUNCTION PUBLIC SCHS	4,431,494	3,573,293	790,973	26,635	497,957	0	351,892	5,240,750	0	1,169,500
93-0096-000	HEARTLAND COMMUNITY SCHOOLS	5,624,429	8,038,666	0	70,439	760,884	0	485,760	9,355,749	0	556,199
STATEWIDE TOTALS		4,108,370,206	2,885,528,028	117,488,393	62,256,195	543,460,903	7,183,189	468,138,530	4,084,055,238	524,978,527	1,180,044,834

NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES

2023/24 State Aid Formula Needs, Allowances, and Adjustments on May 25, 2023

A2

System County/ District Number	District Name	Formula Needs	Need Stabilization	Special Receipts Allowance	Transportation Allowance	Poverty Allowance	LEP Allowance	DETA Allowance	Elementary Site Allowance	Summer School Allowance	Focus School Allowance	Community Achievement Allowance	Non Qualified LEP	Basic Funding	System Averging Adjustment	Student Growth Adjustment	New School Adjustment	Poverty Correction Adjustment	LEP Correction Adjustment	Student Growth Correction
01-0003-000	KENESAW PUBLIC SCHOOLS	4,807,195	0	188,907	94,775	9,775	0	7,266	0	0	0	0	0	4,506,472	0	0	0	0	0	0
01-0018-000	HASTINGS PUBLIC SCHOOLS	40,915,040	0	3,364,915	184,375	2,713,673	1,009,236	0	0	51,348	0	0	0	33,365,406	226,087	0	0	0	0	0
01-0090-000	ADAMS CENTRAL PUBLIC SCHOOLS	12,550,708	0	805,225	110,512	0	0	28,697	0	0	0	0	0	11,479,193	0	0	0	0	0	127.081
01-0123-000	SILVER LAKE PUBLIC SCHOOLS	4,326,179	120,468	252,790	294,075	0	0	16,883	0	0	0	0	0	3,641,963	0	0	0	0	0	0
02-0009-000	NELIGH-OAKDALE SCHOOLS	5,790,941	131,679	512,839	89,317	178,500	30,600	45,603	0	0	0	0	0	4,810,462	0	0	0	(1,472)	(6,587)	0
02-0018-000	ELGIN PUBLIC SCHOOLS	3,505,805	0	143,678	130,050	0	0	0	0	0	0	0	0	3,232,077	0	0	0	0	0	0
02-0115-000	SUMMERLAND PUBLIC SCHOOLS	8,388,026	1,045,914	354,567	382,187	145,158	34,850	17,422	0	0	0	0	0	6,407,928	0	0	0	0	0	0
03-0500-000	ARTHUR COUNTY SCHOOLS	2,984,846	0	82,689	70,819	36,764	17,000	19,550	0	0	0	0	0	2,758,193	0	0	0	0	(169)	0
04-0001-000	BANNER COUNTY PUBLIC SCHOOLS	3,594,754	0	82,888	195,359	89,718	0	18,572	0	0	0	0	0	3,208,217	0	0	0	0	0	0
05-0071-000	SANDHILLS PUBLIC SCHOOLS	2,813,198	0	57,708	109,040	0	0	21,184	0	0	0	0	0	2,625,266	0	0	0	0	0	0
06-0001-000	BOONE CENTRAL SCHOOLS	8,505,996	0	454,696	400,919	0	36,811	3,752	0	0	0	0	0	7,609,818	0	0	0	0	0	0
06-0017-000	ST EDWARD PUBLIC SCHOOLS	3,663,458	0	248,658	72,655	0	0	0	0	0	0	0	0	3,342,145	0	0	0	0	0	0
06-0075-000	RIVERSIDE PUBLIC SCHOOLS	4,301,970	228,217	135,557	86,253	0	0	0	0	0	0	0	0	3,851,943	0	0	0	0	0	0
07-0006-000	ALLIANCE PUBLIC SCHOOLS	15,958,189	0	717,954	198,828	578,000	127,500	33,986	0	20,989	0	0	0	14,462,051	0	0	0	(181,119)	0	0
07-0010-000	HEMINGFORD PUBLIC SCHOOLS	6,697,434	0	262,942	405,498	8,500	0	36,486	0	0	0	0	0	5,984,008	0	0	0	0	0	0
08-0051-000	BOYD COUNTY SCHOOLS	6,291,284	797,490	273,963	308,165	146,098	0	29,464	0	0	0	0	0	4,736,104	0	0	0	0	0	0
09-0010-000	AINSWORTH COMMUNITY SCHOOLS	6,547,939	32,798	373,112	84,868	0	0	7,200	0	25,243	0	0	0	6,024,718	0	0	0	0	0	0
10-0002-000	GIBBON PUBLIC SCHOOLS	8,079,787	0	269,675	85,773	272,516	241,512	4,292	0	0	0	0	0	7,206,019	0	0	0	0	0	0
10-0007-000	KEARNEY PUBLIC SCHOOLS	62,604,606	0	3,224,184	636,775	1,734,958	372,482	122,014	0	0	0	0	0	55,287,908	1,226,285	0	0	0	0	0
10-0009-000	ELM CREEK PUBLIC SCHOOLS	5,532,563	0	251,102	117,338	72,250	34,000	3,133	0	0	0	0	0	5,054,740	0	0	0	0	0	0
10-0019-000	SHELTON PUBLIC SCHOOLS	4,469,769	108,873	239,914	70,330	70,067	64,508	4,468	0	0	0	0	0	3,911,609	0	0	0	0	0	0
10-0069-000	RAVENNA PUBLIC SCHOOLS	6,579,911	4,687	522,873	204,170	0	0	12,795	0	0	0	0	0	5,835,386	0	0	0	0	0	0
10-0105-000	PLEASANTON PUBLIC SCHOOLS	4,987,354	0	207,041	141,328	12,750	0	7,177	0	0	0	0	0	4,619,058	0	0	0	0	0	0
10-0119-000	AMHERST PUBLIC SCHOOLS	6,095,638	0	229,896	152,500	37,784	0	11,285	0	0	0	0	0	5,664,173	0	0	0	0	0	0
11-0001-000	TEKAMAH-HERMAN COMMUNITY SCH	7,746,143	0	497,107	132,964	87,498	0	7,094	0	0	0	0	0	7,021,480	0	0	0	0	0	0
11-0014-000	OAKLAND CRAIG PUBLIC SCHOOLS	6,811,011	0	405,698	181,417	66,928	0	1,948	0	0	0	0	0	6,155,020	0	0	0	0	0	0
11-0020-000	LYONS-DECATUR NORTHEAST SCHS	4,812,044	88,239	355,781	172,273	0	0	6,407	0	0	0	0	0	4,189,344	0	0	0	0	0	0
12-0056-000	DAVID CITY PUBLIC SCHOOLS	10,395,034	412,669	941,270	271,563	87,548	80,780	19,623	429,462	0	0	0	0	8,152,119	0	0	0	0	0	0
12-0502-000	EAST BUTLER PUBLIC SCHOOLS	5,429,878	111,083	434,303	311,250	0	0	9,457	0	0	0	0	0	4,563,785	0	0	0	0	0	0
13-0001-000	PLATTSMOUTH COMMUNITY SCHOOL	17,330,487	0	1,527,213	214,320	407,843	36,811	82,393	0	20,107	0	0	0	15,041,800	0	0	0	0	0	0
13-0022-000	WEEPING WATER PUBLIC SCHOOLS	4,908,434	0	94,712	134,580	72,216	24,650	4,205	0	0	0	0	0	4,578,071	0	0	0	0	0	0
13-0032-000	LOUISVILLE PUBLIC SCHOOLS	9,075,161	0	384,738	166,012	25,500	0	22,161	0	16,290	0	0	0	8,363,848	0	96,612	0	0	0	0
13-0056-000	CONESTOGA PUBLIC SCHOOLS	9,521,409	53,568	459,082	389,938	116,450	29,750	13,008	0	0	0	0	0	8,554,002	0	0	0	0	0	(94.389)
13-0097-000	ELMWOOD-MURDOCK PUBLIC SCHOC	7,071,952	0	293,217	167,298	20,690	0	8,147	0	0	0	0	0	6,582,600	0	0	0	0	0	0
14-0008-000	HARTINGTON NEWCASTLE PUBLIC SC	6,977,898	0	517,185	323,792	0	0	9,536	0	0	0	0	0	6,127,385	0	0	0	0	0	0
14-0045-000	RANDOLPH PUBLIC SCHOOLS	4,421,829	0	178,965	109,148	0	0	0	0	0	0	0	0	4,133,716	0	0	0	0	0	0
14-0054-000	LAUREL-CONCORD-COLERIDGE SCHC	6,935,605	104,282	468,651	226,817	0	0	23,677	0	0	0	0	0	6,112,178	0	0	0	0	0	0
14-0101-000	WYNOT PUBLIC SCHOOLS	3,664,649	62,299	115,354	133,838	30,986	0	50,323	0	5,030	0	0	0	3,266,819	0	0	0	0	0	0
15-0010-000	CHASE COUNTY SCHOOLS	8,920,080	88,737	214,390	251,673	129,051	171,785	34,797	0	0	0	0	0	8,029,647	0	0	0	0	0	0

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NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES
2023/24 State Aid Formula Needs, Allowances, and Adjustments on May 25, 2023

System County/ District Number	District Name	Formula Needs	Need Stabilization	Special Receipts Allowance	Transportation Allowance	Poverty Allowance	LEP Allowance	DETA Allowance	Elementary Site Allowance	Summer School Allowance	Focus School Allowance	Community Achievement Allowance	Non Qualified LEP	Basic Funding	System Averging Adjustment	Student Growth Adjustment	New School Adjustment	Poverty Correction Adjustment	LEP Correction Adjustment	Student Growth Correction
15-0536-000	WAUNETA-PALISADE PUBLIC SCHS	4,326,073	37,446	94,564	397,216	0	0	5,024	0	0	0	0	0	3,893,136	0	0	0	(101,313)	0	0
16-0006-000	VALENTINE COMMUNITY SCHOOLS	8,415,540	0	588,092	94,020	0	0	49,297	184,055	0	0	0	0	7,500,076	0	0	0	0	0	0
16-0030-000	CODY-KILGORE PUBLIC SCHS	3,676,008	0	119,516	107,132	132,817	0	6,768	0	0	0	0	0	3,299,041	0	10,734	0	0	0	0
17-0001-000	SIDNEY PUBLIC SCHOOLS	14,120,828	0	285,382	133,830	377,154	42,946	20,783	0	0	0	0	0	13,260,733	0	0	0	0	0	0
17-0003-000	LEYTON PUBLIC SCHOOLS	3,317,534	56,932	111,498	123,793	50,111	0	32,494	0	0	0	0	0	2,942,706	0	0	0	0	0	0
17-0009-000	POTTER-DIX PUBLIC SCHOOLS	3,624,060	0	129,794	146,000	55,250	0	16,274	0	0	0	0	0	3,311,661	0	0	0	0	(34,919)	0
18-0002-000	SUTTON PUBLIC SCHOOLS	6,766,768	0	302,335	117,065	49,810	73,622	9,648	0	0	0	0	0	6,214,288	0	0	0	0	0	0
18-0011-000	HARVARD PUBLIC SCHOOLS	4,360,740	349,293	468,149	79,740	7,905	68,213	0	0	0	0	0	0	3,435,139	0	0	0	(47,699)	0	0
19-0039-000	LEIGH COMMUNITY SCHOOLS	4,167,592	0	61,589	183,988	0	0	16,984	0	0	0	0	0	3,905,031	0	0	0	0	0	0
19-0058-000	CLARKSON PUBLIC SCHOOLS	4,141,856	0	274,981	135,888	0	0	7,488	0	0	0	0	0	3,723,499	0	0	0	0	0	0
19-0070-000	HOWELLS-DODGE CONSOLIDATED SC	5,083,982	0	223,093	248,618	0	4,871	366	0	0	0	0	0	4,610,975	0	0	0	0	(3,941)	0
19-0123-000	SCHUYLER COMMUNITY SCHOOLS	21,676,222	0	963,945	63,730	941,849	638,176	52,480	0	19,366	0	0	0	18,996,676	0	0	0	0	0	0
20-0001-000	WEST POINT PUBLIC SCHOOLS	10,511,700	244,866	546,241	131,884	410,188	219,844	1,541	0	0	0	0	0	8,957,136	0	0	0	0	0	0
20-0020-000	BANCROFT-ROSALIE COMM SCHOOL	5,044,055	0	256,901	119,273	39,075	0	10,844	0	4,905	0	0	0	4,613,057	0	0	0	0	0	0
20-0030-000	WISNER-PILGER PUBLIC SCHOOLS	6,666,208	0	319,889	146,823	0	0	11,068	0	0	0	0	0	6,188,428	0	0	0	0	0	0
21-0015-000	ANSELMO-MERNA PUBLIC SCHOOLS	4,507,224	208,905	149,992	201,250	76,502	0	14,316	0	0	0	0	0	3,856,259	0	0	0	0	0	0
21-0025-000	BROKEN BOW PUBLIC SCHOOLS	10,709,384	0	491,799	172,688	161,500	61,352	150	0	0	0	0	0	9,821,895	0	0	0	0	0	0
21-0044-000	ANSLEY PUBLIC SCHOOLS	3,715,314	0	134,027	127,500	121,275	0	0	0	0	0	0	0	3,332,512	0	0	0	0	0	0
21-0084-000	SARGENT PUBLIC SCHOOLS	3,583,205	0	86,052	173,413	2,125	2,975	9,279	0	0	0	0	0	3,309,361	0	0	0	0	0	0
21-0089-000	ARNOLD PUBLIC SCHOOLS	3,616,790	0	112,166	192,298	40,800	0	19,550	0	0	0	0	0	3,251,976	0	0	0	0	0	0
21-0180-000	CALLAWAY PUBLIC SCHOOLS	3,797,554	0	226,888	167,623	47,600	0	19,550	0	0	0	0	0	3,337,709	0	0	0	(1,816)	0	0
22-0011-000	SO SIOUX CITY COMMUNITY SCHS	47,697,092	0	3,332,562	317,488	4,094,393	2,813,999	50,705	368,110	369,215	0	0	0	35,847,440	503,180	0	0	0	0	0
22-0031-000	HOMER COMMUNITY SCHOOLS	6,919,347	0	319,157	123,775	171,788	16,575	4,237	0	32,993	0	0	0	6,250,822	0	0	0	0	0	0
23-0002-000	CHADRON PUBLIC SCHOOLS	12,187,192	0	547,850	144,496	371,678	17,000	18,508	0	0	0	0	(17,000)	11,136,493	0	0	0	(31,833)	0	0
23-0071-000	CRAWFORD PUBLIC SCHOOLS	3,542,748	0	45,078	34,434	97,531	0	36,719	0	0	0	0	0	3,328,986	0	0	0	0	0	0
24-0001-000	LEXINGTON PUBLIC SCHOOLS	38,837,885	0	1,887,623	236,505	2,845,229	3,354,097	0	0	541,706	0	0	0	29,868,618	104,107	0	0	0	0	0
24-0004-000	OVERTON PUBLIC SCHOOLS	4,586,602	221,559	183,968	95,000	78,382	0	2,001	0	1,583	0	0	0	4,004,109	0	0	0	0	0	0
24-0011-000	COZAD COMMUNITY SCHOOLS	12,538,267	0	627,459	95,960	391,000	85,000	22,186	0	3,650	0	0	0	11,306,776	0	6,236	0	0	0	0
24-0020-000	GOTHENBURG PUBLIC SCHOOLS	11,303,231	0	512,404	105,390	204,441	0	11,909	0	0	0	0	0	10,469,087	0	0	0	0	0	0
24-0101-000	SUMNER-EDDYVILLE-MILLER SCHS	4,213,151	0	191,619	152,693	10,200	30,252	24,471	0	0	0	0	0	3,803,916	0	0	0	0	0	0
25-0025-000	CREEK VALLEY SCHOOLS	3,694,365	0	285,269	55,704	0	0	31,412	0	0	0	0	0	3,321,980	0	0	0	0	0	0
25-0095-000	SOUTH PLATTE PUBLIC SCHOOLS	4,130,860	0	172,235	96,906	0	0	9,534	0	0	0	0	0	3,852,185	0	0	0	0	0	0
26-0001-000	PONCA PUBLIC SCHOOLS	6,915,697	0	315,013	148,213	27,665	0	32,303	0	6,873	0	0	0	6,385,630	0	0	0	0	0	0
26-0070-000	ALLEN CONSOLIDATED SCHOOLS	3,459,055	0	195,324	154,601	42,658	0	2,088	0	0	0	0	0	3,064,384	0	0	0	0	0	0
26-0561-000	EMERSON-HUBBARD PUBLIC SCHOOI	4,519,917	0	275,027	153,770	92,574	36,811	9,784	0	161	0	0	0	3,951,790	0	0	0	0	0	0
27-0001-000	FREMONT PUBLIC SCHOOLS	58,754,378	0	3,075,742	274,073	3,819,962	1,915,628	36,548	0	30,447	0	0	0	48,486,679	1,115,299	0	0	0	0	0
27-0062-000	SCRIBNER-SNYDER COMMUNITY SCH	3,598,497	0	136,224	61,111	35,700	0	2,916	0	0	0	0	0	3,362,546	0	0	0	0	0	0
27-0594-000	LOGAN VIEW PUBLIC SCHOOLS	8,570,760	(3,689)	503,260	175,748	45,375	22,063	6,989	0	0	0	0	0	7,821,014	0	0	0	0	0	0
27-0595-000	NORTH BEND CENTRAL PUBLIC SCHS	8,074,614	121,123	359,937	176,406	0	0	0	0	1,043	0	0	0	7,416,105	0	0	0	0	0	0

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NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES

2023/24 State Aid Formula Needs, Allowances, and Adjustments on May 25, 2023

A2

System County/ District Number	District Name	Formula Needs	Need Stabilization	Special Receipts Allowance	Transportation Allowance	Poverty Allowance	LEP Allowance	DETA Allowance	Elementary Site Allowance	Summer School Allowance	Focus School Allowance	Community Achievement Allowance	Non Qualified LEP	Basic Funding	System Averging Adjustment	Student Growth Adjustment	New School Adjustment	Poverty Correction Adjustment	LEP Correction Adjustment	Student Growth Correction
28-0001-000	OMAHA PUBLIC SCHOOLS	652,694,401	0	32,525,749	15,692,826	61,539,836	28,147,361	404,954	0	5,587,429	462,592	6,698,578	0	486,632,956	8,378,884	0	6,623,236	0	0	0
28-0010-000	ELKHORN PUBLIC SCHOOLS	120,189,598	0	6,026,597	873,983	89,151	467,500	147,932	0	348,345	0	12,670	0	107,820,185	1,694,562	3,193,524	0	(13,571)	0	(471,280)
28-0015-000	DOUGLAS CO WEST COMMUNITY SCH	12,549,992	0	16,467	345,640	321,608	55,217	7,647	0	9,126	0	8,577	0	11,785,710	0	0	0	0	0	0
28-0017-000	MILLARD PUBLIC SCHOOLS	248,234,600	0	13,358,736	1,253,318	2,389,684	1,700,000	367,661	0	1,433,004	0	93,087	0	224,084,220	3,686,474	1,398,526	0	0	0	(1,530,110)
28-0054-000	RALSTON PUBLIC SCHOOLS	39,205,834	0	2,351,230	534,563	2,682,189	1,173,345	126,565	0	59,664	0	191,789	0	31,975,040	111,449	0	0	0	0	0
28-0059-000	BENNINGTON PUBLIC SCHOOLS	46,138,129	0	1,498,952	336,675	42,037	183,033	17,929	0	154,856	0	5,123	0	39,453,713	767,696	1,758,619	1,246,346	0	0	673,150
28-0066-000	WESTSIDE COMMUNITY SCHOOLS	69,828,794	0	5,992,149	1,351,250	1,049,899	710,533	0	0	72,371	0	40,070	0	59,676,349	1,200,541	0	0	(264,368)	0	0
29-0117-000	DUNDY CO STRATTON PUBLIC SCHS	5,455,672	190,504	162,460	317,850	97,846	34,672	18,352	0	123	0	0	0	4,633,865	0	0	0	0	0	0
30-0001-000	EXETER-MILLIGAN PUBLIC SCHOOLS	3,797,147	0	315,935	234,077	0	0	18,280	0	0	0	0	0	3,228,855	0	0	0	0	0	0
30-0025-000	FILLMORE CENTRAL PUBLIC SCHS	8,983,499	0	1,053,018	201,363	34,680	0	16,554	0	7,024	0	0	0	7,670,860	0	0	0	0	0	0
30-0054-000	SHICKLEY PUBLIC SCHOOLS	3,273,829	0	156,306	83,730	0	0	6,355	0	0	0	0	0	3,027,438	0	0	0	0	0	0
31-0506-000	FRANKLIN PUBLIC SCHOOLS	4,939,703	0	453,495	222,250	37,129	0	12,906	0	0	0	0	0	4,213,924	0	0	0	(1)	0	0
32-0046-000	MAYWOOD PUBLIC SCHOOLS	3,565,384	0	39,910	194,196	28,050	0	6,123	0	0	0	0	0	3,300,157	0	0	0	(3,052)	0	0
32-0095-000	EUSTIS-FARNAM PUBLIC SCHOOLS	3,616,070	0	113,903	134,456	0	0	19,550	0	0	0	0	0	3,348,161	0	0	0	0	0	0
32-0125-000	MEDICINE VALLEY PUBLIC SCHOOLS	4,104,702	0	190,701	280,885	124,100	0	38,916	0	0	0	0	0	3,470,100	0	0	0	0	0	0
33-0018-000	ARAPAHOE PUBLIC SCHOOLS	5,228,513	87,139	211,439	173,268	59,500	29,750	19,550	0	5,585	0	0	0	4,642,282	0	0	0	0	0	0
33-0021-000	CAMBRIDGE PUBLIC SCHOOLS	4,725,819	266,096	192,409	156,378	37,201	0	19,550	0	0	0	0	0	4,054,185	0	0	0	0	0	0
33-0540-000	SOUTHERN VALLEY SCHOOLS	6,210,062	0	282,936	251,117	106,508	0	2,238	0	0	0	0	0	5,567,263	0	0	0	0	0	0
34-0001-000	SOUTHERN SCHOOL DISTRICT 1	6,298,410	0	387,641	116,105	260,511	0	15,072	0	0	0	0	0	5,519,081	0	0	0	0	0	0
34-0015-000	BEATRICE PUBLIC SCHOOLS	23,234,191	0	2,045,157	356,648	1,047,838	114,523	0	0	114,400	0	0	0	19,555,625	0	0	0	0	0	0
34-0034-000	FREEMAN PUBLIC SCHOOLS	7,209,168	0	228,368	218,908	12,377	0	0	0	0	0	0	0	6,640,614	0	108,901	0	0	0	0
34-0100-000	DILLER-ODELL PUBLIC SCHOOLS	4,244,496	29,658	146,553	200,000	0	0	42,007	0	0	0	0	0	3,826,278	0	0	0	0	0	0
35-0001-000	GARDEN COUNTY SCHOOLS	4,329,924	407,693	243,039	75,186	246,394	8,500	36,189	0	0	0	0	0	3,312,923	0	0	0	0	0	0
36-0100-000	BURWELL PUBLIC SCHOOLS	4,853,722	0	167,117	67,754	139,007	0	18,754	0	0	0	0	0	4,474,936	0	0	0	(13,846)	0	0
37-0030-000	ELWOOD PUBLIC SCHOOLS	3,812,094	154,844	166,467	174,203	30,600	0	17,476	0	0	0	0	0	3,268,504	0	0	0	0	0	0
38-0011-000	HYANNIS AREA SCHOOLS	3,573,435	0	101,642	282,866	0	0	24,965	0	0	0	0	0	3,163,962	0	0	0	0	0	0
39-0060-000	CENTRAL VALLEY PUBLIC SCHOOLS	5,490,605	0	335,614	367,445	76,500	0	20,919	0	0	0	0	0	4,690,127	0	0	0	0	0	0
40-0002-000	GRAND ISLAND PUBLIC SCHOOLS	116,821,832	0	6,668,448	102,493	11,475,000	5,950,000	128,634	0	0	0	0	0	91,364,200	1,133,057	0	0	0	0	0
40-0082-000	NORTHWEST PUBLIC SCHOOLS	17,231,933	0	686,587	111,356	0	0	24,713	1,104,331	0	0	0	0	15,304,946	0	0	0	0	0	0
40-0083-000	WOOD RIVER RURAL SCHOOLS	7,504,259	0	251,937	185,578	322,054	76,690	8,411	0	0	0	0	0	6,659,589	0	0	0	0	0	0
40-0126-000	DONIPHAN-TRUMBULL PUBLIC SCHS	6,920,152	0	374,871	132,199	27,200	0	7,295	0	0	0	0	0	6,378,587	0	0	0	0	0	0
41-0002-000	GILTNER PUBLIC SCHOOLS	4,150,573	0	183,892	124,833	0	0	0	0	0	0	0	0	3,841,848	0	0	0	0	0	0
41-0091-000	HAMPTON PUBLIC SCHOOL	3,520,021	0	154,095	79,228	0	0	11,138	0	0	0	0	0	3,275,560	0	0	0	0	0	0
41-0504-000	AURORA PUBLIC SCHOOLS	14,753,333	0	1,145,230	323,620	42,500	34,000	216	0	0	0	0	0	13,207,767	0	0	0	0	0	0
42-0002-000	ALMA PUBLIC SCHOOLS	5,929,288	0	306,839	197,580	97,291	0	18,182	0	21,375	0	0	0	5,288,021	0	0	0	0	0	0
43-0079-000	HAYES CENTER PUBLIC SCHOOLS	3,232,271	0	99,087	136,505	0	0	19,550	0	0	0	0	0	2,977,129	0	0	0	0	0	0
44-0070-000	HITCHCOCK CO SCH SYSTEM	5,062,208	0	179,240	209,363	110,924	0	25,408	0	0	0	0	0	4,537,273	0	0	0	0	0	0
45-0007-000	O'NEILL PUBLIC SCHOOLS	11,090,931	0	776,417	146,833	347,389	176,897	3,402	0	0	0	0	0	9,639,993	0	0	0	0	0	0
45-0044-000	STUART PUBLIC SCHOOLS	3,441,314	0	119,500	20,071	32,113	0	13,425	0	0	0	0	0	3,256,205	0	0	0	0	0	0

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NEBRASKA DEPARTMENT OF EDUCATION
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2023/24 State Aid Formula Needs, Allowances, and Adjustments on May 25, 2023

System County/ District Number	District Name	Formula Needs	Need Stabilization	Special Receipts Allowance	Transportation Allowance	Poverty Allowance	LEP Allowance	DETA Allowance	Elementary Site Allowance	Summer School Allowance	Focus School Allowance	Community Achievement Allowance	Non Qualified LEP	Basic Funding	System Averging Adjustment	Student Growth Adjustment	New School Adjustment	Poverty Correction Adjustment	LEP Correction Adjustment	Student Growth Correction
45-0137-000	CHAMBERS PUBLIC SCHOOLS	3,000,528	0	67,632	113,638	0	0	11,907	0	0	0	0	0	2,807,351	0	0	0	0	0	0
45-0239-000	WEST HOLT PUBLIC SCHOOLS	6,963,853	0	327,508	127,431	116,306	36,811	5,245	0	0	0	0	0	6,350,552	0	0	0	0	0	0
46-0001-000	MULLEN PUBLIC SCHOOLS	3,805,330	0	132,036	294,559	0	0	19,550	0	0	0	0	0	3,359,185	0	0	0	0	0	0
47-0001-000	ST PAUL PUBLIC SCHOOLS	9,472,399	142,570	318,216	248,188	92,558	0	10,104	0	0	0	0	0	8,660,763	0	0	0	0	0	0
47-0100-000	CENTURA PUBLIC SCHOOLS	6,977,886	0	289,748	151,385	125,402	21,250	4,471	0	0	0	0	0	6,385,630	0	0	0	0	0	0
47-0103-000	ELBA PUBLIC SCHOOLS	2,961,222	48,178	87,821	107,438	0	0	0	0	0	0	0	0	2,717,785	0	0	0	0	0	0
48-0008-000	FAIRBURY PUBLIC SCHOOLS	12,079,360	0	779,907	383,078	246,105	71,760	553	0	0	0	0	0	10,597,957	0	0	0	0	0	0
48-0300-000	TRI COUNTY PUBLIC SCHOOLS	6,886,568	0	362,235	217,175	84,513	0	23,024	0	0	0	0	0	6,199,621	0	0	0	0	0	0
48-0303-000	MERIDIAN PUBLIC SCHOOLS	4,092,169	0	114,841	155,890	2,635	0	7,663	0	0	0	0	0	3,822,595	0	0	0	(5,112)	(6,343)	0
49-0033-000	STERLING PUBLIC SCHOOLS	3,728,801	0	147,675	84,103	0	0	9,200	0	9,887	0	0	0	3,477,936	0	0	0	0	0	0
49-0050-000	JOHNSON CO CENTRAL PUBLIC SCHS	7,713,218	0	333,127	298,483	289,000	61,352	8,186	0	0	0	0	0	6,723,070	0	0	0	0	0	0
50-0001-000	WILCOX-HILDRETH PUBLIC SCHOOLS	4,128,347	0	189,513	140,195	74,375	0	19,000	0	0	0	0	0	3,712,688	0	0	0	(7,424)	0	0
50-0501-000	AXTELL COMMUNITY SCHOOLS	5,237,770	0	477,645	168,790	0	0	7,715	0	0	0	0	0	4,583,620	0	0	0	0	0	0
50-0503-000	MINDEN PUBLIC SCHOOLS	10,780,887	0	557,682	131,405	0	0	0	0	11,734	0	0	0	10,080,066	0	0	0	0	0	0
51-0001-000	OGALLALA PUBLIC SCHOOLS	11,441,049	0	581,788	203,995	297,500	0	0	0	3,390	0	0	0	10,354,376	0	0	0	0	0	0
51-0006-000	PAXTON CONSOLIDATED SCHOOLS	3,800,118	0	143,809	89,013	34,000	0	19,550	0	0	0	0	0	3,513,746	0	0	0	0	0	0
52-0100-000	KEYA PAHA COUNTY SCHOOLS	2,793,587	0	66,804	55,042	0	0	2,769	0	0	0	0	0	2,668,972	0	0	0	0	0	0
53-0001-000	KIMBALL PUBLIC SCHOOLS	6,369,202	0	261,680	195,406	154,785	13,940	22,395	0	0	0	0	(13,940)	5,759,210	0	0	0	(4,808)	(19,466)	0
54-0013-000	CREIGHTON COMMUNITY PUBLIC SCH	4,990,332	0	279,027	148,565	0	0	3,620	0	0	0	0	0	4,559,120	0	0	0	0	0	0
54-0096-000	CROFTON COMMUNITY SCHOOLS	5,922,461	(31,330)	311,996	217,120	0	0	9,701	0	0	0	0	0	5,414,974	0	0	0	0	0	0
54-0501-000	NIOBRARA PUBLIC SCHOOLS	4,263,895	73,620	344,327	118,902	217,992	0	0	0	0	0	0	0	3,509,054	0	0	0	0	0	0
54-0505-000	ISANTI COMMUNITY SCHOOL	4,810,115	169,730	628,896	25,318	382,500	0	0	0	0	0	0	0	3,603,671	0	0	0	0	0	0
54-0576-000	WAUSA PUBLIC SCHOOLS	4,067,561	90,928	191,430	84,726	30,212	0	14,596	0	2,909	0	0	0	3,652,760	0	0	0	0	0	0
54-0583-000	VERDIGRE PUBLIC SCHOOLS	2,992,588	(363,431)	133,143	109,475	0	0	0	0	0	0	0	0	3,113,401	0	0	0	0	0	0
54-0586-000	BLOOMFIELD COMMUNITY SCHOOLS	4,679,850	497,372	202,845	96,225	40,486	22,100	16,108	0	2,308	0	0	0	4,008,735	0	0	0	0	0	(206,329)
55-0001-000	LINCOLN PUBLIC SCHOOLS	472,681,985	0	33,552,469	4,185,490	21,952,454	8,122,968	291,942	0	853,679	0	0	0	393,217,765	6,474,163	0	4,213,170	0	0	(182,115)
55-0145-000	WAVERLY SCHOOL DISTRICT 145	23,807,717	0	1,638,168	477,353	63,752	21,675	12,422	184,055	0	0	0	0	21,410,292	0	0	0	0	0	0
55-0148-000	MALCOLM PUBLIC SCHOOLS	8,759,527	0	261,938	144,870	0	0	16,033	0	0	0	0	0	8,336,686	0	0	0	0	0	0
55-0160-000	NORRIS SCHOOL DIST 160	26,609,694	0	1,238,935	931,438	24,650	53,171	22,998	0	14,602	0	0	0	24,333,738	0	0	0	(9,838)	0	0
55-0161-000	RAYMOND CENTRAL PUBLIC SCHOOL	10,438,153	445,651	535,795	345,658	28,558	0	0	0	0	0	0	0	9,300,357	0	0	0	0	0	(217,866)
56-0001-000	NORTH PLATTE PUBLIC SCHOOLS	42,383,385	0	2,286,201	274,952	4,009,373	202,461	53,984	0	57,980	0	0	0	35,134,673	363,761	0	0	0	0	0
56-0006-000	BRADY PUBLIC SCHOOLS	3,559,933	0	176,656	115,694	0	0	22,100	0	0	0	0	0	3,245,483	0	0	0	0	0	0
56-0007-000	MAXWELL PUBLIC SCHOOLS	4,750,083	395,365	200,900	113,367	0	0	25,864	0	0	0	0	0	4,014,587	0	0	0	0	0	0
56-0037-000	HERSHEY PUBLIC SCHOOLS	7,812,121	0	279,764	169,342	70,790	0	8,458	0	1,043	0	0	0	7,282,724	0	0	0	0	0	0
56-0055-000	SUTHERLAND PUBLIC SCHOOLS	5,085,839	0	205,724	57,340	49,730	0	25,572	0	0	0	0	0	4,626,917	0	120,556	0	0	0	0
56-0565-000	WALLACE PUBLIC SCH DIST 65 R	3,733,362	0	196,152	198,965	0	0	26,001	0	0	0	0	0	3,312,244	0	0	0	0	0	0
57-0501-000	STAPLETON PUBLIC SCHOOLS	3,679,290	48,953	155,855	132,951	63,752	0	19,550	0	0	0	0	0	3,258,229	0	0	0	0	0	0
58-0025-000	LOUP COUNTY PUBLIC SCHOOLS	2,748,368	0	72,955	109,757	723	0	7,436	0	0	0	0	0	2,557,497	0	0	0	0	0	0
59-0001-000	MADISON PUBLIC SCHOOLS	7,959,044	83,376	365,293	82,195	363,788	285,286	0	0	0	0	0	0	6,779,106	0	0	0	0	0	0

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NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES
2023/24 State Aid Formula Needs, Allowances, and Adjustments on May 25, 2023

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59-0002-000	NORFOLK PUBLIC SCHOOLS	49,675,467	0	3,140,291	342,621	1,747,171	784,508	50,068	0	300,421	0	0	0	42,062,356	877,134	0	370,897	0	0	0
59-0005-000	BATTLE CREEK PUBLIC SCHOOLS	7,961,923	0	289,468	173,585	0	0	1,323	0	0	0	0	0	7,366,929	0	0	0	0	0	130.618
59-0013-000	NEWMAN GROVE PUBLIC SCHOOLS	3,646,165	0	152,620	120,056	0	0	3,902	0	0	0	0	0	3,369,587	0	0	0	0	0	0
59-0080-000	ELKHORN VALLEY SCHOOLS	6,879,411	0	385,230	183,070	0	0	12,331	0	0	0	0	0	6,298,780	0	0	0	0	0	0
60-0090-000	MC PHERSON COUNTY SCHOOLS	2,716,178	0	62,938	69,756	14,977	0	19,550	0	0	0	0	0	2,548,957	0	0	0	0	0	0
61-0004-000	CENTRAL CITY PUBLIC SCHOOLS	10,436,560	178,831	538,239	147,885	248,628	425	3,752	0	12,513	0	0	0	9,306,287	0	0	0	0	0	0
61-0049-000	PALMER PUBLIC SCHOOLS	5,119,600	0	167,713	213,834	68,391	0	11,093	0	0	0	0	0	4,658,569	0	0	0	0	0	0
62-0021-000	BAYARD PUBLIC SCHOOLS	5,598,098	67,536	245,663	146,485	275,685	29,963	34,501	0	8,605	0	0	0	4,800,388	0	0	0	0	(10,728)	0
62-0063-000	BRIDGEPORT PUBLIC SCHOOLS	7,839,918	0	275,712	460,436	203,490	58,055	10,502	0	0	0	0	0	6,853,246	0	0	0	0	(21,523)	0
63-0001-000	FULLERTON PUBLIC SCHOOLS	5,179,138	0	266,125	174,083	73,833	0	0	0	0	0	0	0	4,665,097	0	0	0	0	0	0
63-0030-000	TWIN RIVER PUBLIC SCHOOLS	7,074,381	0	413,026	306,805	0	0	107,165	0	0	0	0	0	6,247,385	0	0	0	0	0	0
64-0023-000	JOHNSON-BROCK PUBLIC SCHOOLS	5,518,258	0	148,333	188,368	0	0	0	0	0	0	0	0	5,181,557	0	0	0	0	0	0
64-0029-000	AUBURN PUBLIC SCHOOLS	12,171,453	0	651,482	279,255	391,819	16,110	24,664	0	0	0	0	0	10,702,050	0	106,073	0	0	0	0
65-0011-000	SUPERIOR PUBLIC SCHOOLS	6,967,730	0	501,472	225,030	139,770	0	1,231	0	9,777	0	0	0	6,090,450	0	0	0	0	0	0
65-2005-000	SOUTH CENTRAL NEBRASKA UNIFIED	10,473,724	0	917,225	614,450	102,696	17,850	36,969	368,110	30,768	0	0	0	8,385,656	0	0	0	0	0	0
66-0027-000	SYRACUSE-DUNBAR-AVOCA SCHOOL	10,541,703	0	616,113	326,490	63,527	0	23,939	0	0	0	0	0	9,511,634	0	0	0	0	0	0
66-0111-000	NEBRASKA CITY PUBLIC SCHOOLS	17,810,202	0	1,233,940	182,250	1,162,726	291,421	59,002	0	1,266	0	0	0	14,879,597	0	0	0	0	0	0
66-0501-000	PALMYRA DISTRICT O R 1	9,415,029	0	454,618	213,168	8,925	0	17,389	0	27,319	0	0	0	8,572,464	0	19,745	0	0	0	101.401
67-0001-000	PAWNEE CITY PUBLIC SCHOOLS	5,136,569	333,818	349,303	154,808	186,145	0	30,634	0	0	0	0	0	4,081,861	0	0	0	0	0	0
67-0069-000	LEWISTON CONSOLIDATED SCHOOLS	3,622,614	0	137,971	156,983	0	0	17,012	0	0	0	0	0	3,310,698	0	0	0	0	0	0
68-0020-000	PERKINS COUNTY SCHOOLS	6,703,720	0	314,053	88,300	27,476	36,811	31,914	0	0	0	0	0	6,205,166	0	0	0	0	0	0
69-0044-000	HOLDREGE PUBLIC SCHOOLS	13,237,875	0	941,938	160,643	344,818	42,946	5,052	0	21,548	0	0	0	11,720,930	0	0	0	0	0	0
69-0054-000	BERTRAND PUBLIC SCHOOLS	4,305,973	17,908	292,687	96,000	0	0	10,099	0	8,536	0	0	0	3,880,743	0	0	0	0	0	0
69-0055-000	LOOMIS PUBLIC SCHOOLS	4,465,039	0	116,713	99,918	0	0	6,911	0	0	0	0	0	4,249,997	0	0	0	0	(8,500)	0
70-0002-000	PIERCE PUBLIC SCHOOLS	9,418,624	0	331,163	192,348	27,619	0	0	0	0	0	0	0	8,867,494	0	0	0	0	0	0
70-0005-000	PLAINVIEW PUBLIC SCHOOLS	5,343,217	0	276,007	176,820	0	0	9,872	0	0	0	0	0	4,880,518	0	0	0	0	0	0
70-0542-000	OSMOND COMMUNITY SCHOOLS	3,592,677	7,690	220,353	88,363	0	0	5,794	0	0	0	0	0	3,270,477	0	0	0	0	0	0
71-0001-000	COLUMBUS PUBLIC SCHOOLS	44,816,423	173,585	2,527,716	246,270	2,243,632	2,337,501	40,314	0	204,176	0	0	0	37,798,115	615,257	0	0	0	0	(1,370,143)
71-0005-000	LAKEVIEW COMMUNITY SCHOOLS	12,763,465	0	629,239	147,751	127,500	127,500	14,098	429,462	14,602	0	0	0	11,273,313	0	0	0	0	0	0
71-0067-000	HUMPHREY PUBLIC SCHOOLS	5,099,207	0	343,054	131,208	0	0	16,109	0	0	0	0	0	4,608,836	0	0	0	0	0	0
72-0015-000	CROSS COUNTY COMMUNITY SCHOC	5,789,298	5,097	307,546	200,925	0	0	10,374	0	0	0	0	0	5,265,356	0	0	0	0	0	0
72-0019-000	OSCEOLA PUBLIC SCHOOLS	4,289,814	0	226,540	135,288	31,552	0	27,624	0	0	0	0	0	3,868,810	0	0	0	0	0	0
72-0032-000	SHELBY - RISING CITY PUBLIC SCHOC	6,709,716	0	255,478	186,625	49,782	82,825	15,978	0	0	0	0	0	6,119,028	0	0	0	0	0	0
72-0075-000	HIGH PLAINS COMMUNITY SCHOOLS	4,430,368	102,999	243,958	261,625	80,822	0	3,090	0	0	0	0	0	3,737,874	0	0	0	0	0	0
73-0017-000	MC COOK PUBLIC SCHOOLS	17,028,961	10,033	1,102,818	203,190	580,246	88,960	19,550	0	63,777	0	0	0	14,960,387	0	0	0	0	0	0
73-0179-000	SOUTHWEST PUBLIC SCHOOLS	5,031,774	0	225,064	236,970	0	0	15,201	0	6,057	0	0	0	4,548,482	0	0	0	0	0	0
74-0056-000	FALLS CITY PUBLIC SCHOOLS	11,560,897	0	951,805	301,060	640,066	0	21,128	0	0	0	0	0	9,646,838	0	0	0	0	0	0
74-0070-000	HUMBOLDT TABLE ROCK STEINAUER	5,598,963	345,669	538,727	265,293	93,941	0	11,341	0	0	0	0	0	4,343,992	0	0	0	0	0	0
75-0100-000	ROCK COUNTY PUBLIC SCHOOLS	4,041,635	0	182,590	88,644	0	0	8,747	0	0	0	0	0	3,761,654	0	0	0	0	0	0

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SCHOOL FINANCE & ORGANIZATION SERVICES
2023/24 State Aid Formula Needs, Allowances, and Adjustments on May 25, 2023

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76-0002-000	CRETE PUBLIC SCHOOLS	26,242,204	0	1,234,932	222,840	1,305,852	2,048,125	1,412	0	0	0	0	0	21,209,745	0	0	0	0	0	219,298
76-0044-000	DORCHESTER PUBLIC SCHOOL	4,190,348	0	178,244	64,840	44,378	61,813	10,485	0	0	0	0	0	3,830,588	0	0	0	0	0	0
76-0068-000	FRIEND PUBLIC SCHOOLS	4,126,688	0	188,242	59,488	0	0	0	0	0	0	0	0	3,878,958	0	0	0	0	0	0
76-0082-000	WILBER-CLATONIA PUBLIC SCHOOLS	8,870,993	0	446,632	207,608	85,049	85,892	27,932	0	0	0	0	0	8,017,880	0	0	0	0	0	0
77-0001-000	BELLEVUE PUBLIC SCHOOLS	106,069,580	0	7,892,627	1,479,610	2,346,183	935,000	360,374	0	1,773,065	0	74,684	0	89,847,566	1,360,471	0	0	0	0	0
77-0027-000	PAPILLION LA VISTA COMMUNITY SCH	128,545,623	0	9,139,749	913,305	1,452,323	770,987	0	0	324,889	0	50,606	0	114,438,204	1,728,205	0	0	0	0	(272,645)
77-0037-000	GRETNA PUBLIC SCHOOLS	73,527,036	0	3,269,210	836,563	31,627	275,060	0	0	70,809	0	6,981	0	61,820,655	1,040,448	2,143,978	3,137,050	0	0	894,655
77-0046-000	SPRINGFIELD PLATTEVIEW COMMUNI	14,549,069	0	912,804	276,833	45,002	0	17,495	0	30,246	0	1,024	0	13,265,665	0	0	0	0	0	0
78-0001-000	ASHLAND-GREENWOOD PUBLIC SCH	14,868,522	0	785,943	234,021	12,750	49,081	0	0	14,929	0	0	0	12,508,499	0	41,708	1,143,991	0	(1,055)	78,655
78-0009-000	YUTAN PUBLIC SCHOOLS	7,343,672	26,588	307,939	227,185	47,902	0	0	0	0	0	0	0	6,734,058	0	0	0	0	0	0
78-0039-000	WAHOO PUBLIC SCHOOLS	13,958,855	0	1,011,866	340,565	194,902	36,811	0	0	35,523	0	0	0	12,371,067	0	0	0	(31,879)	0	0
78-0072-000	MEAD PUBLIC SCHOOLS	4,783,627	0	149,863	146,835	21,043	0	8,385	0	0	0	0	0	4,470,807	0	0	0	(13,306)	0	0
78-0107-000	CEDAR BLUFFS PUBLIC SCHOOLS	8,016,341	0	299,356	199,528	233,258	1,063	0	0	56,384	0	0	(1,063)	6,460,280	0	138,563	738,030	0	(3,400)	(105,658)
79-0002-000	MINATARE PUBLIC SCHOOLS	3,741,082	169,826	228,987	20,300	99,739	36,811	12,114	0	0	0	0	0	3,173,305	0	0	0	0	0	0
79-0011-000	MORRILL PUBLIC SCHOOLS	6,560,523	897,191	144,029	190,007	467,500	0	39,577	0	0	0	0	0	4,700,888	0	0	156,250	0	(34,919)	0
79-0016-000	GERING PUBLIC SCHOOLS	20,996,773	0	1,057,085	142,078	695,718	42,501	0	0	59,549	0	0	0	18,899,726	0	100,116	0	0	0	0
79-0031-000	MITCHELL PUBLIC SCHOOLS	8,635,265	194,860	337,246	105,233	217,692	0	2,647	0	0	0	0	0	7,724,183	0	0	53,404	0	0	0
79-0032-000	SCOTTSBLUFF PUBLIC SCHOOLS	41,084,588	0	2,718,200	376,103	3,290,191	696,342	84,418	368,110	456,295	0	0	0	32,818,819	264,993	176,428	0	0	0	(165,311)
80-0005-000	MILFORD PUBLIC SCHOOLS	10,953,024	0	365,485	178,865	89,910	0	63,846	0	0	0	0	0	10,254,918	0	0	0	0	0	0
80-0009-000	SEWARD PUBLIC SCHOOLS	17,294,048	460,307	1,167,357	263,968	91,073	36,811	32,033	0	0	0	0	0	15,302,514	0	373,409	0	0	0	(433,424)
80-0567-000	CENTENNIAL PUBLIC SCHOOLS	7,626,626	0	431,075	469,896	109,836	0	2,975	0	6,980	0	0	0	6,605,914	0	0	0	0	0	0
81-0003-000	HAY SPRINGS PUBLIC SCHOOLS	3,592,548	34,099	23,596	36,752	187,000	0	28,332	0	0	0	0	0	3,282,769	0	0	0	0	0	0
81-0010-000	GORDON-RUSHVILLE PUBLIC SCHS	9,297,193	562,744	407,254	170,331	835,342	36,811	41,633	368,110	0	0	0	0	6,909,580	0	0	0	(34,612)	0	0
82-0001-000	LOUP CITY PUBLIC SCHOOLS	5,010,150	0	184,592	153,014	94,916	0	4,219	0	7,767	0	0	0	4,565,642	0	0	0	0	0	0
82-0015-000	LITCHFIELD PUBLIC SCHOOLS	2,964,529	0	94,958	112,500	40,735	0	3,182	0	0	0	0	0	2,713,154	0	0	0	0	0	0
83-0500-000	SIOUX COUNTY PUBLIC SCHOOLS	2,755,541	0	88,746	34,309	0	0	26,612	0	0	0	0	0	2,605,874	0	0	0	0	0	0
84-0003-000	STANTON COMMUNITY SCHOOLS	6,585,054	0	322,349	120,684	99,344	0	17,959	0	0	0	0	0	6,024,718	0	0	0	0	0	0
85-0060-000	DESHLER PUBLIC SCHOOLS	4,418,484	162,280	293,690	26,403	78,387	0	15,605	0	0	0	0	0	3,842,119	0	0	0	0	0	0
85-0070-000	THAYER CENTRAL COMMUNITY SCHS	6,871,089	0	321,828	211,070	76,992	0	15,963	0	0	0	0	0	6,245,385	0	0	0	(149)	0	0
85-2001-000	BRUNING-DAVENPORT UNIFIED SYS	3,634,962	0	195,263	117,741	0	0	5,585	0	0	0	0	0	3,316,373	0	0	0	0	0	0
86-0001-000	THEDFORD PUBLIC SCHOOLS	3,079,197	0	80,458	92,509	0	0	19,550	0	0	0	0	0	2,886,680	0	0	0	0	0	0
87-0001-000	PENDER PUBLIC SCHOOLS	6,539,679	(328,392)	386,732	118,605	74,709	7,305	0	0	3,197	0	0	0	6,277,523	0	0	0	0	0	0
87-0013-000	WALTHILL PUBLIC SCHOOLS	5,946,515	426,670	521,168	69,700	671,691	0	18,188	0	0	0	0	0	4,239,098	0	0	0	0	0	0
87-0016-000	UMO N HO N NATION PUBLIC SCHS	8,792,992	0	1,003,023	81,960	489,458	0	16,586	0	0	0	0	0	7,201,965	0	0	0	0	0	0
87-0017-000	WINNEBAGO PUBLIC SCHOOLS DISTF	10,320,683	0	1,500,098	169,400	858,616	0	14,952	0	0	0	0	0	7,777,617	0	0	0	0	0	0
88-0005-000	ORD PUBLIC SCHOOLS	7,870,076	0	418,704	161,110	143,146	0	4,342	0	0	0	0	0	7,142,774	0	0	0	0	0	0
88-0021-000	ARCADIA PUBLIC SCHOOLS	3,109,289	0	92,607	103,950	49,683	0	8,005	0	0	0	0	0	2,855,044	0	0	0	0	0	0
89-0001-000	BLAIR COMMUNITY SCHOOLS	24,316,009	0	1,359,882	654,107	271,581	92,831	50,086	0	0	0	0	0	21,887,522	0	0	0	0	0	0
89-0003-000	FORT CALHOUN COMMUNITY SCHS	10,534,264	647,191	571,174	201,253	17,939	0	15,529	0	0	0	0	0	9,974,249	0	69,553	0	0	0	(962,624)

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System County/ District Number	District Name	Formula Needs	Need Stabilization	Special Receipts Allowance	Transportation Allowance	Poverty Allowance	LEP Allowance	DETA Allowance	Elementary Site Allowance	Summer School Allowance	Focus School Allowance	Community Achievement Allowance	Non Qualified LEP	Basic Funding	System Averging Adjustment	Student Growth Adjustment	New School Adjustment	Poverty Correction Adjustment	LEP Correction Adjustment	Student Growth Correction
89-0024-000	ARLINGTON PUBLIC SCHOOLS	9,893,718	0	522,660	207,795	27,105	0	0	0	3,884	0	0	0	9,150,781	0	0	0	(12,727)	(5,780)	0
90-0017-000	WAYNE COMMUNITY SCHOOLS	12,708,833	0	715,665	229,095	58,278	70,620	18,815	0	0	0	0	0	11,616,360	0	0	0	0	0	0
90-0560-000	WAKEFIELD PUBLIC SCHOOLS	8,915,275	0	313,484	117,475	284,024	260,930	13,356	0	6,461	0	0	0	7,267,963	0	651,582	0	0	0	0
90-0595-000	WINSIDE PUBLIC SCHOOLS	4,187,372	0	147,585	116,236	56,729	0	11,423	0	0	0	0	0	3,855,399	0	0	0	0	0	0
91-0002-000	RED CLOUD COMMUNITY SCHOOLS	4,317,839	6,452	242,269	170,798	0	0	6,214	0	0	0	0	0	3,898,981	0	0	0	(6,875)	0	0
91-0074-000	BLUE HILL COMMUNITY SCHOOLS	5,214,157	0	318,630	214,135	0	0	13,178	0	0	0	0	0	4,668,214	0	0	0	0	0	0
92-0045-000	WHEELER CENTRAL SCHOOLS	2,999,758	0	69,008	178,958	19,550	20,400	2,125	0	0	0	0	0	2,709,717	0	0	0	0	0	0
93-0012-000	YORK PUBLIC SCHOOLS	17,642,819	0	1,195,514	345,728	569,951	109,837	27,663	0	8,083	0	0	0	15,386,043	0	0	0	0	0	0
93-0083-000	MC COOL JUNCTION PUBLIC SCHS	4,431,494	0	316,679	148,750	3,996	0	7,528	0	0	0	0	0	3,954,541	0	0	0	0	0	0
93-0096-000	HEARTLAND COMMUNITY SCHOOLS	5,624,429	0	394,560	253,727	0	0	35,521	0	0	0	0	0	4,940,621	0	0	0	0	0	0
		4,108,370,206	11,867,336	232,610,330	70,810,728	158,543,150	69,080,400	5,628,821	3,803,805	13,489,159	462,592	7,183,189	(32,003)	3,478,584,595	32,872,053	10,514,863	17,682,374	(754,987)	(189,163)	(3,787,036)

Note: Due to missing Federal Poverty data for the 2022/23 school year, model was calculated using 2021/22 numbers.

**2023/24 FORMULA STUDENTS IN ASCENDING ORDER
ON MAY 25, 2023**

County	District Number	District Name	Formula Students	Adjusted General Fund Operating Expenditures	Adjusted General Fund Operating Expenditures per Formula Student
60	60-0090-000	MC PHERSON COUNTY SCHOOLS	52.20	2,014,136.00	38,583.77
58	58-0025-000	LOUP COUNTY PUBLIC SCHOOLS	72.56	2,207,139.00	30,416.99
83	83-0500-000	SIOUX COUNTY PUBLIC SCHOOLS	79.34	3,106,034.00	39,146.98
05	05-0071-000	SANDHILLS PUBLIC SCHOOLS	80.95	2,769,976.00	34,217.18
52	52-0100-000	KEYA PAHA COUNTY SCHOOLS	84.47	2,569,277.00	30,415.29
82	82-0015-000	LITCHFIELD PUBLIC SCHOOLS	104.26	2,539,809.00	24,360.64
47	47-0103-000	ELBA PUBLIC SCHOOLS	108.00	2,542,099.00	23,538.24
92	92-0045-000	WHEELER CENTRAL SCHOOLS	110.53	2,992,892.00	27,078.55
03	03-0500-000	ARTHUR COUNTY SCHOOLS	116.60	2,471,605.00	21,196.95
45	45-0137-000	CHAMBERS PUBLIC SCHOOLS	117.94	2,436,997.00	20,663.84
88	88-0021-000	ARCADIA PUBLIC SCHOOLS	120.74	2,512,939.00	20,812.84
86	86-0001-000	THEDFORD PUBLIC SCHOOLS	128.06	2,617,276.00	20,437.26
17	17-0003-000	LEYTON PUBLIC SCHOOLS	131.65	3,831,512.00	29,102.92
43	43-0079-000	HAYES CENTER PUBLIC SCHOOLS	131.70	2,799,793.00	21,258.41
30	30-0054-000	SHICKLEY PUBLIC SCHOOLS	135.03	3,436,858.00	25,453.46
26	26-0070-000	ALLEN CONSOLIDATED SCHOOLS	135.39	3,199,155.00	23,628.86
54	54-0583-000	VERDIGRE PUBLIC SCHOOLS	139.77	2,773,347.00	19,842.86
38	38-0011-000	HYANNIS AREA SCHOOLS	143.12	2,604,844.00	18,200.45
79	79-0002-000	MINATARE PUBLIC SCHOOLS	143.45	3,618,134.00	25,222.57
04	04-0001-000	BANNER COUNTY PUBLIC SCHOOLS	145.18	3,544,708.00	24,415.56
30	30-0001-000	EXETER-MILLIGAN PUBLIC SCHOOLS	147.09	3,691,234.00	25,094.26
16	16-0030-000	CODY-KILGORE PUBLIC SCHS	153.67	2,974,817.00	19,358.53
46	46-0001-000	MULLEN PUBLIC SCHOOLS	157.07	3,424,036.00	21,799.34
25	25-0025-000	CREEK VALLEY SCHOOLS	157.13	3,810,441.00	24,249.77
27	27-0062-000	SCRIBNER-SNYDER COMMUNITY SCHS	157.16	3,625,220.00	23,067.74
23	23-0071-000	CRAWFORD PUBLIC SCHOOLS	158.13	3,197,366.00	20,219.58
17	17-0009-000	POTTER-DIX PUBLIC SCHOOLS	160.24	3,373,093.00	21,050.58
21	21-0180-000	CALLAWAY PUBLIC SCHOOLS	160.57	3,401,649.00	21,184.61
32	32-0095-000	EUSTIS-FARNAM PUBLIC SCHOOLS	162.25	3,151,710.00	19,425.38
06	06-0017-000	ST EDWARD PUBLIC SCHOOLS	162.82	3,106,453.00	19,078.61
21	21-0084-000	SARGENT PUBLIC SCHOOLS	163.93	2,955,685.00	18,030.44
85	85-2001-000	BRUNING-DAVENPORT UNIFIED SYS	164.68	4,502,830.00	27,342.54
56	56-0565-000	WALLACE PUBLIC SCH DIST 65 R	164.78	3,795,791.00	23,036.00
67	67-0069-000	LEWISTON CONSOLIDATED SCHOOLS	165.89	3,177,966.00	19,157.60
70	70-0542-000	OSMOND COMMUNITY SCHOOLS	166.63	3,489,412.00	20,941.13
57	57-0501-000	STAPLETON PUBLIC SCHOOLS	167.22	2,866,336.00	17,140.98
21	21-0089-000	ARNOLD PUBLIC SCHOOLS	170.65	2,904,630.00	17,020.70
02	02-0018-000	ELGIN PUBLIC SCHOOLS	174.43	3,309,157.00	18,970.72
45	45-0044-000	STUART PUBLIC SCHOOLS	176.82	3,082,307.00	17,431.90
14	14-0101-000	WYNOT PUBLIC SCHOOLS	177.32	3,515,855.00	19,827.66

**2023/24 FORMULA STUDENTS IN ASCENDING ORDER
ON MAY 25, 2023**

County	District Number	District Name	Formula Students	Adjusted General Fund Operating Expenditures	Adjusted General Fund Operating Expenditures per Formula Student
41	41-0091-000	HAMPTON PUBLIC SCHOOL	177.39	2,987,382.00	16,841.02
35	35-0001-000	GARDEN COUNTY SCHOOLS	181.86	3,811,830.00	20,960.39
32	32-0046-000	MAYWOOD PUBLIC SCHOOLS	183.23	2,782,760.00	15,187.36
56	56-0006-000	BRADY PUBLIC SCHOOLS	184.12	3,397,741.00	18,454.12
81	81-0003-000	HAY SPRINGS PUBLIC SCHOOLS	188.57	3,126,690.00	16,581.33
37	37-0030-000	ELWOOD PUBLIC SCHOOLS	192.03	3,417,013.00	17,794.56
21	21-0044-000	ANSLEY PUBLIC SCHOOLS	193.59	3,091,050.00	15,966.78
59	59-0013-000	NEWMAN GROVE PUBLIC SCHOOLS	194.00	3,034,820.00	15,643.50
18	18-0011-000	HARVARD PUBLIC SCHOOLS	196.10	3,954,477.00	20,165.38
32	32-0125-000	MEDICINE VALLEY PUBLIC SCHOOLS	196.24	3,332,143.00	16,979.72
49	49-0033-000	STERLING PUBLIC SCHOOLS	197.27	3,255,044.00	16,500.16
51	51-0006-000	PAXTON CONSOLIDATED SCHOOLS	198.09	3,590,856.00	18,127.49
54	54-0501-000	NIOBRARA PUBLIC SCHOOLS	200.23	3,594,805.00	17,952.97
54	54-0505-000	ISANTI COMMUNITY SCHOOL	200.63	1,214,292.00	6,052.43
01	01-0123-000	SILVER LAKE PUBLIC SCHOOLS	204.14	4,643,305.00	22,745.38
54	54-0576-000	WAUSA PUBLIC SCHOOLS	204.68	3,246,903.00	15,863.24
50	50-0001-000	WILCOX-HILDRETH PUBLIC SCHOOLS	207.54	4,423,537.00	21,314.56
19	19-0058-000	CLARKSON PUBLIC SCHOOLS	208.29	3,534,913.00	16,970.99
72	72-0075-000	HIGH PLAINS COMMUNITY SCHOOLS	209.86	4,695,592.00	22,374.84
75	75-0100-000	ROCK COUNTY PUBLIC SCHOOLS	209.98	3,676,640.00	17,509.71
24	24-0101-000	SUMNER-EDDYVILLE-MILLER SCHS	212.80	3,649,069.00	17,147.81
48	48-0303-000	MERIDIAN PUBLIC SCHOOLS	214.91	3,596,144.00	16,733.44
25	25-0095-000	SOUTH PLATTE PUBLIC SCHOOLS	215.38	3,732,079.00	17,327.61
06	06-0075-000	RIVERSIDE PUBLIC SCHOOLS	216.27	4,809,840.00	22,239.68
15	15-0536-000	WAUNETA-PALISADE PUBLIC SCHS	216.89	4,048,699.00	18,666.68
76	76-0044-000	DORCHESTER PUBLIC SCHOOL	217.03	3,310,249.00	15,252.19
72	72-0019-000	OSCEOLA PUBLIC SCHOOLS	220.86	4,435,786.00	20,084.26
41	41-0002-000	GILTNER PUBLIC SCHOOLS	222.08	3,274,837.00	14,746.47
21	21-0015-000	ANSELMO-MERNA PUBLIC SCHOOLS	222.24	3,491,275.00	15,709.63
34	34-0100-000	DILLER-ODELL PUBLIC SCHOOLS	222.94	4,358,745.00	19,551.59
85	85-0060-000	DESHLER PUBLIC SCHOOLS	226.33	4,050,597.00	17,896.94
90	90-0595-000	WINSIDE PUBLIC SCHOOLS	228.95	3,572,576.00	15,604.04
76	76-0068-000	FRIEND PUBLIC SCHOOLS	229.00	4,093,885.00	17,877.07
19	19-0039-000	LEIGH COMMUNITY SCHOOLS	230.40	3,590,698.00	15,584.35
69	69-0054-000	BERTRAND PUBLIC SCHOOLS	233.10	3,975,109.00	17,052.96
91	91-0002-000	RED CLOUD COMMUNITY SCHOOLS	233.58	3,579,993.00	15,326.86
93	93-0083-000	MC COOL JUNCTION PUBLIC SCHS	234.59	3,960,020.00	16,880.25
10	10-0019-000	SHELTON PUBLIC SCHOOLS	243.63	3,965,186.00	16,275.15
26	26-0561-000	EMERSON-HUBBARD PUBLIC SCHOOLS	247.95	3,779,898.00	15,244.68
24	24-0004-000	OVERTON PUBLIC SCHOOLS	249.34	3,926,117.00	15,746.07

**2023/24 FORMULA STUDENTS IN ASCENDING ORDER
ON MAY 25, 2023**

County	District Number	District Name	Formula Students	Adjusted General Fund Operating Expenditures	Adjusted General Fund Operating Expenditures per Formula Student
54	54-0586-000	BLOOMFIELD COMMUNITY SCHOOLS	249.94	3,945,939.00	15,787.37
56	56-0007-000	MAXWELL PUBLIC SCHOOLS	252.46	3,874,817.00	15,348.22
33	33-0021-000	CAMBRIDGE PUBLIC SCHOOLS	253.10	3,996,645.00	15,790.81
67	67-0001-000	PAWNEE CITY PUBLIC SCHOOLS	254.55	4,175,331.00	16,402.71
14	14-0045-000	RANDOLPH PUBLIC SCHOOLS	255.98	3,945,853.00	15,414.77
11	11-0020-000	LYONS-DECATUR NORTHEAST SCHS	256.73	4,469,418.00	17,409.14
31	31-0506-000	FRANKLIN PUBLIC SCHOOLS	257.97	4,587,495.00	17,783.08
69	69-0055-000	LOOMIS PUBLIC SCHOOLS	260.91	3,705,951.00	14,204.00
87	87-0013-000	WALTHILL PUBLIC SCHOOLS	261.18	4,255,638.00	16,293.83
74	74-0070-000	HUMBOLDT TABLE ROCK STEINAUER	261.20	6,152,160.00	23,553.78
36	36-0100-000	BURWELL PUBLIC SCHOOLS	263.43	4,437,387.00	16,844.69
78	78-0072-000	MEAD PUBLIC SCHOOLS	264.86	4,150,095.00	15,669.14
01	01-0003-000	KENESAW PUBLIC SCHOOLS	267.41	4,263,863.00	15,945.11
73	73-0179-000	SOUTHWEST PUBLIC SCHOOLS	270.29	4,564,369.00	16,886.93
13	13-0022-000	WEeping WATER PUBLIC SCHOOLS	270.74	4,920,778.00	18,175.20
29	29-0117-000	DUNDY CO STRATTON PUBLIC SCHS	270.93	5,563,097.00	20,533.23
19	19-0070-000	HOWELLS-DODGE CONSOLIDATED SCHOOLS	274.52	4,197,750.00	15,291.28
54	54-0013-000	CREIGHTON COMMUNITY PUBLIC SCHOOLS	276.18	4,573,270.00	16,558.85
20	20-0020-000	BANCROFT-ROSALIE COMM SCHOOLS	280.72	3,374,666.00	12,021.44
39	39-0060-000	CENTRAL VALLEY PUBLIC SCHOOLS	280.80	6,622,072.00	23,582.72
12	12-0502-000	EAST BUTLER PUBLIC SCHOOLS	282.58	6,492,067.00	22,974.26
44	44-0070-000	HITCHCOCK CO SCH SYSTEM	284.70	3,875,748.00	13,613.56
82	82-0001-000	LOUP CITY PUBLIC SCHOOLS	284.96	4,481,134.00	15,725.28
56	56-0055-000	SUTHERLAND PUBLIC SCHOOLS	287.85	4,710,802.00	16,365.58
63	63-0001-000	FULLERTON PUBLIC SCHOOLS	292.12	4,678,351.00	16,015.09
91	91-0074-000	BLUE HILL COMMUNITY SCHOOLS	293.00	4,894,357.00	16,704.02
71	71-0067-000	HUMPHREY PUBLIC SCHOOLS	293.68	4,080,287.00	13,893.85
10	10-0105-000	PLEASANTON PUBLIC SCHOOLS	296.68	3,294,506.00	11,104.55
50	50-0501-000	AXTELL COMMUNITY SCHOOLS	299.67	4,622,888.00	15,426.38
79	79-0011-000	MORRILL PUBLIC SCHOOLS	300.86	5,565,816.00	18,499.87
61	61-0049-000	PALMER PUBLIC SCHOOLS	302.73	4,004,351.00	13,227.25
33	33-0018-000	ARAPAHOE PUBLIC SCHOOLS	305.24	3,986,691.00	13,060.93
08	08-0051-000	BOYD COUNTY SCHOOLS	309.04	4,632,358.00	14,989.59
62	62-0021-000	BAYARD PUBLIC SCHOOLS	309.39	5,305,534.00	17,148.13
02	02-0009-000	NELIGH-OAKDALE SCHOOLS	321.61	5,213,441.00	16,210.64
70	70-0005-000	PLAINVIEW PUBLIC SCHOOLS	322.32	4,973,763.00	15,431.23
93	93-0096-000	HEARTLAND COMMUNITY SCHOOLS	323.84	4,553,678.00	14,061.51
10	10-0009-000	ELM CREEK PUBLIC SCHOOLS	328.51	4,371,509.00	13,306.88
64	64-0023-000	JOHNSON-BROCK PUBLIC SCHOOLS	334.92	3,970,832.00	11,856.19
72	72-0015-000	CROSS COUNTY COMMUNITY SCHOOLS	339.64	5,869,297.00	17,281.14

**2023/24 FORMULA STUDENTS IN ASCENDING ORDER
ON MAY 25, 2023**

County	District Number	District Name	Formula Students	Adjusted General Fund Operating Expenditures	Adjusted General Fund Operating Expenditures per Formula Student
42	42-0002-000	ALMA PUBLIC SCHOOLS	351.41	5,149,884.00	14,654.77
54	54-0096-000	CROFTON COMMUNITY SCHOOLS	353.94	5,288,928.00	14,942.89
34	34-0001-000	SOUTHERN SCHOOL DISTRICT 1	357.94	5,573,953.00	15,572.14
33	33-0540-000	SOUTHERN VALLEY SCHOOLS	361.71	7,080,253.00	19,574.60
10	10-0119-000	AMHERST PUBLIC SCHOOLS	365.38	4,882,064.00	13,361.54
53	53-0001-000	KIMBALL PUBLIC SCHOOLS	369.13	5,916,122.00	16,027.23
10	10-0069-000	RAVENNA PUBLIC SCHOOLS	374.44	6,020,302.00	16,078.24
07	07-0010-000	HEMINGFORD PUBLIC SCHOOLS	375.67	6,142,577.00	16,350.81
09	09-0010-000	AINSWORTH COMMUNITY SCHOOLS	376.62	7,125,496.00	18,919.46
84	84-0003-000	STANTON COMMUNITY SCHOOLS	378.80	6,047,481.00	15,964.93
65	65-0011-000	SUPERIOR PUBLIC SCHOOLS	380.58	5,951,112.00	15,637.10
72	72-0032-000	SHELBY - RISING CITY PUBLIC SCHOOLS	380.67	6,162,562.00	16,188.71
14	14-0008-000	HARTINGTON NEWCASTLE PUBLIC SCHOOLS	380.77	6,141,323.00	16,128.71
11	11-0014-000	OAKLAND CRAIG PUBLIC SCHOOLS	381.09	5,451,445.00	14,304.70
14	14-0054-000	LAUREL-CONCORD-COLERIDGE SCHOOL	381.71	6,953,017.00	18,215.55
68	68-0020-000	PERKINS COUNTY SCHOOLS	381.85	6,829,059.00	17,884.16
85	85-0070-000	THAYER CENTRAL COMMUNITY SCHS	397.03	6,268,756.00	15,789.09
63	63-0030-000	TWIN RIVER PUBLIC SCHOOLS	397.67	7,907,357.00	19,884.42
87	87-0001-000	PENDER PUBLIC SCHOOLS	398.61	5,574,142.00	13,983.91
48	48-0300-000	TRI COUNTY PUBLIC SCHOOLS	400.66	4,709,154.00	11,753.44
20	20-0030-000	WISNER-PILGER PUBLIC SCHOOLS	403.31	6,986,732.00	17,323.39
22	22-0031-000	HOMER COMMUNITY SCHOOLS	410.15	5,635,710.00	13,740.56
18	18-0002-000	SUTTON PUBLIC SCHOOLS	410.20	5,431,002.00	13,239.96
59	59-0080-000	ELKHORN VALLEY SCHOOLS	416.36	6,043,741.00	14,515.74
02	02-0115-000	SUMMERLAND PUBLIC SCHOOLS	418.64	6,351,936.00	15,172.74
40	40-0126-000	DONIPHAN-TRUMBULL PUBLIC SCHS	421.48	7,011,813.00	16,636.27
45	45-0239-000	WEST HOLT PUBLIC SCHOOLS	422.98	6,599,829.00	15,603.11
26	26-0001-000	PONCA PUBLIC SCHOOLS	423.72	6,054,310.00	14,288.61
47	47-0100-000	CENTURA PUBLIC SCHOOLS	429.96	6,654,928.00	15,478.09
78	78-0107-000	CEDAR BLUFFS PUBLIC SCHOOLS	442.92	5,687,467.00	12,840.78
13	13-0097-000	ELMWOOD-MURDOCK PUBLIC SCHOOLS	446.91	5,857,208.00	13,106.05
80	80-0567-000	CENTENNIAL PUBLIC SCHOOLS	455.06	7,577,696.00	16,651.97
34	34-0034-000	FREEMAN PUBLIC SCHOOLS	457.34	5,541,472.00	12,116.82
40	40-0083-000	WOOD RIVER RURAL SCHOOLS	464.85	7,860,195.00	16,909.12
49	49-0050-000	JOHNSON CO CENTRAL PUBLIC SCHS	477.26	7,306,957.00	15,310.31
78	78-0009-000	YUTAN PUBLIC SCHOOLS	484.79	6,454,228.00	13,313.59
59	59-0001-000	MADISON PUBLIC SCHOOLS	487.04	6,352,451.00	13,042.93
62	62-0063-000	BRIDGEPORT PUBLIC SCHOOLS	490.24	6,865,096.00	14,003.64
81	81-0010-000	GORDON-RUSHVILLE PUBLIC SCHS	503.62	7,777,642.00	15,443.49
11	11-0001-000	TEKAMAH-HERMAN COMMUNITY SCHS	510.89	6,843,191.00	13,394.74

**2023/24 FORMULA STUDENTS IN ASCENDING ORDER
ON MAY 25, 2023**

County	District Number	District Name	Formula Students	Adjusted General Fund Operating Expenditures	Adjusted General Fund Operating Expenditures per Formula Student
88	88-0005-000	ORD PUBLIC SCHOOLS	513.34	7,620,913.00	14,845.66
87	87-0016-000	UMO N HO N NATION PUBLIC SCHS	516.49	7,383,057.00	14,294.58
10	10-0002-000	GIBBON PUBLIC SCHOOLS	520.93	6,225,619.00	11,951.07
90	90-0560-000	WAKEFIELD PUBLIC SCHOOLS	529.83	6,010,034.00	11,343.30
56	56-0037-000	HERSHEY PUBLIC SCHOOLS	535.18	7,122,928.00	13,309.31
59	59-0005-000	BATTLE CREEK PUBLIC SCHOOLS	542.67	6,538,723.00	12,049.09
27	27-0595-000	NORTH BEND CENTRAL PUBLIC SCHS	559.89	8,557,224.00	15,283.79
16	16-0006-000	VALENTINE COMMUNITY SCHOOLS	563.91	9,768,434.00	17,322.66
30	30-0025-000	FILLMORE CENTRAL PUBLIC SCHS	563.94	7,011,993.00	12,433.96
06	06-0001-000	BOONE CENTRAL SCHOOLS	575.24	8,738,432.00	15,190.98
79	79-0031-000	MITCHELL PUBLIC SCHOOLS	578.54	7,919,217.00	13,688.22
87	87-0017-000	WINNEBAGO PUBLIC SCHOOLS DISTRICT 17	579.62	7,016,267.00	12,104.85
27	27-0594-000	LOGAN VIEW PUBLIC SCHOOLS	582.26	7,646,630.00	13,132.65
76	76-0082-000	WILBER-CLATONIA PUBLIC SCHOOLS	598.33	7,278,662.00	12,164.91
15	15-0010-000	CHASE COUNTY SCHOOLS	615.08	8,111,133.00	13,187.14
12	12-0056-000	DAVID CITY PUBLIC SCHOOLS	629.69	10,570,636.00	16,786.95
55	55-0148-000	MALCOLM PUBLIC SCHOOLS	631.94	7,290,233.00	11,536.23
13	13-0032-000	LOUISVILLE PUBLIC SCHOOLS	649.29	7,779,945.00	11,982.26
65	65-2005-000	SOUTH CENTRAL NEBRASKA UNIFIED 5	649.79	9,885,445.00	15,213.34
66	66-0501-000	PALMYRA DISTRICT O R 1	651.24	6,739,932.00	10,349.42
13	13-0056-000	CONESTOGA PUBLIC SCHOOLS	654.45	8,787,389.00	13,427.15
47	47-0001-000	ST PAUL PUBLIC SCHOOLS	661.69	8,529,282.00	12,890.10
70	70-0002-000	PIERCE PUBLIC SCHOOLS	666.74	8,120,810.00	12,179.95
20	20-0001-000	WEST POINT PUBLIC SCHOOLS	667.30	10,077,608.00	15,102.06
89	89-0024-000	ARLINGTON PUBLIC SCHOOLS	667.95	6,939,969.00	10,390.02
55	55-0161-000	RAYMOND CENTRAL PUBLIC SCHOOLS	699.58	9,204,966.00	13,157.89
61	61-0004-000	CENTRAL CITY PUBLIC SCHOOLS	719.68	10,139,159.00	14,088.40
66	66-0027-000	SYRACUSE-DUNBAR-AVOCA SCHOOLS	749.80	9,018,978.00	12,028.54
74	74-0056-000	FALLS CITY PUBLIC SCHOOLS	759.17	10,187,734.00	13,419.57
45	45-0007-000	O'NEILL PUBLIC SCHOOLS	778.13	10,671,444.00	13,714.28
21	21-0025-000	BROKEN BOW PUBLIC SCHOOLS	780.54	8,424,573.00	10,793.21
89	89-0003-000	FORT CALHOUN COMMUNITY SCHS	788.72	9,734,163.00	12,341.67
50	50-0503-000	MINDEN PUBLIC SCHOOLS	791.38	10,530,687.00	13,306.82
80	80-0005-000	MILFORD PUBLIC SCHOOLS	792.37	9,170,542.00	11,573.49
51	51-0001-000	OGALLALA PUBLIC SCHOOLS	807.38	10,781,118.00	13,353.26
24	24-0020-000	GOTHENBURG PUBLIC SCHOOLS	817.57	10,653,927.00	13,031.14
48	48-0008-000	FAIRBURY PUBLIC SCHOOLS	824.21	11,397,062.00	13,827.83
64	64-0029-000	AUBURN PUBLIC SCHOOLS	857.59	11,213,158.00	13,075.13
24	24-0011-000	COZAD COMMUNITY SCHOOLS	906.63	10,078,421.00	11,116.36
71	71-0005-000	LAKEVIEW COMMUNITY SCHOOLS	910.28	9,769,072.00	10,731.94

**2023/24 FORMULA STUDENTS IN ASCENDING ORDER
ON MAY 25, 2023**

County	District Number	District Name	Formula Students	Adjusted General Fund Operating Expenditures	Adjusted General Fund Operating Expenditures per Formula Student
23	23-0002-000	CHADRON PUBLIC SCHOOLS	910.71	11,377,401.00	12,492.89
01	01-0090-000	ADAMS CENTRAL PUBLIC SCHOOLS	934.89	13,982,989.00	14,956.82
90	90-0017-000	WAYNE COMMUNITY SCHOOLS	953.41	10,328,166.00	10,832.82
69	69-0044-000	HOLDREGE PUBLIC SCHOOLS	972.02	11,768,393.00	12,107.16
28	28-0015-000	DOUGLAS CO WEST COMMUNITY SCHS	976.87	11,908,749.00	12,190.78
78	78-0001-000	ASHLAND-GREENWOOD PUBLIC SCHS	1,049.67	10,969,066.00	10,449.99
78	78-0039-000	WAHOO PUBLIC SCHOOLS	1,051.54	11,395,755.00	10,837.23
77	77-0046-000	SPRINGFIELD PLATTEVIEW COMMUNITY SCHO	1,147.99	16,413,867.00	14,297.97
41	41-0504-000	AURORA PUBLIC SCHOOLS	1,158.50	16,215,683.00	13,997.12
17	17-0001-000	SIDNEY PUBLIC SCHOOLS	1,166.93	13,938,256.00	11,944.39
07	07-0006-000	ALLIANCE PUBLIC SCHOOLS	1,271.93	14,068,586.00	11,060.86
73	73-0017-000	MC COOK PUBLIC SCHOOLS	1,330.45	15,497,194.00	11,648.08
66	66-0111-000	NEBRASKA CITY PUBLIC SCHOOLS	1,350.88	13,876,884.00	10,272.47
13	13-0001-000	PLATTSMOUTH COMMUNITY SCHOOLS	1,371.53	15,321,638.00	11,171.18
80	80-0009-000	SEWARD PUBLIC SCHOOLS	1,413.83	16,519,002.00	11,683.87
40	40-0082-000	NORTHWEST PUBLIC SCHOOLS	1,434.26	15,537,209.00	10,832.92
93	93-0012-000	YORK PUBLIC SCHOOLS	1,448.90	14,618,593.00	10,089.43
79	79-0016-000	GERING PUBLIC SCHOOLS	1,793.39	17,976,615.00	10,023.80
19	19-0123-000	SCHUYLER COMMUNITY SCHOOLS	1,819.87	19,003,848.00	10,442.39
34	34-0015-000	BEATRICE PUBLIC SCHOOLS	1,894.07	19,865,563.00	10,488.29
76	76-0002-000	CRETE PUBLIC SCHOOLS	2,074.33	22,487,969.00	10,841.09
55	55-0145-000	WAVERLY SCHOOL DISTRICT 145	2,109.14	21,845,557.00	10,357.58
89	89-0001-000	BLAIR COMMUNITY SCHOOLS	2,172.61	20,996,594.00	9,664.22
55	55-0160-000	NORRIS SCHOOL DIST 160	2,427.53	23,301,417.00	9,598.82
24	24-0001-000	LEXINGTON PUBLIC SCHOOLS	3,002.45	28,279,214.00	9,418.71
28	28-0054-000	RALSTON PUBLIC SCHOOLS	3,214.19	29,820,954.00	9,277.90
79	79-0032-000	SCOTTSBLUFF PUBLIC SCHOOLS	3,315.77	31,725,913.00	9,568.20
01	01-0018-000	HASTINGS PUBLIC SCHOOLS	3,366.17	31,868,804.00	9,467.38
56	56-0001-000	NORTH PLATTE PUBLIC SCHOOLS	3,558.65	36,451,774.00	10,243.14
22	22-0011-000	SO SIOUX CITY COMMUNITY SCHS	3,645.54	35,541,241.00	9,749.25
71	71-0001-000	COLUMBUS PUBLIC SCHOOLS	3,853.34	38,348,309.00	9,951.98
28	28-0059-000	BENNINGTON PUBLIC SCHOOLS	4,036.08	39,587,749.00	9,808.47
59	59-0002-000	NORFOLK PUBLIC SCHOOLS	4,309.47	42,506,818.00	9,863.59
27	27-0001-000	FREMONT PUBLIC SCHOOLS	4,979.26	43,425,028.00	8,721.18
10	10-0007-000	KEARNEY PUBLIC SCHOOLS	5,672.64	54,168,977.00	9,549.16
28	28-0066-000	WESTSIDE COMMUNITY SCHOOLS	6,109.21	67,272,186.00	11,011.60
77	77-0037-000	GRETNA PUBLIC SCHOOLS	6,306.12	62,924,283.00	9,978.29
77	77-0001-000	BELLEVUE PUBLIC SCHOOLS	9,148.17	94,503,846.00	10,330.35
40	40-0002-000	GRAND ISLAND PUBLIC SCHOOLS	9,274.74	86,826,939.00	9,361.66
28	28-0010-000	ELKHORN PUBLIC SCHOOLS	10,985.02	107,279,989.00	9,766.03

**2023/24 FORMULA STUDENTS IN ASCENDING ORDER
ON MAY 25, 2023**

County	District Number	District Name	Formula Students	Adjusted General Fund Operating Expenditures	Adjusted General Fund Operating Expenditures per Formula Student
77	77-0027-000	PAPILLION LA VISTA COMMUNITY SCHOOLS	11,651.45	117,440,659.00	10,079.49
28	28-0017-000	MILLARD PUBLIC SCHOOLS	22,848.64	223,476,234.00	9,780.73
55	55-0001-000	LINCOLN PUBLIC SCHOOLS	40,094.84	404,099,745.00	10,078.60
28	28-0001-000	OMAHA PUBLIC SCHOOLS	49,660.80	450,585,652.00	9,073.27
STATEWIDE TOTALS:			312,092.36	3,459,374,535.00	11,084.46

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Nebraska Department of Education
School Finance and Organizational Services

Summary of Changes from Poverty Allowance Correction and LB 583 Model

CoDistSch	NAME	Calculated SA without LB		Change due to Corrections on TEEOSA	LB 583 Model	Change due to LB 583
		583 Impact - Poverty Allowance Correction	March 1, 2023 Certified SA			
01-0003-000	KENESAW PUBLIC SCHOOLS	374,478	372,064	2,414	730,591	356,113
01-0018-000	HASTINGS PUBLIC SCHOOLS	20,627,181	21,072,721	(445,540)	20,627,181	-
01-0090-000	ADAMS CENTRAL PUBLIC SCHOOLS	747,533	744,475	3,058	2,092,869	1,345,336
01-0123-000	SILVER LAKE PUBLIC SCHOOLS	34,039	34,039	-	340,253	306,214
02-0009-000	NELIGH-OAKDALE SCHOOLS	68,677	68,677	-	551,086	482,409
02-0018-000	ELGIN PUBLIC SCHOOLS	358,374	356,121	2,253	578,026	219,652
02-0115-000	SUMMERLAND PUBLIC SCHOOLS	41,115	41,115	-	669,077	627,962
03-0500-000	ARTHUR COUNTY SCHOOLS	329,242	326,908	2,334	460,645	131,403
04-0001-000	BANNER COUNTY PUBLIC SCHOOLS	496,030	492,570	3,460	649,304	153,274
05-0071-000	SANDHILLS PUBLIC SCHOOLS	155,381	154,335	1,046	257,310	101,929
06-0001-000	BOONE CENTRAL SCHOOLS	552,417	549,279	3,138	1,356,774	804,357
06-0017-000	ST EDWARD PUBLIC SCHOOLS	23,147	23,147	-	267,383	244,236
06-0075-000	RIVERSIDE PUBLIC SCHOOLS	101,783	101,300	483	417,192	315,409
07-0006-000	ALLIANCE PUBLIC SCHOOLS	2,437,991	2,331,309	106,682	2,437,991	-
07-0010-000	HEMINGFORD PUBLIC SCHOOLS	763,781	758,469	5,312	1,228,292	464,511
08-0051-000	BOYD COUNTY SCHOOLS	110,166	109,603	563	563,224	453,058
09-0010-000	AINSWORTH COMMUNITY SCHOOLS	56,994	56,994	-	621,928	564,934
10-0002-000	GIBBON PUBLIC SCHOOLS	1,132,886	1,120,363	12,523	1,132,886	-
10-0007-000	KEARNEY PUBLIC SCHOOLS	9,770,636	9,506,903	263,733	10,025,855	255,219
10-0009-000	ELM CREEK PUBLIC SCHOOLS	761,348	727,669	33,679	786,142	24,794
10-0019-000	SHELTON PUBLIC SCHOOLS	401,488	401,488	-	409,256	7,768
10-0069-000	RAVENNA PUBLIC SCHOOLS	46,505	46,505	-	608,162	561,657
10-0105-000	PLEASANTON PUBLIC SCHOOLS	622,000	622,343	(343)	622,000	-
10-0119-000	AMHERST PUBLIC SCHOOLS	2,091,214	2,055,942	35,272	2,091,214	-
11-0001-000	TEKAMAH-HERMAN COMMUNITY SCHS	76,072	76,072	-	842,401	766,329
11-0014-000	OAKLAND CRAIG PUBLIC SCHOOLS	314,413	354,238	(39,825)	628,673	314,260
11-0020-000	LYONS-DECATUR NORTHEAST SCHS	39,264	39,264	-	424,356	385,092
12-0056-000	DAVID CITY PUBLIC SCHOOLS	148,451	148,451	-	1,092,991	944,540
12-0502-000	EAST BUTLER PUBLIC SCHOOLS	62,140	62,140	-	486,010	423,870
13-0001-000	PLATTSMOUTH COMMUNITY SCHOOLS	4,156,755	4,165,174	(8,419)	4,156,755	-
13-0022-000	WEEPING WATER PUBLIC SCHOOLS	459,751	467,066	(7,315)	459,751	-
13-0032-000	LOUISVILLE PUBLIC SCHOOLS	1,275,577	1,264,659	10,918	1,431,241	155,664
13-0056-000	CONESTOGA PUBLIC SCHOOLS	125,495	125,495	-	1,107,169	981,674

CoDistSch	NAME	Calculated SA without LB		Change due to	LB 583 Model	Change due to LB
		583 Impact - Poverty Allowance Correction	March 1, 2023 Certified SA			
13-0097-000	ELMWOOD-MURDOCK PUBLIC SCHOOLS	1,002,089	983,317	18,772	1,352,755	350,666
14-0008-000	HARTINGTON NEWCASTLE PUBLIC SCHOOLS	112,593	112,593	-	683,748	571,155
14-0045-000	RANDOLPH PUBLIC SCHOOLS	42,290	42,290	-	426,258	383,968
14-0054-000	LAUREL-CONCORD-COLERIDGE SCHOOL	89,793	89,793	-	662,355	572,562
14-0101-000	WYNOT PUBLIC SCHOOLS	1,405,584	1,405,584	-	1,405,584	-
15-0010-000	CHASE COUNTY SCHOOLS	249,119	247,992	1,127	1,150,737	901,618
15-0536-000	WAUNETA-PALISADE PUBLIC SCHS	43,370	43,209	161	365,712	322,342
16-0006-000	VALENTINE COMMUNITY SCHOOLS	108,604	108,604	-	954,470	845,866
16-0030-000	CODY-KILGORE PUBLIC SCHS	1,464,566	1,415,711	48,855	1,464,566	-
17-0001-000	SIDNEY PUBLIC SCHOOLS	5,675,851	5,637,961	37,890	5,675,851	-
17-0003-000	LEYTON PUBLIC SCHOOLS	20,511	20,511	-	217,992	197,481
17-0009-000	POTTER-DIX PUBLIC SCHOOLS	498,249	494,789	3,460	674,105	175,856
18-0002-000	SUTTON PUBLIC SCHOOLS	353,476	351,464	2,012	931,273	577,797
18-0011-000	HARVARD PUBLIC SCHOOLS	40,849	40,769	80	333,502	292,653
19-0039-000	LEIGH COMMUNITY SCHOOLS	168,443	167,477	966	496,049	327,606
19-0058-000	CLARKSON PUBLIC SCHOOLS	108,975	108,412	563	410,912	301,937
19-0070-000	HOWELLS-DODGE CONSOLIDATED SCHOOLS	65,163	65,163	-	476,942	411,779
19-0123-000	SCHUYLER COMMUNITY SCHOOLS	4,786,716	4,524,229	262,487	4,786,716	-
20-0001-000	WEST POINT PUBLIC SCHOOLS	162,750	162,750	-	1,163,700	1,000,950
20-0020-000	BANCROFT-ROSALIE COMM SCHOOLS	813,401	807,767	5,634	1,129,482	316,081
20-0030-000	WISNER-PILGER PUBLIC SCHOOLS	420,964	418,389	2,575	977,932	556,968
21-0015-000	ANSELMO-MERNA PUBLIC SCHOOLS	280,555	278,704	1,851	579,412	298,857
21-0025-000	BROKEN BOW PUBLIC SCHOOLS	126,527	126,527	-	1,297,343	1,170,816
21-0044-000	ANSLEY PUBLIC SCHOOLS	23,660	23,660	-	314,049	290,389
21-0084-000	SARGENT PUBLIC SCHOOLS	13,547	13,547	-	259,438	245,891
21-0089-000	ARNOLD PUBLIC SCHOOLS	132,823	132,099	724	375,302	242,479
21-0180-000	CALLAWAY PUBLIC SCHOOLS	30,455	30,455	-	271,313	240,858
22-0011-000	SO SIOUX CITY COMMUNITY SCHS	28,080,882	28,389,905	(309,023)	28,080,882	-
22-0031-000	HOMER COMMUNITY SCHOOLS	1,850,076	1,862,889	(12,813)	1,850,076	-
23-0002-000	CHADRON PUBLIC SCHOOLS	4,676,167	4,732,757	(56,590)	4,676,167	-
23-0071-000	CRAWFORD PUBLIC SCHOOLS	553,720	548,419	5,301	553,720	-
24-0001-000	LEXINGTON PUBLIC SCHOOLS	23,709,956	24,513,131	(803,175)	23,709,956	-
24-0004-000	OVERTON PUBLIC SCHOOLS	686,198	686,198	-	801,260	115,062
24-0011-000	COZAD COMMUNITY SCHOOLS	2,879,448	2,852,192	27,256	2,879,448	-
24-0020-000	GOTHENBURG PUBLIC SCHOOLS	1,197,607	1,167,545	30,062	1,729,111	531,504
24-0101-000	SUMNER-EDDYVILLE-MILLER SCHS	227,352	225,823	1,529	518,053	290,701
25-0025-000	CREEK VALLEY SCHOOLS	29,767	29,767	-	265,467	235,700
25-0095-000	SOUTH PLATTE PUBLIC SCHOOLS	501,440	497,980	3,460	760,015	258,575

CoDistSch	NAME	Calculated SA without LB		Change due to	LB 583 Model	Change due to LB
		583 Impact - Poverty Allowance Correction	March 1, 2023 Certified SA			
26-0001-000	PONCA PUBLIC SCHOOLS	1,794,748	1,770,201	24,547	1,794,748	-
26-0070-000	ALLEN CONSOLIDATED SCHOOLS	66,768	66,446	322	263,856	197,088
26-0561-000	EMERSON-HUBBARD PUBLIC SCHOOLS	39,279	39,279	-	411,202	371,923
27-0001-000	FREMONT PUBLIC SCHOOLS	20,552,905	21,141,486	(588,581)	20,552,905	-
27-0062-000	SCRIBNER-SNYDER COMMUNITY SCHS	54,564	54,564	-	290,297	235,733
27-0594-000	LOGAN VIEW PUBLIC SCHOOLS	785,011	779,860	5,151	1,562,403	777,392
27-0595-000	NORTH BEND CENTRAL PUBLIC SCHS	691,514	687,168	4,346	1,450,347	758,833
28-0001-000	OMAHA PUBLIC SCHOOLS	285,573,656	289,719,640	(4,145,984)	285,573,656	-
28-0010-000	ELKHORN PUBLIC SCHOOLS	13,129,197	12,299,417	829,780	20,048,935	6,919,738
28-0015-000	DOUGLAS CO WEST COMMUNITY SCHS	1,389,259	1,377,316	11,943	2,738,989	1,349,730
28-0017-000	MILLARD PUBLIC SCHOOLS	74,330,641	73,436,890	893,751	74,330,641	-
28-0054-000	RALSTON PUBLIC SCHOOLS	7,351,395	8,032,488	(681,093)	9,585,689	2,234,294
28-0059-000	BENNINGTON PUBLIC SCHOOLS	19,508,274	19,082,068	426,206	19,508,274	-
28-0066-000	WESTSIDE COMMUNITY SCHOOLS	23,010,659	22,836,153	174,506	29,240,421	6,229,762
29-0117-000	DUNDY CO STRATTON PUBLIC SCHS	43,545	43,545	-	449,942	406,397
30-0001-000	EXETER-MILLIGAN PUBLIC SCHOOLS	46,572	46,572	-	267,214	220,642
30-0025-000	FILLMORE CENTRAL PUBLIC SCHS	102,938	102,938	-	948,846	845,908
30-0054-000	SHICKLEY PUBLIC SCHOOLS	231,072	229,624	1,448	406,610	175,538
31-0506-000	FRANKLIN PUBLIC SCHOOLS	249,686	248,157	1,529	608,140	358,454
32-0046-000	MAYWOOD PUBLIC SCHOOLS	470,790	467,491	3,299	684,133	213,343
32-0095-000	EUSTIS-FARNAM PUBLIC SCHOOLS	31,984	31,984	-	275,355	243,371
32-0125-000	MEDICINE VALLEY PUBLIC SCHOOLS	941,033	941,226	(193)	941,033	-
33-0018-000	ARAPAHOE PUBLIC SCHOOLS	142,080	141,356	724	586,437	444,357
33-0021-000	CAMBRIDGE PUBLIC SCHOOLS	861,150	861,150	-	861,150	-
33-0540-000	SOUTHERN VALLEY SCHOOLS	46,428	46,428	-	588,987	542,559
34-0001-000	SOUTHERN SCHOOL DISTRICT 1	1,530,406	2,163,454	(633,048)	1,530,406	-
34-0015-000	BEATRICE PUBLIC SCHOOLS	5,354,063	5,577,943	(223,880)	5,354,063	-
34-0034-000	FREEMAN PUBLIC SCHOOLS	1,103,418	1,095,853	7,565	1,648,424	545,006
34-0100-000	DILLER-ODELL PUBLIC SCHOOLS	358,620	356,286	2,334	649,523	290,903
35-0001-000	GARDEN COUNTY SCHOOLS	33,822	33,822	-	306,610	272,788
36-0100-000	BURWELL PUBLIC SCHOOLS	447,973	444,996	2,977	787,617	339,644
37-0030-000	ELWOOD PUBLIC SCHOOLS	51,269	51,269	-	339,308	288,039
38-0011-000	HYANNIS AREA SCHOOLS	110,460	109,816	644	313,140	202,680
39-0060-000	CENTRAL VALLEY PUBLIC SCHOOLS	37,988	37,988	-	459,191	421,203
40-0002-000	GRAND ISLAND PUBLIC SCHOOLS	63,649,335	62,784,075	865,260	63,649,335	-
40-0082-000	NORTHWEST PUBLIC SCHOOLS	9,139,682	9,074,897	64,785	10,083,571	943,889
40-0083-000	WOOD RIVER RURAL SCHOOLS	74,242	74,242	-	771,516	697,274
40-0126-000	DONIPHAN-TRUMBULL PUBLIC SCHS	102,256	102,256	-	734,472	632,216

		Calculated SA without LB		Change due to Corrections on TEEOSA	LB 583 Model	Change due to LB 583
CoDistSch	NAME	583 Impact - Poverty Allowance Correction	March 1, 2023 Certified SA			
41-0002-000	GILTNER PUBLIC SCHOOLS	975,312	968,471	6,841	1,180,926	205,614
41-0091-000	HAMPTON PUBLIC SCHOOL	659,486	654,898	4,588	840,067	180,581
41-0504-000	AURORA PUBLIC SCHOOLS	255,278	255,278	-	1,993,031	1,737,753
42-0002-000	ALMA PUBLIC SCHOOLS	1,368,382	1,328,717	39,665	1,368,382	-
43-0079-000	HAYES CENTER PUBLIC SCHOOLS	12,289	12,289	-	209,843	197,554
44-0070-000	HITCHCOCK CO SCH SYSTEM	136,198	205,702	(69,504)	458,632	322,434
45-0007-000	O'NEILL PUBLIC SCHOOLS	129,810	129,730	80	1,295,500	1,165,690
45-0044-000	STUART PUBLIC SCHOOLS	1,330,109	1,423,510	(93,401)	1,330,109	-
45-0137-000	CHAMBERS PUBLIC SCHOOLS	47,279	47,038	241	219,682	172,403
45-0239-000	WEST HOLT PUBLIC SCHOOLS	59,408	59,408	-	693,880	634,472
46-0001-000	MULLEN PUBLIC SCHOOLS	274,526	272,675	1,851	475,632	201,106
47-0001-000	ST PAUL PUBLIC SCHOOLS	1,818,598	1,818,598	-	1,818,598	-
47-0100-000	CENTURA PUBLIC SCHOOLS	392,368	390,034	2,334	993,805	601,437
47-0103-000	ELBA PUBLIC SCHOOLS	1,143,365	1,143,365	-	1,143,365	-
48-0008-000	FAIRBURY PUBLIC SCHOOLS	119,356	119,356	-	1,355,674	1,236,318
48-0300-000	TRI COUNTY PUBLIC SCHOOLS	539,056	535,596	3,460	1,075,548	536,492
48-0303-000	MERIDIAN PUBLIC SCHOOLS	944,444	937,764	6,680	1,142,305	197,861
49-0033-000	STERLING PUBLIC SCHOOLS	26,753	26,753	-	322,663	295,910
49-0050-000	JOHNSON CO CENTRAL PUBLIC SCHS	73,708	73,708	-	789,594	715,886
50-0001-000	WILCOX-HILDRETH PUBLIC SCHOOLS	44,749	44,749	-	356,053	311,304
50-0501-000	AXTELL COMMUNITY SCHOOLS	442,761	439,864	2,897	838,272	395,511
50-0503-000	MINDEN PUBLIC SCHOOLS	137,860	137,860	-	1,324,923	1,187,063
51-0001-000	OGALLALA PUBLIC SCHOOLS	160,256	160,256	-	1,371,322	1,211,066
51-0006-000	PAXTON CONSOLIDATED SCHOOLS	560,800	556,938	3,862	785,933	225,133
52-0100-000	KEYA PAHA COUNTY SCHOOLS	12,896	12,896	-	139,606	126,710
53-0001-000	KIMBALL PUBLIC SCHOOLS	61,926	61,926	-	615,620	553,694
54-0013-000	CREIGHTON COMMUNITY PUBLIC SCHOOLS	50,124	50,124	-	464,398	414,274
54-0096-000	CROFTON COMMUNITY SCHOOLS	461,733	458,756	2,977	937,147	475,414
54-0501-000	NIOBRARA PUBLIC SCHOOLS	1,731,910	1,731,910	-	1,731,910	-
54-0505-000	ISANTI COMMUNITY SCHOOL	4,031,850	4,031,850	-	4,031,850	-
54-0576-000	WAUSA PUBLIC SCHOOLS	87,040	86,638	402	386,561	299,521
54-0583-000	VERDIGRE PUBLIC SCHOOLS	60,431	60,109	322	264,079	203,648
54-0586-000	BLOOMFIELD COMMUNITY SCHOOLS	41,256	41,256	-	416,170	374,914
55-0001-000	LINCOLN PUBLIC SCHOOLS	104,411,057	109,521,119	(5,110,062)	104,411,057	-
55-0145-000	WAVERLY SCHOOL DISTRICT 145	403,231	403,231	-	3,566,936	3,163,705
55-0148-000	MALCOLM PUBLIC SCHOOLS	3,480,797	3,469,760	11,037	3,480,797	-
55-0160-000	NORRIS SCHOOL DIST 160	4,197,235	3,868,052	329,183	5,324,230	1,126,995
55-0161-000	RAYMOND CENTRAL PUBLIC SCHOOLS	412,443	412,443	-	1,208,095	795,652

CoDistSch	NAME	Calculated SA without LB		Change due to	LB 583 Model	Change due to LB
		583 Impact - Poverty Allowance Correction	March 1, 2023 Certified SA			
56-0001-000	NORTH PLATTE PUBLIC SCHOOLS	9,913,075	10,077,386	(164,311)	9,913,075	-
56-0006-000	BRADY PUBLIC SCHOOLS	493,874	490,494	3,380	707,051	213,177
56-0007-000	MAXWELL PUBLIC SCHOOLS	1,611,887	1,600,379	11,508	1,776,077	164,190
56-0037-000	HERSHEY PUBLIC SCHOOLS	2,326,947	2,310,449	16,498	2,822,223	495,276
56-0055-000	SUTHERLAND PUBLIC SCHOOLS	206,385	218,194	(11,809)	606,774	400,389
56-0565-000	WALLACE PUBLIC SCH DIST 65 R	275,043	273,192	1,851	487,708	212,665
57-0501-000	STAPLETON PUBLIC SCHOOLS	384,767	382,112	2,655	586,099	201,332
58-0025-000	LOUP COUNTY PUBLIC SCHOOLS	9,117	9,117	-	117,961	108,844
59-0001-000	MADISON PUBLIC SCHOOLS	87,607	87,607	-	818,170	730,563
59-0002-000	NORFOLK PUBLIC SCHOOLS	10,417,758	11,411,645	(993,887)	10,417,758	-
59-0005-000	BATTLE CREEK PUBLIC SCHOOLS	1,063,585	1,056,342	7,243	1,742,595	679,010
59-0013-000	NEWMAN GROVE PUBLIC SCHOOLS	38,548	38,548	-	329,546	290,998
59-0080-000	ELKHORN VALLEY SCHOOLS	86,003	86,003	-	710,540	624,537
60-0090-000	MC PHERSON COUNTY SCHOOLS	6,567	6,567	-	84,869	78,302
61-0004-000	CENTRAL CITY PUBLIC SCHOOLS	119,997	119,997	-	1,199,519	1,079,522
61-0049-000	PALMER PUBLIC SCHOOLS	1,721,292	1,740,377	(19,085)	1,721,292	-
62-0021-000	BAYARD PUBLIC SCHOOLS	1,845,749	1,845,749	-	1,845,749	-
62-0063-000	BRIDGEPORT PUBLIC SCHOOLS	967,440	960,921	6,519	1,581,295	613,855
63-0001-000	FULLERTON PUBLIC SCHOOLS	41,318	41,318	-	479,500	438,182
63-0030-000	TWIN RIVER PUBLIC SCHOOLS	60,443	60,443	-	656,942	596,499
64-0023-000	JOHNSON-BROCK PUBLIC SCHOOLS	775,741	770,510	5,231	1,180,615	404,874
64-0029-000	AUBURN PUBLIC SCHOOLS	4,088,504	4,164,839	(76,335)	4,088,504	-
65-0011-000	SUPERIOR PUBLIC SCHOOLS	892,938	887,593	5,345	892,938	-
65-2005-000	SOUTH CENTRAL NEBRASKA UNIFIED 5	114,845	114,845	-	1,089,527	974,682
66-0027-000	SYRACUSE-DUNBAR-AVOCA SCHOOLS	170,014	169,773	241	1,290,212	1,120,198
66-0111-000	NEBRASKA CITY PUBLIC SCHOOLS	4,763,288	4,643,225	120,063	4,763,288	-
66-0501-000	PALMYRA DISTRICT O R 1	1,720,683	1,710,201	10,482	1,720,683	-
67-0001-000	PAWNEE CITY PUBLIC SCHOOLS	1,120,089	1,120,089	-	1,120,089	-
67-0069-000	LEWISTON CONSOLIDATED SCHOOLS	439,732	436,674	3,058	631,560	191,828
68-0020-000	PERKINS COUNTY SCHOOLS	73,072	73,072	-	645,846	572,774
69-0044-000	HOLDREGE PUBLIC SCHOOLS	231,712	231,712	-	1,689,741	1,458,029
69-0054-000	BERTRAND PUBLIC SCHOOLS	36,084	36,084	-	385,740	349,656
69-0055-000	LOOMIS PUBLIC SCHOOLS	855,106	849,070	6,036	1,133,969	278,863
70-0002-000	PIERCE PUBLIC SCHOOLS	542,456	539,318	3,138	1,484,060	941,604
70-0005-000	PLAINVIEW PUBLIC SCHOOLS	60,579	60,579	-	544,056	483,477
70-0542-000	OSMOND COMMUNITY SCHOOLS	127,874	127,311	563	367,318	239,444
71-0001-000	COLUMBUS PUBLIC SCHOOLS	14,235,067	14,235,067	-	14,235,067	-
71-0005-000	LAKEVIEW COMMUNITY SCHOOLS	548,673	545,615	3,058	1,857,093	1,308,420

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		583 Impact - Poverty Allowance Correction	March 1, 2023 Certified SA			
71-0067-000	HUMPHREY PUBLIC SCHOOLS	800,164	795,013	5,151	1,144,678	344,514
72-0015-000	CROSS COUNTY COMMUNITY SCHOOLS	234,573	233,286	1,287	720,027	485,454
72-0019-000	OSCEOLA PUBLIC SCHOOLS	40,962	40,962	-	372,250	331,288
72-0032-000	SHELBY - RISING CITY PUBLIC SCHOOLS	674,754	670,247	4,507	1,161,760	487,006
72-0075-000	HIGH PLAINS COMMUNITY SCHOOLS	40,926	40,926	-	355,717	314,791
73-0017-000	MC COOK PUBLIC SCHOOLS	5,527,650	5,768,341	(240,691)	5,527,650	-
73-0179-000	SOUTHWEST PUBLIC SCHOOLS	38,607	38,607	-	444,042	405,435
74-0056-000	FALLS CITY PUBLIC SCHOOLS	378,806	376,955	1,851	1,483,061	1,104,255
74-0070-000	HUMBOLDT TABLE ROCK STEINAUER	49,796	49,796	-	441,590	391,794
75-0100-000	ROCK COUNTY PUBLIC SCHOOLS	341,519	339,266	2,253	614,485	272,966
76-0002-000	CRETE PUBLIC SCHOOLS	10,666,816	11,610,817	(944,001)	10,666,816	-
76-0044-000	DORCHESTER PUBLIC SCHOOL	201,962	200,675	1,287	503,514	301,552
76-0068-000	FRIEND PUBLIC SCHOOLS	43,177	43,177	-	386,680	343,503
76-0082-000	WILBER-CLATONIA PUBLIC SCHOOLS	546,429	576,265	(29,836)	1,330,107	783,678
77-0001-000	BELLEVUE PUBLIC SCHOOLS	52,228,116	52,546,318	(318,202)	52,228,116	-
77-0027-000	PAPILLION LA VISTA COMMUNITY SCHOOLS	28,670,376	27,565,069	1,105,307	28,670,376	-
77-0037-000	GRETNA PUBLIC SCHOOLS	23,535,372	22,978,234	557,138	23,535,372	-
77-0046-000	SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS	1,341,335	1,333,358	7,977	2,921,902	1,580,567
78-0001-000	ASHLAND-GREENWOOD PUBLIC SCHS	822,250	776,781	45,469	1,884,669	1,062,419
78-0009-000	YUTAN PUBLIC SCHOOLS	2,630,040	2,630,040	-	2,630,040	-
78-0039-000	WAHOO PUBLIC SCHOOLS	233,422	233,422	-	1,810,729	1,577,307
78-0072-000	MEAD PUBLIC SCHOOLS	837,740	831,945	5,795	1,127,027	289,287
78-0107-000	CEDAR BLUFFS PUBLIC SCHOOLS	3,890,785	3,905,900	(15,115)	3,890,785	-
79-0002-000	MINATARE PUBLIC SCHOOLS	2,891,916	2,891,916	-	2,891,916	-
79-0011-000	MORRILL PUBLIC SCHOOLS	2,014,178	2,014,178	-	2,014,178	-
79-0016-000	GERING PUBLIC SCHOOLS	9,551,705	9,801,282	(249,577)	9,551,705	-
79-0031-000	MITCHELL PUBLIC SCHOOLS	4,660,291	4,660,291	-	4,660,291	-
79-0032-000	SCOTTSBLUFF PUBLIC SCHOOLS	18,480,589	19,369,617	(889,028)	18,480,589	-
80-0005-000	MILFORD PUBLIC SCHOOLS	2,557,022	2,534,024	22,998	2,557,022	-
80-0009-000	SEWARD PUBLIC SCHOOLS	339,904	339,904	-	2,460,649	2,120,745
80-0567-000	CENTENNIAL PUBLIC SCHOOLS	102,374	102,374	-	784,969	682,595
81-0003-000	HAY SPRINGS PUBLIC SCHOOLS	1,599,696	1,599,696	-	1,599,696	-
81-0010-000	GORDON-RUSHVILLE PUBLIC SCHS	62,969	62,969	-	818,398	755,429
82-0001-000	LOUP CITY PUBLIC SCHOOLS	37,267	37,267	-	464,713	427,446
82-0015-000	LITCHFIELD PUBLIC SCHOOLS	54,302	35,430	18,872	188,979	134,677
83-0500-000	SIOUX COUNTY PUBLIC SCHOOLS	11,605	11,605	-	130,619	119,014
84-0003-000	STANTON COMMUNITY SCHOOLS	100,172	99,931	241	663,869	563,697
85-0060-000	DESHLER PUBLIC SCHOOLS	239,298	237,850	1,448	551,792	312,494

CoDistSch	NAME	Calculated SA without LB		Change due to	LB 583 Model	Change due to LB
		583 Impact - Poverty Allowance Correction	March 1, 2023 Certified SA			
85-0070-000	THAYER CENTRAL COMMUNITY SCHS	64,584	64,584	-	660,130	595,546
85-2001-000	BRUNING-DAVENPORT UNIFIED SYS	51,003	51,003	-	298,026	247,023
86-0001-000	THEDFORD PUBLIC SCHOOLS	201,956	200,588	1,368	368,552	166,596
87-0001-000	PENDER PUBLIC SCHOOLS	652,915	648,649	4,266	1,171,332	518,417
87-0013-000	WALTHILL PUBLIC SCHOOLS	3,601,381	3,601,381	-	3,601,381	-
87-0016-000	UMO N HO N NATION PUBLIC SCHS	7,328,916	7,315,603	13,313	7,328,916	-
87-0017-000	WINNEBAGO PUBLIC SCHOOLS DISTRICT 17	7,546,712	7,535,796	10,916	7,546,712	-
88-0005-000	ORD PUBLIC SCHOOLS	81,445	81,445	-	851,459	770,014
88-0021-000	ARCADIA PUBLIC SCHOOLS	1,303,312	1,304,943	(1,631)	1,303,312	-
89-0001-000	BLAIR COMMUNITY SCHOOLS	493,337	493,337	-	3,752,253	3,258,916
89-0003-000	FORT CALHOUN COMMUNITY SCHS	3,700,624	3,700,624	-	3,844,010	143,386
89-0024-000	ARLINGTON PUBLIC SCHOOLS	1,174,882	1,167,478	7,404	2,038,800	863,918
90-0017-000	WAYNE COMMUNITY SCHOOLS	609,668	578,751	30,917	1,714,961	1,105,293
90-0560-000	WAKEFIELD PUBLIC SCHOOLS	2,697,039	2,680,968	16,071	2,697,039	-
90-0595-000	WINSIDE PUBLIC SCHOOLS	663,902	659,314	4,588	921,830	257,928
91-0002-000	RED CLOUD COMMUNITY SCHOOLS	416,414	413,598	2,816	714,279	297,865
91-0074-000	BLUE HILL COMMUNITY SCHOOLS	790,964	791,307	(343)	1,074,893	283,929
92-0045-000	WHEELER CENTRAL SCHOOLS	13,522	13,522	-	179,311	165,789
93-0012-000	YORK PUBLIC SCHOOLS	2,627,989	2,688,521	(60,532)	3,080,294	452,305
93-0083-000	MC COOL JUNCTION PUBLIC SCHS	940,608	934,009	6,599	1,169,500	228,892
93-0096-000	HEARTLAND COMMUNITY SCHOOLS	70,439	70,439	-	556,199	485,760
		1,069,914,958	1,080,392,252	(10,477,294)	1,180,044,238	110,129,280

Nebraska Department of Education
School Finance and Organizational Services

Summary of Changes from Poverty Allowance Correction and LB 583 Model

CoDistSch	NAME	Calculated SA without LB		Change due to	LB 583 Model	Change due to LB
		583 Impact - Poverty Allowance Correction	March 1, 2023 Certified SA			
01-0003-000	KENESAW PUBLIC SCHOOLS	374,478	372,064	2,414	730,591	356,113
01-0018-000	HASTINGS PUBLIC SCHOOLS	20,627,181	21,072,721	(445,540)	20,627,181	-
01-0090-000	ADAMS CENTRAL PUBLIC SCHOOLS	747,533	744,475	3,058	2,092,869	1,345,336
01-0123-000	SILVER LAKE PUBLIC SCHOOLS	34,039	34,039	-	340,253	306,214
02-0009-000	NELIGH-OAKDALE SCHOOLS	68,677	68,677	-	551,086	482,409
02-0018-000	ELGIN PUBLIC SCHOOLS	358,374	356,121	2,253	578,026	219,652
02-0115-000	SUMMERLAND PUBLIC SCHOOLS	41,115	41,115	-	669,077	627,962
03-0500-000	ARTHUR COUNTY SCHOOLS	329,242	326,908	2,334	460,645	131,403
04-0001-000	BANNER COUNTY PUBLIC SCHOOLS	496,030	492,570	3,460	649,304	153,274
05-0071-000	SANDHILLS PUBLIC SCHOOLS	155,381	154,335	1,046	257,310	101,929
06-0001-000	BOONE CENTRAL SCHOOLS	552,417	549,279	3,138	1,356,774	804,357
06-0017-000	ST EDWARD PUBLIC SCHOOLS	23,147	23,147	-	267,383	244,236
06-0075-000	RIVERSIDE PUBLIC SCHOOLS	101,783	101,300	483	417,192	315,409
07-0006-000	ALLIANCE PUBLIC SCHOOLS	2,437,991	2,331,309	106,682	2,437,991	-
07-0010-000	HEMINGFORD PUBLIC SCHOOLS	763,781	758,469	5,312	1,228,292	464,511
08-0051-000	BOYD COUNTY SCHOOLS	110,166	109,603	563	563,224	453,058
09-0010-000	AINSWORTH COMMUNITY SCHOOLS	56,994	56,994	-	621,928	564,934
10-0002-000	GIBBON PUBLIC SCHOOLS	1,132,886	1,120,363	12,523	1,132,886	-
10-0007-000	KEARNEY PUBLIC SCHOOLS	9,770,636	9,506,903	263,733	10,025,855	255,219
10-0009-000	ELM CREEK PUBLIC SCHOOLS	761,348	727,669	33,679	786,142	24,794
10-0019-000	SHELTON PUBLIC SCHOOLS	401,488	401,488	-	409,256	7,768
10-0069-000	RAVENNA PUBLIC SCHOOLS	46,505	46,505	-	608,162	561,657
10-0105-000	PLEASANTON PUBLIC SCHOOLS	622,000	622,343	(343)	622,000	-
10-0119-000	AMHERST PUBLIC SCHOOLS	2,091,214	2,055,942	35,272	2,091,214	-
11-0001-000	TEKAMAH-HERMAN COMMUNITY SCHS	76,072	76,072	-	842,401	766,329
11-0014-000	OAKLAND CRAIG PUBLIC SCHOOLS	314,413	354,238	(39,825)	628,673	314,260
11-0020-000	LYONS-DECATUR NORTHEAST SCHS	39,264	39,264	-	424,356	385,092
12-0056-000	DAVID CITY PUBLIC SCHOOLS	148,451	148,451	-	1,092,991	944,540
12-0502-000	EAST BUTLER PUBLIC SCHOOLS	62,140	62,140	-	486,010	423,870
13-0001-000	PLATTSMOUTH COMMUNITY SCHOOLS	4,156,755	4,165,174	(8,419)	4,156,755	-
13-0022-000	WEEPING WATER PUBLIC SCHOOLS	459,751	467,066	(7,315)	459,751	-
13-0032-000	LOUISVILLE PUBLIC SCHOOLS	1,275,577	1,264,659	10,918	1,431,241	155,664
13-0056-000	CONESTOGA PUBLIC SCHOOLS	125,495	125,495	-	1,107,169	981,674

CoDistSch	NAME	Calculated SA without LB		Change due to	LB 583 Model	Change due to LB
		583 Impact - Poverty Allowance Correction	March 1, 2023 Certified SA			
13-0097-000	ELMWOOD-MURDOCK PUBLIC SCHOOLS	1,002,089	983,317	18,772	1,352,755	350,666
14-0008-000	HARTINGTON NEWCASTLE PUBLIC SCHOOLS	112,593	112,593	-	683,748	571,155
14-0045-000	RANDOLPH PUBLIC SCHOOLS	42,290	42,290	-	426,258	383,968
14-0054-000	LAUREL-CONCORD-COLERIDGE SCHOOL	89,793	89,793	-	662,355	572,562
14-0101-000	WYNOT PUBLIC SCHOOLS	1,405,584	1,405,584	-	1,405,584	-
15-0010-000	CHASE COUNTY SCHOOLS	249,119	247,992	1,127	1,150,737	901,618
15-0536-000	WAUNETA-PALISADE PUBLIC SCHS	43,370	43,209	161	365,712	322,342
16-0006-000	VALENTINE COMMUNITY SCHOOLS	108,604	108,604	-	954,470	845,866
16-0030-000	CODY-KILGORE PUBLIC SCHS	1,464,566	1,415,711	48,855	1,464,566	-
17-0001-000	SIDNEY PUBLIC SCHOOLS	5,675,851	5,637,961	37,890	5,675,851	-
17-0003-000	LEYTON PUBLIC SCHOOLS	20,511	20,511	-	217,992	197,481
17-0009-000	POTTER-DIX PUBLIC SCHOOLS	498,249	494,789	3,460	674,105	175,856
18-0002-000	SUTTON PUBLIC SCHOOLS	353,476	351,464	2,012	931,273	577,797
18-0011-000	HARVARD PUBLIC SCHOOLS	40,849	40,769	80	333,502	292,653
19-0039-000	LEIGH COMMUNITY SCHOOLS	168,443	167,477	966	496,049	327,606
19-0058-000	CLARKSON PUBLIC SCHOOLS	108,975	108,412	563	410,912	301,937
19-0070-000	HOWELLS-DODGE CONSOLIDATED SCHOOLS	65,163	65,163	-	476,942	411,779
19-0123-000	SCHUYLER COMMUNITY SCHOOLS	4,786,716	4,524,229	262,487	4,786,716	-
20-0001-000	WEST POINT PUBLIC SCHOOLS	162,750	162,750	-	1,163,700	1,000,950
20-0020-000	BANCROFT-ROSALIE COMM SCHOOLS	813,401	807,767	5,634	1,129,482	316,081
20-0030-000	WISNER-PILGER PUBLIC SCHOOLS	420,964	418,389	2,575	977,932	556,968
21-0015-000	ANSELMO-MERNA PUBLIC SCHOOLS	280,555	278,704	1,851	579,412	298,857
21-0025-000	BROKEN BOW PUBLIC SCHOOLS	126,527	126,527	-	1,297,343	1,170,816
21-0044-000	ANSLEY PUBLIC SCHOOLS	23,660	23,660	-	314,049	290,389
21-0084-000	SARGENT PUBLIC SCHOOLS	13,547	13,547	-	259,438	245,891
21-0089-000	ARNOLD PUBLIC SCHOOLS	132,823	132,099	724	375,302	242,479
21-0180-000	CALLAWAY PUBLIC SCHOOLS	30,455	30,455	-	271,313	240,858
22-0011-000	SO SIOUX CITY COMMUNITY SCHS	28,080,882	28,389,905	(309,023)	28,080,882	-
22-0031-000	HOMER COMMUNITY SCHOOLS	1,850,076	1,862,889	(12,813)	1,850,076	-
23-0002-000	CHADRON PUBLIC SCHOOLS	4,676,167	4,732,757	(56,590)	4,676,167	-
23-0071-000	CRAWFORD PUBLIC SCHOOLS	553,720	548,419	5,301	553,720	-
24-0001-000	LEXINGTON PUBLIC SCHOOLS	23,709,956	24,513,131	(803,175)	23,709,956	-
24-0004-000	OVERTON PUBLIC SCHOOLS	686,198	686,198	-	801,260	115,062
24-0011-000	COZAD COMMUNITY SCHOOLS	2,879,448	2,852,192	27,256	2,879,448	-
24-0020-000	GOTHENBURG PUBLIC SCHOOLS	1,197,607	1,167,545	30,062	1,729,111	531,504
24-0101-000	SUMNER-EDDYVILLE-MILLER SCHS	227,352	225,823	1,529	518,053	290,701
25-0025-000	CREEK VALLEY SCHOOLS	29,767	29,767	-	265,467	235,700
25-0095-000	SOUTH PLATTE PUBLIC SCHOOLS	501,440	497,980	3,460	760,015	258,575

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		583 Impact - Poverty Allowance Correction	March 1, 2023 Certified SA			
26-0001-000	PONCA PUBLIC SCHOOLS	1,794,748	1,770,201	24,547	1,794,748	-
26-0070-000	ALLEN CONSOLIDATED SCHOOLS	66,768	66,446	322	263,856	197,088
26-0561-000	EMERSON-HUBBARD PUBLIC SCHOOLS	39,279	39,279	-	411,202	371,923
27-0001-000	FREMONT PUBLIC SCHOOLS	20,552,905	21,141,486	(588,581)	20,552,905	-
27-0062-000	SCRIBNER-SNYDER COMMUNITY SCHS	54,564	54,564	-	290,297	235,733
27-0594-000	LOGAN VIEW PUBLIC SCHOOLS	785,011	779,860	5,151	1,562,403	777,392
27-0595-000	NORTH BEND CENTRAL PUBLIC SCHS	691,514	687,168	4,346	1,450,347	758,833
28-0001-000	OMAHA PUBLIC SCHOOLS	285,573,656	289,719,640	(4,145,984)	285,573,656	-
28-0010-000	ELKHORN PUBLIC SCHOOLS	13,129,197	12,299,417	829,780	20,048,935	6,919,738
28-0015-000	DOUGLAS CO WEST COMMUNITY SCHS	1,389,259	1,377,316	11,943	2,738,989	1,349,730
28-0017-000	MILLARD PUBLIC SCHOOLS	74,330,641	73,436,890	893,751	74,330,641	-
28-0054-000	RALSTON PUBLIC SCHOOLS	7,351,395	8,032,488	(681,093)	9,585,689	2,234,294
28-0059-000	BENNINGTON PUBLIC SCHOOLS	19,508,274	19,082,068	426,206	19,508,274	-
28-0066-000	WESTSIDE COMMUNITY SCHOOLS	23,010,659	22,836,153	174,506	29,240,421	6,229,762
29-0117-000	DUNDY CO STRATTON PUBLIC SCHS	43,545	43,545	-	449,942	406,397
30-0001-000	EXETER-MILLIGAN PUBLIC SCHOOLS	46,572	46,572	-	267,214	220,642
30-0025-000	FILLMORE CENTRAL PUBLIC SCHS	102,938	102,938	-	948,846	845,908
30-0054-000	SHICKLEY PUBLIC SCHOOLS	231,072	229,624	1,448	406,610	175,538
31-0506-000	FRANKLIN PUBLIC SCHOOLS	249,686	248,157	1,529	608,140	358,454
32-0046-000	MAYWOOD PUBLIC SCHOOLS	470,790	467,491	3,299	684,133	213,343
32-0095-000	EUSTIS-FARNAM PUBLIC SCHOOLS	31,984	31,984	-	275,355	243,371
32-0125-000	MEDICINE VALLEY PUBLIC SCHOOLS	941,033	941,226	(193)	941,033	-
33-0018-000	ARAPAHOE PUBLIC SCHOOLS	142,080	141,356	724	586,437	444,357
33-0021-000	CAMBRIDGE PUBLIC SCHOOLS	861,150	861,150	-	861,150	-
33-0540-000	SOUTHERN VALLEY SCHOOLS	46,428	46,428	-	588,987	542,559
34-0001-000	SOUTHERN SCHOOL DISTRICT 1	1,530,406	2,163,454	(633,048)	1,530,406	-
34-0015-000	BEATRICE PUBLIC SCHOOLS	5,354,063	5,577,943	(223,880)	5,354,063	-
34-0034-000	FREEMAN PUBLIC SCHOOLS	1,103,418	1,095,853	7,565	1,648,424	545,006
34-0100-000	DILLER-ODELL PUBLIC SCHOOLS	358,620	356,286	2,334	649,523	290,903
35-0001-000	GARDEN COUNTY SCHOOLS	33,822	33,822	-	306,610	272,788
36-0100-000	BURWELL PUBLIC SCHOOLS	447,973	444,996	2,977	787,617	339,644
37-0030-000	ELWOOD PUBLIC SCHOOLS	51,269	51,269	-	339,308	288,039
38-0011-000	HYANNIS AREA SCHOOLS	110,460	109,816	644	313,140	202,680
39-0060-000	CENTRAL VALLEY PUBLIC SCHOOLS	37,988	37,988	-	459,191	421,203
40-0002-000	GRAND ISLAND PUBLIC SCHOOLS	63,649,335	62,784,075	865,260	63,649,335	-
40-0082-000	NORTHWEST PUBLIC SCHOOLS	9,139,682	9,074,897	64,785	10,083,571	943,889
40-0083-000	WOOD RIVER RURAL SCHOOLS	74,242	74,242	-	771,516	697,274
40-0126-000	DONIPHAN-TRUMBULL PUBLIC SCHS	102,256	102,256	-	734,472	632,216

		Calculated SA without LB		Change due to Corrections on TEEOSA	LB 583 Model	Change due to LB 583
CoDistSch	NAME	583 Impact - Poverty Allowance Correction	March 1, 2023 Certified SA			
41-0002-000	GILTNER PUBLIC SCHOOLS	975,312	968,471	6,841	1,180,926	205,614
41-0091-000	HAMPTON PUBLIC SCHOOL	659,486	654,898	4,588	840,067	180,581
41-0504-000	AURORA PUBLIC SCHOOLS	255,278	255,278	-	1,993,031	1,737,753
42-0002-000	ALMA PUBLIC SCHOOLS	1,368,382	1,328,717	39,665	1,368,382	-
43-0079-000	HAYES CENTER PUBLIC SCHOOLS	12,289	12,289	-	209,843	197,554
44-0070-000	HITCHCOCK CO SCH SYSTEM	136,198	205,702	(69,504)	458,632	322,434
45-0007-000	O'NEILL PUBLIC SCHOOLS	129,810	129,730	80	1,295,500	1,165,690
45-0044-000	STUART PUBLIC SCHOOLS	1,330,109	1,423,510	(93,401)	1,330,109	-
45-0137-000	CHAMBERS PUBLIC SCHOOLS	47,279	47,038	241	219,682	172,403
45-0239-000	WEST HOLT PUBLIC SCHOOLS	59,408	59,408	-	693,880	634,472
46-0001-000	MULLEN PUBLIC SCHOOLS	274,526	272,675	1,851	475,632	201,106
47-0001-000	ST PAUL PUBLIC SCHOOLS	1,818,598	1,818,598	-	1,818,598	-
47-0100-000	CENTURA PUBLIC SCHOOLS	392,368	390,034	2,334	993,805	601,437
47-0103-000	ELBA PUBLIC SCHOOLS	1,143,365	1,143,365	-	1,143,365	-
48-0008-000	FAIRBURY PUBLIC SCHOOLS	119,356	119,356	-	1,355,674	1,236,318
48-0300-000	TRI COUNTY PUBLIC SCHOOLS	539,056	535,596	3,460	1,075,548	536,492
48-0303-000	MERIDIAN PUBLIC SCHOOLS	944,444	937,764	6,680	1,142,305	197,861
49-0033-000	STERLING PUBLIC SCHOOLS	26,753	26,753	-	322,663	295,910
49-0050-000	JOHNSON CO CENTRAL PUBLIC SCHS	73,708	73,708	-	789,594	715,886
50-0001-000	WILCOX-HILDRETH PUBLIC SCHOOLS	44,749	44,749	-	356,053	311,304
50-0501-000	AXTELL COMMUNITY SCHOOLS	442,761	439,864	2,897	838,272	395,511
50-0503-000	MINDEN PUBLIC SCHOOLS	137,860	137,860	-	1,324,923	1,187,063
51-0001-000	OGALLALA PUBLIC SCHOOLS	160,256	160,256	-	1,371,322	1,211,066
51-0006-000	PAXTON CONSOLIDATED SCHOOLS	560,800	556,938	3,862	785,933	225,133
52-0100-000	KEYA PAHA COUNTY SCHOOLS	12,896	12,896	-	139,606	126,710
53-0001-000	KIMBALL PUBLIC SCHOOLS	61,926	61,926	-	615,620	553,694
54-0013-000	CREIGHTON COMMUNITY PUBLIC SCHOOLS	50,124	50,124	-	464,398	414,274
54-0096-000	CROFTON COMMUNITY SCHOOLS	461,733	458,756	2,977	937,147	475,414
54-0501-000	NIOBRARA PUBLIC SCHOOLS	1,731,910	1,731,910	-	1,731,910	-
54-0505-000	ISANTI COMMUNITY SCHOOL	4,031,850	4,031,850	-	4,031,850	-
54-0576-000	WAUSA PUBLIC SCHOOLS	87,040	86,638	402	386,561	299,521
54-0583-000	VERDIGRE PUBLIC SCHOOLS	60,431	60,109	322	264,079	203,648
54-0586-000	BLOOMFIELD COMMUNITY SCHOOLS	41,256	41,256	-	416,170	374,914
55-0001-000	LINCOLN PUBLIC SCHOOLS	104,411,057	109,521,119	(5,110,062)	104,411,057	-
55-0145-000	WAVERLY SCHOOL DISTRICT 145	403,231	403,231	-	3,566,936	3,163,705
55-0148-000	MALCOLM PUBLIC SCHOOLS	3,480,797	3,469,760	11,037	3,480,797	-
55-0160-000	NORRIS SCHOOL DIST 160	4,197,235	3,868,052	329,183	5,324,230	1,126,995
55-0161-000	RAYMOND CENTRAL PUBLIC SCHOOLS	412,443	412,443	-	1,208,095	795,652

CoDistSch	NAME	Calculated SA without LB		Change due to	LB 583 Model	Change due to LB
		583 Impact - Poverty Allowance Correction	March 1, 2023 Certified SA			
56-0001-000	NORTH PLATTE PUBLIC SCHOOLS	9,913,075	10,077,386	(164,311)	9,913,075	-
56-0006-000	BRADY PUBLIC SCHOOLS	493,874	490,494	3,380	707,051	213,177
56-0007-000	MAXWELL PUBLIC SCHOOLS	1,611,887	1,600,379	11,508	1,776,077	164,190
56-0037-000	HERSHEY PUBLIC SCHOOLS	2,326,947	2,310,449	16,498	2,822,223	495,276
56-0055-000	SUTHERLAND PUBLIC SCHOOLS	206,385	218,194	(11,809)	606,774	400,389
56-0565-000	WALLACE PUBLIC SCH DIST 65 R	275,043	273,192	1,851	487,708	212,665
57-0501-000	STAPLETON PUBLIC SCHOOLS	384,767	382,112	2,655	586,099	201,332
58-0025-000	LOUP COUNTY PUBLIC SCHOOLS	9,117	9,117	-	117,961	108,844
59-0001-000	MADISON PUBLIC SCHOOLS	87,607	87,607	-	818,170	730,563
59-0002-000	NORFOLK PUBLIC SCHOOLS	10,417,758	11,411,645	(993,887)	10,417,758	-
59-0005-000	BATTLE CREEK PUBLIC SCHOOLS	1,063,585	1,056,342	7,243	1,742,595	679,010
59-0013-000	NEWMAN GROVE PUBLIC SCHOOLS	38,548	38,548	-	329,546	290,998
59-0080-000	ELKHORN VALLEY SCHOOLS	86,003	86,003	-	710,540	624,537
60-0090-000	MC PHERSON COUNTY SCHOOLS	6,567	6,567	-	84,869	78,302
61-0004-000	CENTRAL CITY PUBLIC SCHOOLS	119,997	119,997	-	1,199,519	1,079,522
61-0049-000	PALMER PUBLIC SCHOOLS	1,721,292	1,740,377	(19,085)	1,721,292	-
62-0021-000	BAYARD PUBLIC SCHOOLS	1,845,749	1,845,749	-	1,845,749	-
62-0063-000	BRIDGEPORT PUBLIC SCHOOLS	967,440	960,921	6,519	1,581,295	613,855
63-0001-000	FULLERTON PUBLIC SCHOOLS	41,318	41,318	-	479,500	438,182
63-0030-000	TWIN RIVER PUBLIC SCHOOLS	60,443	60,443	-	656,942	596,499
64-0023-000	JOHNSON-BROCK PUBLIC SCHOOLS	775,741	770,510	5,231	1,180,615	404,874
64-0029-000	AUBURN PUBLIC SCHOOLS	4,088,504	4,164,839	(76,335)	4,088,504	-
65-0011-000	SUPERIOR PUBLIC SCHOOLS	892,938	887,593	5,345	892,938	-
65-2005-000	SOUTH CENTRAL NEBRASKA UNIFIED 5	114,845	114,845	-	1,089,527	974,682
66-0027-000	SYRACUSE-DUNBAR-AVOCA SCHOOLS	170,014	169,773	241	1,290,212	1,120,198
66-0111-000	NEBRASKA CITY PUBLIC SCHOOLS	4,763,288	4,643,225	120,063	4,763,288	-
66-0501-000	PALMYRA DISTRICT O R 1	1,720,683	1,710,201	10,482	1,720,683	-
67-0001-000	PAWNEE CITY PUBLIC SCHOOLS	1,120,089	1,120,089	-	1,120,089	-
67-0069-000	LEWISTON CONSOLIDATED SCHOOLS	439,732	436,674	3,058	631,560	191,828
68-0020-000	PERKINS COUNTY SCHOOLS	73,072	73,072	-	645,846	572,774
69-0044-000	HOLDREGE PUBLIC SCHOOLS	231,712	231,712	-	1,689,741	1,458,029
69-0054-000	BERTRAND PUBLIC SCHOOLS	36,084	36,084	-	385,740	349,656
69-0055-000	LOOMIS PUBLIC SCHOOLS	855,106	849,070	6,036	1,133,969	278,863
70-0002-000	PIERCE PUBLIC SCHOOLS	542,456	539,318	3,138	1,484,060	941,604
70-0005-000	PLAINVIEW PUBLIC SCHOOLS	60,579	60,579	-	544,056	483,477
70-0542-000	OSMOND COMMUNITY SCHOOLS	127,874	127,311	563	367,318	239,444
71-0001-000	COLUMBUS PUBLIC SCHOOLS	14,235,067	14,235,067	-	14,235,067	-
71-0005-000	LAKEVIEW COMMUNITY SCHOOLS	548,673	545,615	3,058	1,857,093	1,308,420

CoDistSch	NAME	Calculated SA without LB		Change due to	LB 583 Model	Change due to LB
		583 Impact - Poverty Allowance Correction	March 1, 2023 Certified SA			
71-0067-000	HUMPHREY PUBLIC SCHOOLS	800,164	795,013	5,151	1,144,678	344,514
72-0015-000	CROSS COUNTY COMMUNITY SCHOOLS	234,573	233,286	1,287	720,027	485,454
72-0019-000	OSCEOLA PUBLIC SCHOOLS	40,962	40,962	-	372,250	331,288
72-0032-000	SHELBY - RISING CITY PUBLIC SCHOOLS	674,754	670,247	4,507	1,161,760	487,006
72-0075-000	HIGH PLAINS COMMUNITY SCHOOLS	40,926	40,926	-	355,717	314,791
73-0017-000	MC COOK PUBLIC SCHOOLS	5,527,650	5,768,341	(240,691)	5,527,650	-
73-0179-000	SOUTHWEST PUBLIC SCHOOLS	38,607	38,607	-	444,042	405,435
74-0056-000	FALLS CITY PUBLIC SCHOOLS	378,806	376,955	1,851	1,483,061	1,104,255
74-0070-000	HUMBOLDT TABLE ROCK STEINAUER	49,796	49,796	-	441,590	391,794
75-0100-000	ROCK COUNTY PUBLIC SCHOOLS	341,519	339,266	2,253	614,485	272,966
76-0002-000	CRETE PUBLIC SCHOOLS	10,666,816	11,610,817	(944,001)	10,666,816	-
76-0044-000	DORCHESTER PUBLIC SCHOOL	201,962	200,675	1,287	503,514	301,552
76-0068-000	FRIEND PUBLIC SCHOOLS	43,177	43,177	-	386,680	343,503
76-0082-000	WILBER-CLATONIA PUBLIC SCHOOLS	546,429	576,265	(29,836)	1,330,107	783,678
77-0001-000	BELLEVUE PUBLIC SCHOOLS	52,228,116	52,546,318	(318,202)	52,228,116	-
77-0027-000	PAPILLION LA VISTA COMMUNITY SCHOOLS	28,670,376	27,565,069	1,105,307	28,670,376	-
77-0037-000	GRETNA PUBLIC SCHOOLS	23,535,372	22,978,234	557,138	23,535,372	-
77-0046-000	SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS	1,341,335	1,333,358	7,977	2,921,902	1,580,567
78-0001-000	ASHLAND-GREENWOOD PUBLIC SCHS	822,250	776,781	45,469	1,884,669	1,062,419
78-0009-000	YUTAN PUBLIC SCHOOLS	2,630,040	2,630,040	-	2,630,040	-
78-0039-000	WAHOO PUBLIC SCHOOLS	233,422	233,422	-	1,810,729	1,577,307
78-0072-000	MEAD PUBLIC SCHOOLS	837,740	831,945	5,795	1,127,027	289,287
78-0107-000	CEDAR BLUFFS PUBLIC SCHOOLS	3,890,785	3,905,900	(15,115)	3,890,785	-
79-0002-000	MINATARE PUBLIC SCHOOLS	2,891,916	2,891,916	-	2,891,916	-
79-0011-000	MORRILL PUBLIC SCHOOLS	2,014,178	2,014,178	-	2,014,178	-
79-0016-000	GERING PUBLIC SCHOOLS	9,551,705	9,801,282	(249,577)	9,551,705	-
79-0031-000	MITCHELL PUBLIC SCHOOLS	4,660,291	4,660,291	-	4,660,291	-
79-0032-000	SCOTTSDLUFF PUBLIC SCHOOLS	18,480,589	19,369,617	(889,028)	18,480,589	-
80-0005-000	MILFORD PUBLIC SCHOOLS	2,557,022	2,534,024	22,998	2,557,022	-
80-0009-000	SEWARD PUBLIC SCHOOLS	339,904	339,904	-	2,460,649	2,120,745
80-0567-000	CENTENNIAL PUBLIC SCHOOLS	102,374	102,374	-	784,969	682,595
81-0003-000	HAY SPRINGS PUBLIC SCHOOLS	1,599,696	1,599,696	-	1,599,696	-
81-0010-000	GORDON-RUSHVILLE PUBLIC SCHS	62,969	62,969	-	818,398	755,429
82-0001-000	LOUP CITY PUBLIC SCHOOLS	37,267	37,267	-	464,713	427,446
82-0015-000	LITCHFIELD PUBLIC SCHOOLS	54,302	35,430	18,872	188,979	134,677
83-0500-000	SIOUX COUNTY PUBLIC SCHOOLS	11,605	11,605	-	130,619	119,014
84-0003-000	STANTON COMMUNITY SCHOOLS	100,172	99,931	241	663,869	563,697
85-0060-000	DESHLER PUBLIC SCHOOLS	239,298	237,850	1,448	551,792	312,494

CoDistSch	NAME	Calculated SA without LB		Change due to	LB 583 Model	Change due to LB
		583 Impact - Poverty Allowance Correction	March 1, 2023 Certified SA			
85-0070-000	THAYER CENTRAL COMMUNITY SCHS	64,584	64,584	-	660,130	595,546
85-2001-000	BRUNING-DAVENPORT UNIFIED SYS	51,003	51,003	-	298,026	247,023
86-0001-000	THEDFORD PUBLIC SCHOOLS	201,956	200,588	1,368	368,552	166,596
87-0001-000	PENDER PUBLIC SCHOOLS	652,915	648,649	4,266	1,171,332	518,417
87-0013-000	WALTHILL PUBLIC SCHOOLS	3,601,381	3,601,381	-	3,601,381	-
87-0016-000	UMO N HO N NATION PUBLIC SCHS	7,328,916	7,315,603	13,313	7,328,916	-
87-0017-000	WINNEBAGO PUBLIC SCHOOLS DISTRICT 17	7,546,712	7,535,796	10,916	7,546,712	-
88-0005-000	ORD PUBLIC SCHOOLS	81,445	81,445	-	851,459	770,014
88-0021-000	ARCADIA PUBLIC SCHOOLS	1,303,312	1,304,943	(1,631)	1,303,312	-
89-0001-000	BLAIR COMMUNITY SCHOOLS	493,337	493,337	-	3,752,253	3,258,916
89-0003-000	FORT CALHOUN COMMUNITY SCHS	3,700,624	3,700,624	-	3,844,010	143,386
89-0024-000	ARLINGTON PUBLIC SCHOOLS	1,174,882	1,167,478	7,404	2,038,800	863,918
90-0017-000	WAYNE COMMUNITY SCHOOLS	609,668	578,751	30,917	1,714,961	1,105,293
90-0560-000	WAKEFIELD PUBLIC SCHOOLS	2,697,039	2,680,968	16,071	2,697,039	-
90-0595-000	WINSIDE PUBLIC SCHOOLS	663,902	659,314	4,588	921,830	257,928
91-0002-000	RED CLOUD COMMUNITY SCHOOLS	416,414	413,598	2,816	714,279	297,865
91-0074-000	BLUE HILL COMMUNITY SCHOOLS	790,964	791,307	(343)	1,074,893	283,929
92-0045-000	WHEELER CENTRAL SCHOOLS	13,522	13,522	-	179,311	165,789
93-0012-000	YORK PUBLIC SCHOOLS	2,627,989	2,688,521	(60,532)	3,080,294	452,305
93-0083-000	MC COOL JUNCTION PUBLIC SCHS	940,608	934,009	6,599	1,169,500	228,892
93-0096-000	HEARTLAND COMMUNITY SCHOOLS	70,439	70,439	-	556,199	485,760
		1,069,914,958	1,080,392,252	(10,477,294)	1,180,044,238	110,129,280

NASB BOARD QUICKS

A MONTHLY E-UPDATE OF KEY DATES FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



1,960,000 Nebraskans 324,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

Join NASB, as we travel the state for various workshops, meetings and events throughout the year. To learn more and register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'.
All Dates & Locations Tentative & Subject to Change

Events & Networking - <https://members.nasbonline.org/events>



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REG BY
6/2!

NASB Leadership Workshop - June 7-8 - Lincoln



Team Building - Self-Assessment - Discussion - Networking - Meeting Protocols/Agendas & Minutes - Policy Review

FORE!

NASB Member Golf Outing - June 14 - Kearney Country Club

REG
NOW!

School Leaders & Law Conference - June 14-15 - Kearney



Wednesday, June 14 - 6:30 to 11:00 PM - Networking Reception & Hospitality Suite

An evening of networking that will include prizes from the golf outing, a light dinner buffet, live music, and a hospitality suite.

Thursday, June 15 - 9:00 AM to 3:15 PM - School Leaders & Law Conference



ALICAP Summer Safety Workshop - July 10 - Gering

ALICAP Summer Safety Workshop - July 11 - Kearney

ALICAP Summer Safety Workshop - July 12 - Lincoln

Continued on Page 2



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PAGE 2



JOIN US!

Area Membership Meetings Begin August 22nd!!!

AUGUST 22 - VALENTINE AUGUST 23 - GERING AUGUST 24 - YORK AUGUST 29 - NORTH PLATTE SEPTEMBER 6 - NORFOLK
SEPTEMBER 13 - KEARNEY SEPTEMBER 19 - LA VISTA SEPTEMBER 20 - FREMONT SEPTEMBER 27 - NEBRASKA CITY



YOUR 2023 PLATINUM AFFILIATES

ALICAP

AMERICAN FIDELITY
a different opinion

BCDM
architects

Boyd Jones

BVH
ARCHITECTURE

CLARK &
ENERSEN

CMBA
ARCHITECTS

COMMUNITY
BUILDING SOLUTIONS

CROUCH
RECREATION

D|A DAVIDSON

filament
ESSENTIAL SERVICES

GLOBAL
ROOFING COMPANY

HAMILTON

HAUSMANN
construction

NEBRASKA
LIQUID
ASSET FUND

PIPER | SANDLER

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INCORPORATED

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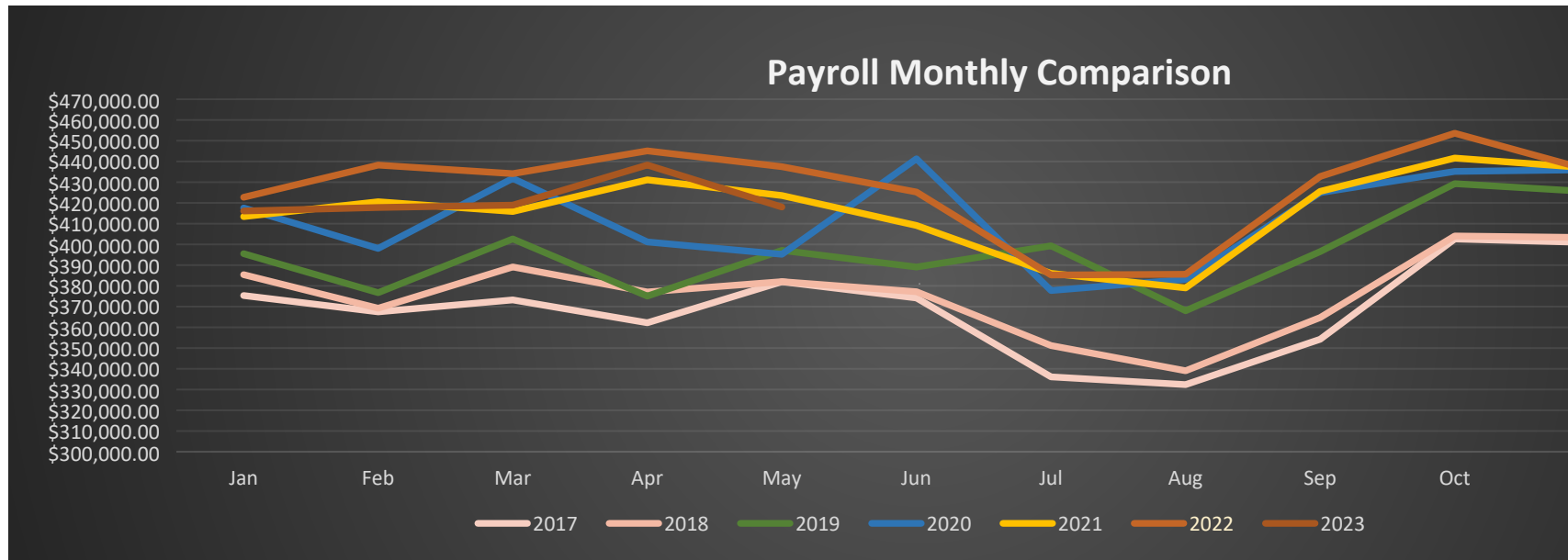
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	2015	2016	2017	2018	2019	2020	2021	2022	2023
Jan	\$357,482.13	\$358,636.43	\$375,341.82	\$385,398.10	\$395,527.82	\$417,581.90	\$413,398.94	\$422,722.38	\$416,109.91
Feb	\$343,038.39	\$356,124.34	\$367,465.44	\$369,212.38	\$376,713.71	\$398,048.99	\$420,567.01	\$438,245.99	\$417,793.26
Mar	\$365,239.12	\$368,732.47	\$373,224.95	\$389,117.39	\$402,633.08	\$431,831.29	\$415,869.62	\$434,120.13	\$418,920.36
Apr	\$355,899.66	\$363,078.02	\$362,200.93	\$377,058.65	\$375,061.17	\$401,185.42	\$431,124.85	\$445,100.89	\$438,278.55
May	\$359,248.77	\$370,130.63	\$381,990.69	\$382,035.74	\$397,113.66	\$395,230.24	\$423,564.57	\$437,471.03	\$418,015.61
Jun	\$363,036.16	\$369,788.31	\$374,166.69	\$377,175.46	\$389,086.28	\$441,278.96	\$409,128.47	\$425,248.86	
Jul	\$348,502.69	\$343,703.33	\$336,113.70	\$351,217.41	\$399,312.17	\$377,751.50	\$386,036.37	\$385,242.84	
Aug	\$315,493.06	\$327,857.22	\$332,377.42	\$339,058.60	\$367,987.54	\$383,108.66	\$379,015.87	\$385,588.49	
Sep	\$346,572.05	\$349,677.03	\$354,248.27	\$364,733.37	\$396,528.05	\$424,950.99	\$425,574.29	\$432,747.40	
Oct	\$373,084.19	\$383,212.42	\$402,595.54	\$404,054.78	\$429,285.24	\$435,183.91	\$441,632.83	\$453,600.99	
Nov	\$371,043.99	\$389,610.43	\$400,909.40	\$403,299.96	\$425,426.51	\$436,011.47	\$436,846.03	\$435,809.74	
Dec	\$383,584.51	\$380,765.64	\$400,909.40	\$402,933.43	\$434,523.55	\$417,810.82	\$427,794.00	\$424,709.38	



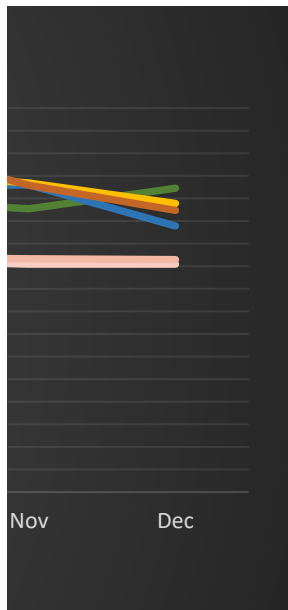
Notes

Jun20 was early retirement p/o

Jul 19 was CSI summer work admin payout 2022

retiree payout 2022

retiree payout 2022





	2015	2016	2017	2018	2019	2020	2021	2022	2023
Jan	\$96,102.84	\$81,447.39	\$54,125.15	\$58,279.03	\$112,244.24	\$96,089.58	\$69,957.40	\$99,283.84	\$72,152.92
Feb	\$60,304.98	\$62,346.90	\$83,702.16	\$72,978.05	\$78,813.69	\$90,194.19	\$92,989.55	\$95,171.49	\$80,726.74
Mar	\$62,902.30	\$73,868.09	\$73,523.74	\$47,086.56	\$68,361.77	\$101,336.15	\$95,563.07	\$82,274.72	\$79,916.41
Apr	\$77,770.51	\$71,501.44	\$112,676.18	\$46,112.70	\$74,255.26	\$71,200.21	\$90,420.33	\$98,930.56	\$89,088.24
May	\$68,468.02	\$42,336.68	\$69,580.36	\$100,515.26	\$118,608.54	\$78,216.37	\$129,899.99	\$96,559.92	\$115,110.85
Jun	\$113,772.54	\$71,037.17	\$90,328.61	\$81,103.97	\$81,912.13	\$100,996.69	\$108,177.33	\$106,869.61	
Jul	\$104,810.60	\$71,868.88	\$82,411.64	\$89,967.59	\$220,046.89	\$77,056.42	\$85,632.42	\$100,305.98	
Aug	\$84,349.70	\$169,975.25	\$131,508.47	\$144,908.12	\$152,592.70	\$194,496.26	\$276,804.95	\$306,696.73	
Sep	\$23,047.53	\$24,359.90	\$171,566.38	\$91,881.69	\$230,217.46	\$179,009.21	\$144,245.35	\$91,751.88	
Oct	\$67,788.48	\$69,143.17	\$62,865.31	\$101,910.30	\$104,740.02	\$103,691.94	\$84,163.83	\$85,879.28	
Nov	\$197,912.25	\$71,308.01	\$89,512.28	\$130,784.22	\$104,289.77	\$101,981.48	\$92,280.59	\$117,083.56	
Dec	\$74,396.80	\$64,049.52	\$52,089.14	\$111,294.80	\$95,245.00	\$133,950.86	\$126,390.19	\$111,897.46	



ESSER COLLABORATIVE
ELO SUMMER 2022 REPORT

TABLE OF CONTENTS

ESSER Overview	1
ESSER Collaborative ELO Communities	2
Who We Served	3
All ESSER-Funded Sites	3
Incubator Sites	3
Accelerator Sites	4
Sumer Site Locaations	4
Survey Data	5
Student Survey Results	6
All ESSER-Funded Sites	6
Incubator Sites	7
Accelerator Sites	8
Parent Survey Results	9
All ESSER-Funded Sites	9
Incubator Sites	10
Accelerator Sites	11

ESSER OVERVIEW

The Elementary and Secondary School Emergency Relief Fund (ESSER) is a federal program administered by the Department of Education in response to the COVID-19 pandemic. The program provides emergency financial assistance to public school districts across the country.

On March 11, 2021, President Biden signed the American Rescue Plan (ARP) Act of 2021. The ARP Act includes funds for the ESSER III Fund that allows state and local education agencies to take additional steps for continued safe in-person instruction and to address unfinished teaching and learning to mitigate the pandemic.

The ESSER III funding enables Nebraska school districts to promote safe school operations and equity-driven, sustainable, evidence-based programs to serve students, and to continue to strengthen teaching and learning.

In May 2021, the State Board approved the creation of the ESSER Collaborative ELO in collaboration with Beyond School Bells (BSB), Nebraska's statewide afterschool and summer learning network and a program of the Nebraska Children and Families Foundation (NCFF) for the distribution and administration of the ESSER III program summer and expanded learning activities allocations. The NE Department of Education (NDE) serves as the fiscal agent of these grants, with support, technical assistance, and professional learning provided by NCFF-BSB.



ESSER COLLABORATIVE ELO COMMUNITIES

To identify highly impacted communities and sites, the NDE triangulated school identification (e.g., CSI, TSI, ATSI) and achievement data, COVID-19 impact, and measures of a community's ability to respond to crisis (social vulnerability index). Sites include schools with pre-existing after-school and summer school programs, and support to build new sites. Of those selected, 18 new programs operated summer programming in 2022.

The highly impacted communities included were considered to be an incubator, accelerator, or accelerator with an incubator site. **Incubator sites** are newly developed programs and/or sites that do not receive 21st Century Community Learning Center funds. **Accelerator sites** are established programs and/or sites that receive 21st Century Community Learning Center funds in addition to ESSER

funding. Lastly, **Accelerator with Incubator sites** are a combination of established programs and newly developed programs/sites.

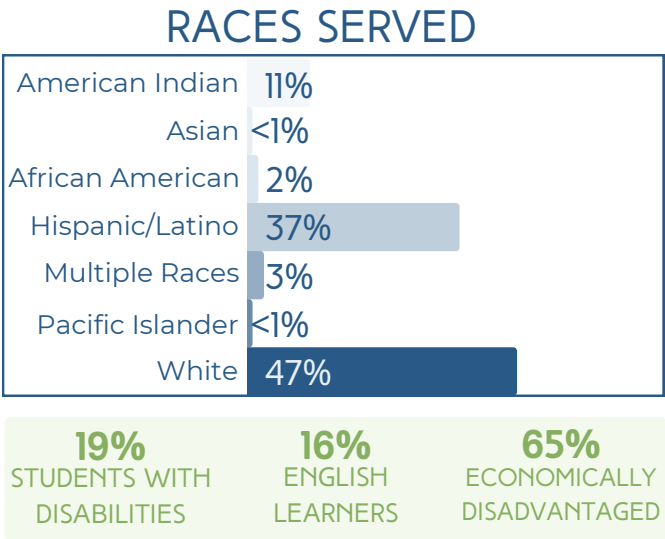
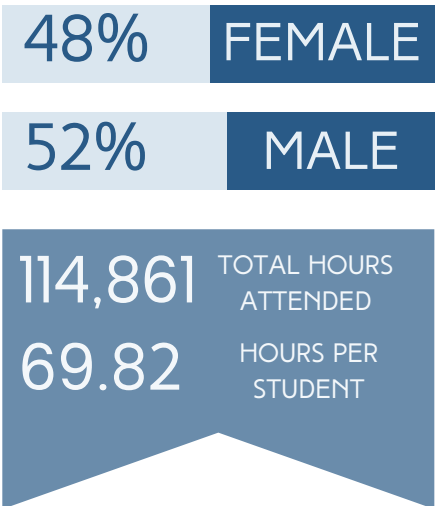
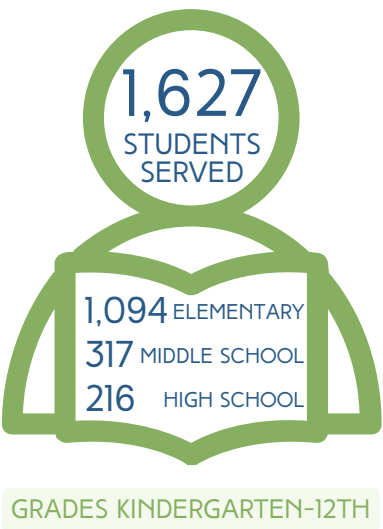
“ THIS IS A NEARLY \$11
MILLION DOLLAR
INVESTMENT TOWARD THE
GROWTH OF EXPANDED
LEARNING OPPORTUNITIES
IN THE STATE OF
NEBRASKA, AND A
60% INCREASE
IN FUNDS GOING TOWARD
SUPPORTING
AFTERSCHOOL AND
SUMMER PROGRAMS.

”

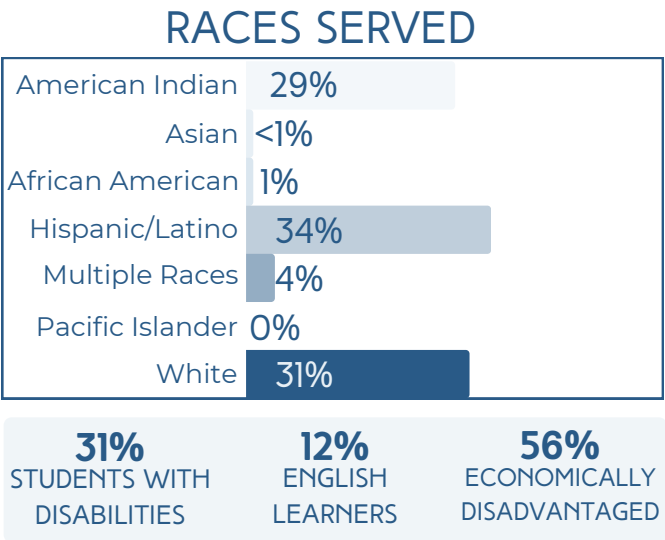
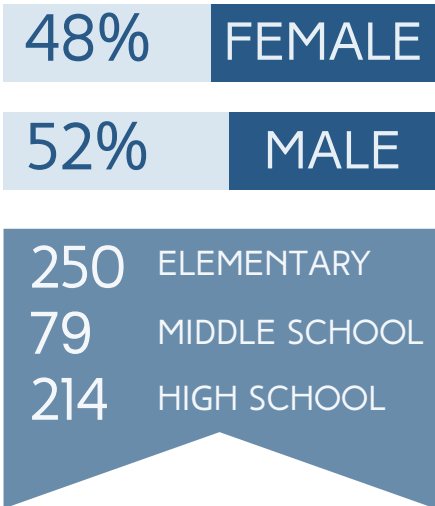
Currently, there are 35 ESSER Collaborative ELO districts and 112 ESSER Collaborative ELO sites receiving federal funding through the ARP Act, and three Beyond School Bells Staff provide assistance and support to ESSER Collaborative ELO Incubator sites.

WHO WE SERVED

ALL ESSER-FUNDED SITES



INCUBATOR SITES



ACCELERATOR SITES



GRADES KINDERGARTEN-9TH

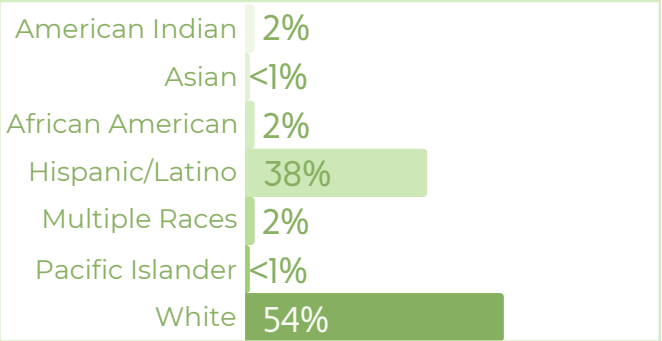
47% FEMALE

53% MALE

844 ELEMENTARY
238 MIDDLE SCHOOL
2* HIGH SCHOOL

*The two high school students attended programming at a middle school setting.

RACES SERVED



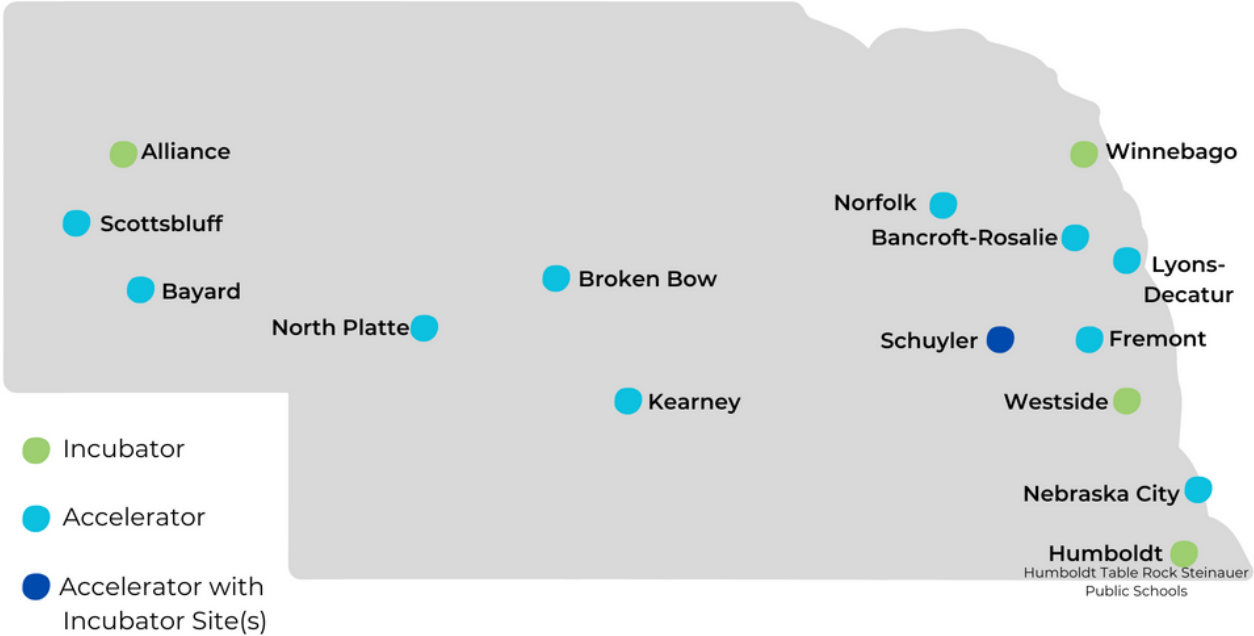
22%
STUDENTS WITH
DISABILITIES

18%
ENGLISH
LEARNERS

70%
ECONOMICALLY
DISADVANTAGED

SUMMER SITE LOCATIONS

ESSER Collaborative ELO Communities Summer 2022



SURVEY DATA

Surveys were distributed to both families and their students who were enrolled in ESSER collaborative ELO summer programs. Both the parent and student surveys gave a list of statements regarding the quality of the program and asked respondents to indicate their level of agreement with the statement. These surveys were issued to families and students enrolled in both incubator and accelerator sites across Nebraska. The following pages will share the statewide results (accelerator and incubator sites together), incubator-only results, and accelerator-only results for the student and parent groups.

The surveys were given to students in grades kindergarten through 12th, and included five different statements. Students were asked to indicate their level of agreement with each, on a scale of strongly disagree to strongly agree. The statements focused on the areas of

education, program fun, peer relationships, staff, and if they would recommend the program to others.



The parent surveys were identical to the student surveys, but focused on the areas of enrollment, their child's experience, school readiness, parent involvement, staff, and if they would recommend the program to other families.

STUDENT SURVEY RESULTS: ALL ESSER-FUNDED SITES

Across the state of Nebraska, a total of 688 surveys were completed by students in grades kindergarten through 12th grade enrolled in summer programming.

The following results are from surveys collected across the state of Nebraska, from all ESSER funded programs and sites. The percentages below reflect the student's level of agreement with each of the five statements included on the survey.

86% of students either agreed or strongly agreed that they learned something new during the summer program.

90%

of students either agreed or strongly agreed that the summer program was fun.

91%

of students either agreed or strongly agreed that the summer program staff were good leaders.

89%

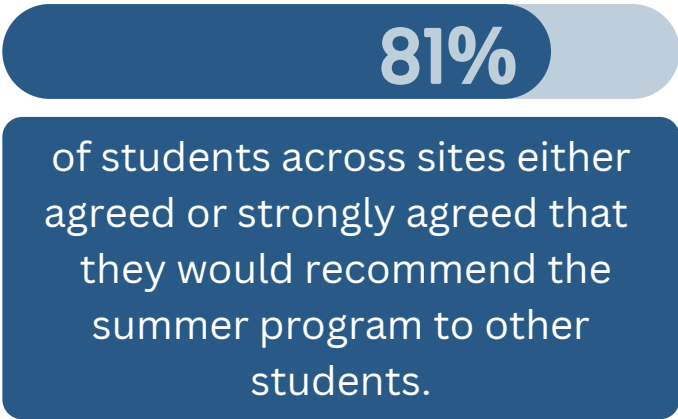
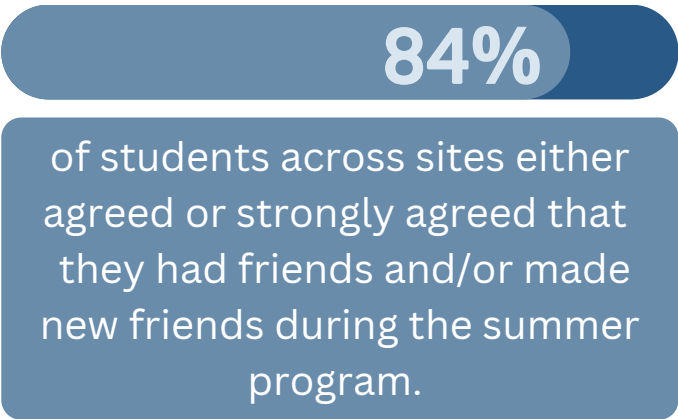
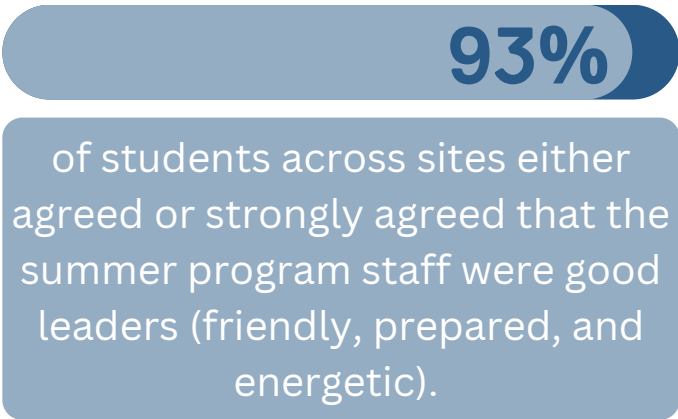
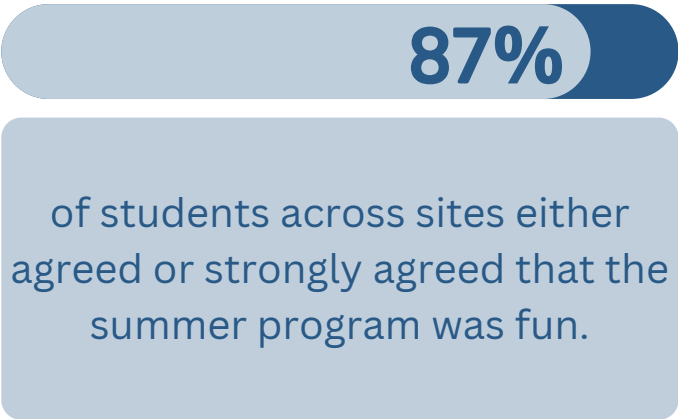
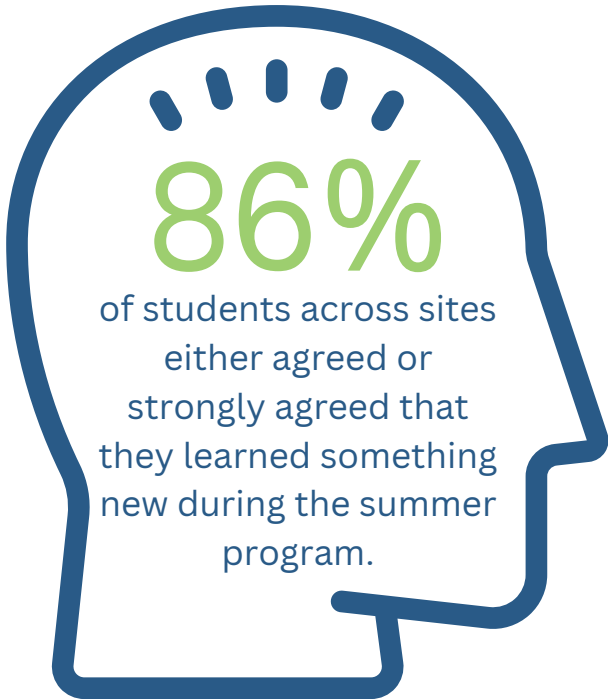
of students either agreed or strongly agreed that they had friends and/or made new friends during the summer.

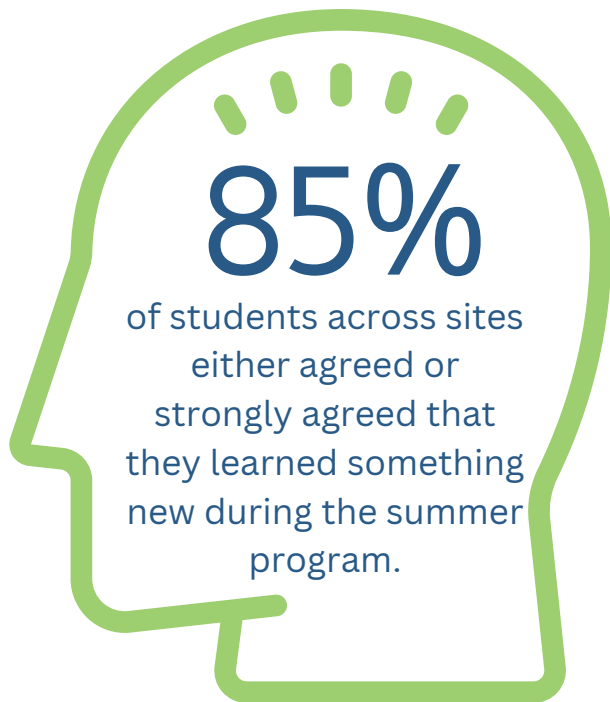
86%

of students either agreed or strongly agreed that they would recommend the summer program to other students.

STUDENT SURVEY RESULTS: INCUBATOR SITES

Of the state-wide student surveys, responses were collected from 6 incubator sites. The student responses collected across these sites ranged in grade level from kindergarten through 12th grade. Incubator sites are those that are newly developed, and do not receive 21st Century Community Learning Center funds.





STUDENT SURVEY RESULTS: ACCELERATOR SITES

11 accelerator sites shared their student survey results. The student responses collected across these sites ranged in grade level from kindergarten through 7th grade. Accelerator sites are already established programs that receive both 21st Century Community Learning Center and ESSER funds.

89%

of students across sites either agreed or strongly agreed that the summer program was fun.

89%

of students across sites either agreed or strongly agreed that the summer program staff were good leaders (friendly, prepared, and energetic).

87%

of students across sites either agreed or strongly agreed that they had friends and/or made new friends during the summer program.

81%

of students across sites either agreed or strongly agreed that they would recommend the summer program to other students.

PARENT SURVEY RESULTS: ALL ESSER-FUNDED SITES

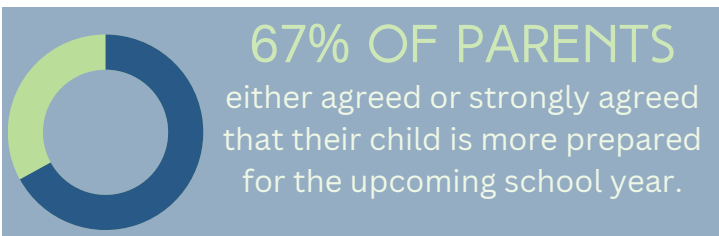
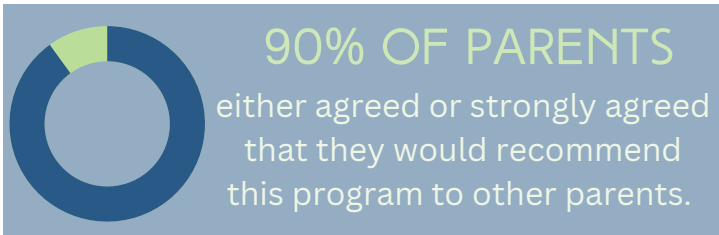
Across the state of Nebraska, surveys were completed by parents of students enrolled in ELO summer programs and sites. Similar to the student surveys, parents were given a set of statements, and asked to indicate their level of

agreement with each on a scale of strongly disagree to strongly agree. The following results are from the surveys collected across the state of Nebraska, from parents with children enrolled in ESSER-funded programs and sites. The percentages reflect the parent's level of agreement with each of the survey statements.



90% OF PARENTS

either agreed or strongly agreed that their child was highly engaged in the summer program and enjoyed attending.





91%

either agreed or strongly agreed that their child was highly engaged in the summer program and enjoyed attending.

88%

either agreed or strongly agreed that they would recommend this program to other parents.

84%

of parents felt satisfied with the level of communication from the program.

26%

either agreed or strongly agreed that they had opportunities to get involved in the summer program.

PARENT SURVEY RESULTS: INCUBATOR SITES

9 incubator sites shared their parent survey results. There was a total of 43 parent responses collected across these sites. The following results reflect the parents' level of agreement with each of the statements regarding summer programming for their child.

86%

either agreed or strongly agreed that their child had increased opportunities to interact socially with others.

84%

either agreed or strongly agreed that the summer program staff were good leaders.

65%

either agreed or strongly agreed that their child is more prepared for the upcoming school year.

PARENT SURVEY RESULTS: ACCELERATOR SITES

16 accelerator sites shared their parent survey results. There was a total of 206 parent responses collected across these sites. The following results reflect the parents' level of agreement with each of the statements regarding summer programming for their child.



93%

either agreed or strongly agreed that their child was highly engaged in the summer program and enjoyed attending.

94%

either agreed or strongly agreed that they would recommend this program to other parents.

98%

either agreed or strongly agreed that their child had increased opportunities to interact socially with others.

89%

of parents felt satisfied with the level of communication from the program.

90%

either agreed or strongly agreed that the summer program staff were good leaders.

58%

either agreed or strongly agreed that they had opportunities to get involved in the summer program.

77%

either agreed or strongly agreed that their child is more prepared for the upcoming school year.

Jolene Johnson, Ed.D.
Director, Education and Child Development

Jennifer Harmon, LICSW, LISW
Assistant Project Director, Education and Child Development

Sasha Spencer, M.Ed.
Program Evaluator, Education and Child Development

Munroe-Meyer Institute
Education and Child Development
University of Nebraska Medical Center
6902 Pine Street
Omaha, NE, 68106
jolene.johnson@unmc.edu





NASB Monthly Update for Board Meeting Agenda Item

June 2023

Monthly Agenda Video Updates

<https://members.nasbonline.org/news-resources/video-library>

(www.NASBonline.org - News & Resources – Video Library)

Latest 'Board Notes' – Monthly Newsletters

<https://members.nasbonline.org/news-resources/board-notes-newsletter>

(www.NASBonline.org - News & Resources - Board Notes)

- *Never Doubt That a Small Group of Thoughtful Individuals Can Change The World*
- *At The Board Table*
- *An ALICAP Market Outlook*
- *Oh Christmas Trees ... A Legislative Update*
- *NASB Call for Legislative Proposals - Due July 1*
- *Join us in June!*
- *Transparency & Trust*
- *Your 2023 NASB Affiliates*
- *This Month In ... And Much More!*

Government Relations & Advocacy

<https://members.nasbonline.org/government-relations>

(www.NASBonline.org – Government Relations)

- The last day of the 108th Legislature, 1st Session was June 1, 2023
- NASB held its inaugural Legislative Advocacy Day on April 17 in Lincoln
- **843 Bills & Measures were introduced ... NASB followed roughly 120**
 - *See what passed, is still out there, and a list of Interim Studies and a number of other updates at NASB's Bills Page, which is always updated and sortable at*
 - <https://members.nasbonline.org/government-relations>
 - <https://nasb.enviseams.com/legislative-bills>

"NASB Update – Annual Board Calendar Summary"

View the full detailed calendar at: <https://members.nasbonline.org/board-leadership/resources>

(www.NASBOnline.org – Board Leadership – Resources)

June Board Agenda Items

In addition to routine agenda items, time sensitive topics include:

- Policy Review
 - I. Parent and Family Engagement Policy on or before July 1 per § 79-532; § 79-533;
 - II. Bully Prevention Policy on or before July 1 per § 79-2,137;
 - III. Annual review of policy pertaining to Appropriate Relationships with Students;
 - Student Accountability
 - I. Reports; filing requirements; contents. On or before July 20 in all school districts, the superintendent shall file with the State Department of Education a report showing the number of children from five through eighteen years of age belonging to the school district according to the census taken as provided in sections § 79-524 and 79-578. Neglect to report may result in penalty.
 - Budget - Review staff Report for the 2023-24 School Year including:
 - I. Administrators – demographics, # of positions needed, # of tenured, # of non-tenured
 - II. Certificate Staff - demographics, # of positions needed by building/district, # of tenured, # of non-tenured, teaching assignments, # of positions open, etc.
 - III. Classified Staff – demographics, # of positions needed by building/district, # of positions open, etc.
 - Advocacy – Submit Legislative Resolution or Standing Position to the NASB Legislation Committee
- **Review the full June Agenda on page 25 of the 2023 NASB Board Meeting Guide & Annual Board Calendar.**

Board Retreat

To support our members who did not have the opportunity to participate in the New Board Member Workshops consider a Board Retreat to engage with your newly elected board members as they continue to transition into their new role. Please contact Marcia Herring, NASB Director of Board Leadership at mherring@NASBOnline.org or 402-817-0296 to schedule a board retreat or private sessions through Microsoft Teams to review the board role and responsibilities.

Upcoming NASB Board Leadership Events

Board President Circle Team Meeting – Schedule for the remainder of 2023 to be determined. The lunch and learn time block for the Board President Circle will be sustained at 12:00 p.m. CST and 12:00 p.m. MT. However, I do anticipate offering an evening time block during the fall to engage with those who are not able to set aside time for a meeting during their day-time schedule.

NASB Leadership Workshop – June 7 and 8, 2023 – Join us in Lincoln for a working retreat to further develop the Superintendent/ESU Administrator, Board President, and Vice President leadership team. The day and a half agenda will include team building activities addressing a superintendent/ESU Administrator-board governance audit, healthy leadership working relationships, meeting protocols including the agenda and minutes, committee structure, Open Meetings Law, scenarios, goal planning, superintendent evaluation, policy, and more. Register now at <https://members.nasbonline.org/events/nasb-leadership-workshop>

NASB's Video Resources

<https://members.nasbonline.org/news-resources/video-library>

(www.NASBOnline.org – News & Resources – Videos)

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

Networking & Events ... Register Now

<https://members.nasbonline.org/events>

(www.NASBonline.org – Events)

All Dates & Locations Tentative & Subject to Change

- **Leadership Workshop**
 - June 7-8 – Lincoln
 - <https://members.nasbonline.org/events/nasb-leadership-workshop>
- **NASB Member Golf Outing**
 - June 14 – Kearney
- **School Leaders & Law Conference**
 - June 14-15 – Kearney
 - <https://members.nasbonline.org/events/school-leaders-and-law-conference>
- **ALICAP Summer Safety Workshops**
 - July 10 - Gering
 - July 11 - Kearney
 - July 12 - Lincoln
- **AREA MEMBERSHIP MEETINGS BEGIN AUGUST 22**

NASB Member Virtuals

<https://members.nasbonline.org/events/nasb-member-virtuals>

(www.NASBonline.org – Events – NASB Member Virtuals)

- Previous Member Virtuals Available to Watch Include:
 - Gubernatorial Candidates Q&A w/ Blood & Pallen
 - 2022 Legislative Recap & Look Ahead
 - Tough Times & Tough Meetings: The Board's Role in Navigating Hot Button Issues
 - NASB Member Virtuals w/ Commissioner Blomstedt & Dr. Jeffrey Gold of UNMC, Bryce Wilson of NDE on Cares Act Funds Q&A for School Boards, and More ...



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

Watch all of the NASB videos at <https://members.nasbonline.org/news-resources/video-library>

(www.NASBonline.org – 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:

<https://members.nasbonline.org/news-resources/board-notes-newsletter>

(www.NASBonline.org - News & Resources - Board Notes)



TEL
FAX

402.471.2295
402.471.0117



P.O. Box 94987
Lincoln, NE 68509-4987



education.ne.gov



June 2, 2023

Bayard Public Schools (62-0021)
Rodney Olson - Superintendent
726 4th Avenue
Bayard, Nebraska 69334

Dear Superintendent Olson,

A monitoring review of the Elementary and Secondary School Emergency Relief Fund (ESSER) grant programs for Bayard Public Schools was conducted on Wednesday, March 15, 2023. The following programs were reviewed:

- CARES Act ESSER I
- CRRSA Act ESSER II
- ARP Act ESSER III

The conversation focused on the ESSER grants, their impact on student achievement, and the COVID related recovery efforts in your district. As the district continues to allocate this money NDE would encourage the district to focus on student achievement and ways to assure this money assists in student growth including academics and social emotional needs of all students.

The completed ESSER Programmatic Monitoring Self Review, ESSER Programmatic Monitoring Rubric, and other supporting documents you provided for this visit will be placed in the 2022-2023 ESSER Monitoring review file at the Nebraska Department of Education in Lincoln.

The ESSER Monitoring process was designed to ensure that school districts are complying with the ESSER programmatic requirements. As a result of this ESSER monitoring review there are no corrective actions required.

If you have questions or concerns regarding the visit or this report, please contact me by email at ann.carmoney@nebraska.gov, or by phone at 402-525-7109.

Sincerely,

Ann Carmoney
NDE Title I Consultant



TEL 402.471.2295
FAX 402.471.0117



P.O. Box 94987
Lincoln, NE 68509-4987



education.ne.gov



June 5, 2023

Bayard Public Schools (62-0021)
Rodney Olson - Superintendent
726 4th Avenue
Bayard, Nebraska 69334

Dear Superintendent Olson

A monitoring review of the Elementary and Secondary Education Act/Every Student Succeeds Act (ESEA/ESSA) grant programs for Bayard Public Schools was conducted on Wednesday, March 15, 2023.

The following programs were reviewed:

- Title I, Part A – Improving Academic Achievement of the Disadvantaged

I enjoyed having the opportunity to sit down and discuss the ESEA/ESSA programs in your school district and their impact on student achievement. I encourage the district to continue to focus decisions on student achievement and programs that will assist student growth.

The completed ESEA/ESSA Monitoring Guide Checklist and supporting documentation that pertained to my visitation will be placed in the 2022-2023 ESEA/ESSA review file at the Nebraska Department of Education in Lincoln.

The ESEA/ESSA Monitoring process was designed to ensure that school districts are complying with ESEA/ESSA guidance. This was evident throughout the visit. There are no corrective actions required as a result of the ESSA monitoring review.

If you have questions/concerns regarding the visit, or this report please contact me by email at ann.carmony@nebraska.gov or by phone at 402-525-7109.

Sincerely,

Ann Carmony
NDE Title I Consultant

Detail Check Register

Checking Account: 7		Student Activity				
Check Number: 14453	Check Type: Check	Check Date: 05/03/2023	Vendor: SYNCB	Amazon Capital Services	Check Total:	1,279.09
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
1194-r49m-9hx7	04/19/2023	23-000950	https://www.amazon.com/Joomra-Slippers-C	07 2900 610 138 000 0	23.99	
1194-r49m-9hx7	04/19/2023	23-000950	https://www.amazon.com/Yomandamor-Combed	07 2900 610 138 000 0	16.50	
13lk-pk77-76yl	04/28/2023	23-001041	softball pins	07 2900 610 102 000 0	88.28	
1x6p-rlww-7fwy	04/24/2023	23-000936	Tables	07 2900 610 124 000 0	1,150.32	
Check Number: 14454	Check Type: Check	Check Date: 05/03/2023	Vendor: BAYACT	BAYARD PUBLIC SCHOOLS - ACTIVITY	Check Total:	249.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20230428	04/28/2023		schmaltz scholarship -device	07 2900 610 134 000 0	225.00	
20230428	04/28/2023		schmaltz scholarship-class flowers/grad	07 2900 610 134 000 0	24.00	
Check Number: 14455	Check Type: Check	Check Date: 05/03/2023	Vendor: BPSLUNCH	BAYARD PUBLIC SCHOOLS - LUNCH	Check Total:	1.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20230428	04/28/2023		schmaltz scholarship payment to lunch	07 2900 610 134 000 0	1.00	
Check Number: 14456	Check Type: Check	Check Date: 05/03/2023	Vendor: BAYASCHO	BAYARD PUBLIC SCHOOLS	Check Total:	180.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20230428	04/28/2023	23-001045	Hendrickson's PreK Tuition	07 2900 610 138 000 0	180.00	
Check Number: 14457	Check Type: Check	Check Date: 05/03/2023	Vendor: TIGERPAWS	Bayard Tiger Paws	Check Total:	580.24
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
1113891	04/19/2023	23-000981	hospitality	07 2900 610 102 000 0	580.24	
Check Number: 14458	Check Type: Check	Check Date: 05/03/2023	Vendor: BOWLDAWGLA	BOWLDAWG LANES	Check Total:	75.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20230425	04/25/2023	23-001024	Gift Card	07 2900 610 146 000 0	75.00	
Check Number: 14459	Check Type: Check	Check Date: 05/03/2023	Vendor: WALMARTC	Capital One	Check Total:	556.78
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20230426	04/26/2023	23-000512	Candy Canes	07 2900 610 146 000 0	95.90	
20230426-0001	04/26/2023		winter royalty food	07 2900 610 103 000 0	138.57	
20230426-0002	04/26/2023	23-000887	Spray Paint for DI	07 2900 610 121 000 0	26.40	
20230426-0003	04/26/2023	23-000909	sloppy joe mix/food for concession	07 2900 610 155 000	152.95	
20230426-0004	04/26/2023	23-000963	Post prom-Walmart	07 2900 610 134 000 0	35.98	
20230426-0004	04/26/2023	23-000963	post prom- walmart	07 2900 610 134 000 0	106.98	
Check Number: 14460	Check Type: Check	Check Date: 05/03/2023	Vendor: WALMARTC	Capital One	Check Total:	527.03
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20230426-0005	04/26/2023	23-000965	Trivia Night Supplies	07 2900 610 131 000 0	20.78	
20230426-0007	04/26/2023		post prom	07 2900 610 134 000 0	67.00	
20230426-0007	04/26/2023		post prom	07 2900 610 134 000 0	439.25	
Check Number: 14461	Check Type: Check	Check Date: 05/03/2023	Vendor: CARD	CARDMEMBER SERVICE	Check Total:	802.40
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	

Detail Check Register

Checking Account: 7		Student Activity				
20230426	04/26/2023	23-000853	Hygiene supplies	07 2900 610 138 000 0	387.98	
20230426-0001	04/26/2023	23-000942	hospitality	07 2900 610 102 000 0	168.42	
20230426-0002	04/26/2023	23-000943	water	07 2900 610 102 000 0	13.96	
20230426-0003	04/26/2023	23-000963	Post prom - Dunham's	07 2900 610 134 000 0	61.43	
20230426-0004	04/26/2023	23-000984	hospitality	07 2900 610 102 000 0	34.94	
20230426-0005	04/26/2023	23-000983	hospitality	07 2900 610 102 000 0	135.67	
Check Number: 14462		Check Type: Check	Check Date: 05/03/2023	Vendor: CARD	CARDMEMBER SERVICE	Check Total: 3,028.69
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20230426-0006	04/26/2023	23-000985	post prom	07 2900 610 134 000 0	427.00	
20230426-0007	04/26/2023	23-000986	hospitality	07 2900 610 102 000 0	27.84	
20230426-0008	04/26/2023	23-000987	WTC Meals	07 2900 610 102 000 0	34.50	
20230426-0009	04/26/2023	23-000988	hospitality	07 2900 610 102 000 0	36.00	
20230426-0010	04/26/2023	23-000899	Punch & cookies	07 2900 610 103 000 0	43.20	
20230426-0012	04/26/2023	23-000953	Airline flights for National Land Eval	07 2900 580 124 000 0	2,460.15	
Check Number: 14463		Check Type: Check	Check Date: 05/03/2023	Vendor: CARD	CARDMEMBER SERVICE	Check Total: 657.20
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20230426-0014	04/26/2023	23-000880	awards banquet	07 2900 610 102 000 0	18.81	
20230426-0015	04/26/2023	23-000879	girls bball	07 2900 610 114 000 0	114.28	
20230426-0016	04/26/2023	23-000878	hospitality	07 2900 610 102 000 0	224.23	
20230426-0017	04/26/2023	23-000922	PVC Pipe and Fittings	07 2900 610 121 000 0	34.92	
20230426-0018	04/26/2023	23-000976	shoes	07 2900 610 138 000 0	88.03	
20230426-0019	04/26/2023	23-000975	Post prom	07 2900 610 134 000 0	176.93	
Check Number: 14464		Check Type: Check	Check Date: 05/03/2023	Vendor: CARD	CARDMEMBER SERVICE	Check Total: 1,549.02
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20230426-0020	04/26/2023	23-000714	National Land Judging Reg	07 2900 810 124 000 0	250.00	
20230426-0021	04/26/2023	23-000881	FFA state degree chain	07 2900 610 124 000 0	44.00	
20230426-0022	04/26/2023	23-000874	Fertilizer injector part	07 2900 610 124 000 0	43.65	
20230426-0023	04/26/2023	23-000935	Greenhouse benches/supplies	07 2900 610 124 000 0	1,066.35	
20230426-0024	04/26/2023	23-000970	Ice cream at 402 Creamery	07 2900 610 124 000 0	26.00	
20230426-0025	04/26/2023	23-000951	FFA banquet supplies	07 2900 610 124 000 0	119.02	
Check Number: 14465		Check Type: Check	Check Date: 05/03/2023	Vendor: CARD	CARDMEMBER SERVICE	Check Total: 2,714.22
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20230426-0026	04/26/2023	23-000969	FFA awards	07 2900 610 124 000 0	696.00	
20230426-0027	04/26/2023	23-000834	shipping	07 2900 610 129 000 0	15.99	
20230426-0027	04/26/2023	23-000834	NHS Membership Pin and Card	07 2900 610 129 000 0	102.00	
20230426-0027	04/26/2023	23-000834	NHS Contemporary Certificates pkg 25	07 2900 610 129 000 0	16.50	
20230426-0027	04/26/2023	23-000834	NHS Honor Cord - Gold	07 2900 610 129 000 0	162.00	
apr23	04/26/2023		st ffa fuel	07 2900 580 111 000 0	348.67	
apr23	04/26/2023		ffa meals	07 2900 580 124 000 0	845.99	

Detail Check Register

Checking Account: 7		Student Activity					
apr23	04/26/2023		st di meals	07 2900 610 121 000 0	263.54		
apr23	04/26/2023		st di meals	07 2900 610 143 000 0	263.53		
Check Number: 14466	Check Type: Check	Check Date: 05/03/2023	Vendor: CARD	CARDMEMBER SERVICE	Check Total:	1,005.28	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
apr23	04/26/2023		college visit meal	07 2900 580 147 000 0	353.69		
apr23	04/26/2023		hospitality	07 2900 610 102 000 0	46.50		
apr23	04/26/2023		college visit big apple	07 2900 610 133 000 0	605.09		
Check Number: 14467	Check Type: Check	Check Date: 05/03/2023	Vendor: CASHDIST	CASH-WA DISTRIBUTING	Check Total:	1,208.52	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
13755047	04/24/2023		concessions inventory	07 2900 610 118 000 0	1,208.52		
Check Number: 14468	Check Type: Check	Check Date: 05/03/2023	Vendor: CLASAM	SAMANTHA CLAUSE	Check Total:	60.00	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
20230425	04/25/2023		reimburse fuel state ffa	07 2900 580 111 000 0	60.00		
Check Number: 14469	Check Type: Check	Check Date: 05/03/2023	Vendor: CONMAT	CONTRACTORS MATERIALS	Check Total:	121.00	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
248992	05/01/2023	23-001042	field supplies	07 2900 610 102 000 0	121.00		
Check Number: 14470	Check Type: Check	Check Date: 05/03/2023	Vendor: CUTTCAMER	CAMERON CUTTLERS	Check Total:	550.00	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
20230501	05/01/2023	23-001064	track starter	07 2900 352 102 000 0	550.00		
Check Number: 14471	Check Type: Check	Check Date: 05/03/2023	Vendor: FAIFIELIN	FAIRFIELD BY MARRIOTT LINCOLN	Check Total:	298.00	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
20230428	04/28/2023		pieper lodging math counts	07 2900 580 111 000 0	298.00		
Check Number: 14472	Check Type: Check	Check Date: 05/03/2023	Vendor: GCIVIC	Gering Civic Center	Check Total:	2,101.75	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
inv00302	04/24/2023	23-000992	Banquet Event Order	07 2900 610 224 000 0	2,101.75		
Check Number: 14473	Check Type: Check	Check Date: 05/03/2023	Vendor: GUERUEJ	Josh Guerue	Check Total:	250.00	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
20230501	05/01/2023	23-001067	lynx consultant	07 2900 352 102 000 0	250.00		
Check Number: 14474	Check Type: Check	Check Date: 05/03/2023	Vendor: HOLIGRAIS	HOLIDAY INN EXPRESS-GRAND ISLAND	Check Total:	664.75	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
4-10-23	04/24/2023		ffa lodging	07 2900 580 124 000 0	664.75		
Check Number: 14475	Check Type: Check	Check Date: 05/03/2023	Vendor: MANLEYCRAI	CRAIG MANLEY	Check Total:	250.00	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
20230501	05/01/2023	23-001068	lynx consultant	07 2900 352 102 000 0	250.00		
Check Number: 14476	Check Type: Check	Check Date: 05/03/2023	Vendor: MEN	MENARDS	Check Total:	248.97	

Detail Check Register

Checking Account: 7		Student Activity				
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
78427	05/01/2023	23-001043	supplies for field and track	07 2900 610 102 000 0	248.97	
Check Number: 14477	Check Type: Check	Check Date: 05/03/2023	Vendor: PEPSI	Pepsi-Cola of Western NE	Check Total:	1,297.86
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
5100109671	04/24/2023		soda	07 2900 610 133 000 0	24.98	
5100109672	04/24/2023		vi	07 2900 610 103 000 0	22.92	
5100109675	04/24/2023		concessions inventory	07 2900 610 118 000 0	678.21	
5100110168	04/24/2023		concessions inventory	07 2900 610 118 000 0	496.81	
5100110675	04/28/2023		soda	07 2900 610 133 000 0	37.47	
5100110676	04/28/2023		soda	07 2900 610 122 000 0	37.47	
Check Number: 14478	Check Type: Check	Check Date: 05/03/2023	Vendor: PEPSI	Pepsi-Cola of Western NE	Check Total:	609.03
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
5100110678	04/28/2023		soda jerky	07 2900 610 118 000 0	609.03	
Check Number: 14479	Check Type: Check	Check Date: 05/03/2023	Vendor: REGWESTMED	REGIONAL WEST MEDICAL CENTER	Check Total:	1,333.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
qb-rehab-51	04/26/2023		winter sports season	07 2900 352 102 000 0	1,333.00	
Check Number: 14480	Check Type: Check	Check Date: 05/03/2023	Vendor: SCHUKEI	GARRETT SCHUKEI	Check Total:	100.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20230501	05/01/2023	23-001069	event helper	07 2900 352 102 000 0	100.00	
Check Number: 14481	Check Type: Check	Check Date: 05/03/2023	Vendor: STEPHSTUDI	STEPH'S STUDIO	Check Total:	304.75
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
136899254	05/01/2023		class 2022 composite	07 2900 610 222 000 0	304.75	
Check Number: 14482	Check Type: Check	Check Date: 05/03/2023	Vendor: UNLEXTBPT	UNL EXTENSION MORRILL COUNTY	Check Total:	400.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
3242023	04/25/2023	23-001034	Babysitting course	07 2900 610 138 000 0	400.00	
Check Number: 14483	Check Type: Check	Check Date: 05/03/2023	Vendor: VERITAS	VERITAS ATHLETIC PERFORMANCE	Check Total:	600.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
4282023	05/01/2023	23-001066	veritas speed training	07 2900 352 102 000 0	600.00	
Check Number: 14484	Check Type: Check	Check Date: 05/03/2023	Vendor: WEBERTOM	THOMAS WEBER	Check Total:	550.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20230501	05/01/2023	23-001065	track starter	07 2900 352 102 000 0	550.00	
Check Number: 14485	Check Type: Check	Check Date: 05/03/2023	Vendor: WHITRES	Tressa White	Check Total:	100.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20230501	05/01/2023	23-001070	track and field helper	07 2900 352 102 000 0	100.00	
Check Number: 14486	Check Type: Check	Check Date: 05/10/2023	Vendor: 5STAR	5 STAR FUNDRAISING	Check Total:	1,430.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	

Detail Check Register

Checking Account: 7		Student Activity				
5-2-23	05/10/2023	23-001083	Cookie Dough Costs/ 5 Star Fundraising	07 2900 610 152 000 0	1,430.00	
Check Number: 14487	Check Type: Check	Check Date: 05/10/2023	Vendor: SYNCB	Amazon Capital Services	Check Total:	719.39
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
1c9t-n7r6-776p	05/10/2023	23-001022	Tanner Hitting Tees	07 2900 610 153 000 0	178.02	
1h1y-v477-7jxp	05/10/2023	23-001084	Snow Cone Machine	07 2900 610 118 000 0	383.39	
1k17-hxnt-gd93	05/10/2023	23-001021	2 10x7 hitting nets	07 2900 610 102 000 0	78.99	
1k17-hxnt-gd93	05/10/2023	23-001021	net	07 2900 610 153 000 0	78.99	
Check Number: 14488	Check Type: Check	Check Date: 05/10/2023	Vendor: CARDINN	CARDINAL INN & EVENT CENTER LLC	Check Total:	1,109.99
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
831	05/10/2023		wrestling lodging	07 2900 580 111 000 0	1,109.99	
Check Number: 14489	Check Type: Check	Check Date: 05/10/2023	Vendor: FLOBAS	FLOWER BASKET	Check Total:	75.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
862036	05/10/2023		prom flowers	07 2900 610 224 000 0	75.00	
Check Number: 14490	Check Type: Check	Check Date: 05/10/2023	Vendor: NORTHROCK	NORTH OF THE ROCK DESIGNS	Check Total:	120.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
192	05/10/2023	23-000990	Bayard Shirts for School Store	07 2900 610 157 000 0	120.00	
Check Number: 14491	Check Type: Check	Check Date: 05/10/2023	Vendor: RSCHOOLTOD	RSCHOOLTODAY	Check Total:	910.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
86228	05/10/2023		activities registration	07 2900 810 102 000 0	910.00	
Check Number: 14492	Check Type: Check	Check Date: 05/18/2023	Vendor: AHLERS	Ahlers Baking Inc.	Check Total:	189.96
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
268384	05/18/2023		hospitality	07 2900 610 102 000 0	189.96	
Check Number: 14493	Check Type: Check	Check Date: 05/18/2023	Vendor: ALLPUSC	ALLIANCE PUBLIC SCHOOLS	Check Total:	100.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20230518	05/18/2023	23-001131	track entry fee	07 2900 810 102 000 0	100.00	
Check Number: 14494	Check Type: Check	Check Date: 05/18/2023	Vendor: BAYACT	BAYARD PUBLIC SCHOOLS - ACTIVITY	Check Total:	300.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20230518	05/18/2023	23-001089	Donation to Post Prom from National Hono	07 2900 610 129 000 0	300.00	
Check Number: 14495	Check Type: Check	Check Date: 05/18/2023	Vendor: BURWER	BURGER WERX	Check Total:	1,980.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
5123	05/18/2023	23-001099	FFA banquet food	07 2900 610 124 000 0	1,980.00	
Check Number: 14496	Check Type: Check	Check Date: 05/18/2023	Vendor: CASHDIST	CASH-WA DISTRIBUTING	Check Total:	838.06
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
13714230	05/18/2023		bowls forks spoons cheese chips	07 2900 610 118 000 0	873.95	
cm3376287	05/18/2023		credit	07 2900 610 118 000 0	(35.89)	

Detail Check Register

Checking Account: 7		Student Activity						
Check Number: 14497	Check Type: Check	Check Date: 05/18/2023	Vendor: MEN	MENARDS	Check Total:	36.02		
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>			
79309	05/18/2023	23-001127	hospitality	07 2900 610 102 000 0	36.02			
Check Number: 14498	Check Type: Check	Check Date: 05/18/2023	Vendor: MORRILLSCH	MORRILL PUBLIC SCHOOLS	Check Total:	150.00		
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>			
20230518	05/18/2023	23-001128	track entry fee	07 2900 810 102 000 0	150.00			
Check Number: 14499	Check Type: Check	Check Date: 05/18/2023	Vendor: NSAA	NEBRASKA SCHOOL ATHLETIC ASSOC.	Check Total:	1,630.00		
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>			
23-24	05/18/2023	23-001139	NSAA dues	07 2900 810 102 000 0	1,630.00			
Check Number: 14500	Check Type: Check	Check Date: 05/18/2023	Vendor: NORTHROCK	NORTH OF THE ROCK DESIGNS	Check Total:	180.00		
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>			
193	05/18/2023	23-001133	tshirts	07 2900 610 104 000 0	180.00			
Check Number: 14501	Check Type: Check	Check Date: 05/18/2023	Vendor: PDKIN	PDK INTERNATIONAL	Check Total:	2,618.00		
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>			
2023nationals	05/18/2023	23-001122	Registration for National Conference	07 2900 610 152 000 0	2,618.00			
Check Number: 14502	Check Type: Check	Check Date: 05/18/2023	Vendor: SCBSCHOOL	SCOTTSBLUFF PUBLIC SCHOOLS	Check Total:	80.00		
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>			
20230518	05/18/2023	23-001129	track entry fee	07 2900 810 102 000 0	35.00			
20230518-0001	05/18/2023	23-001130	JH track entry fee	07 2900 810 102 000 0	45.00			
Check Number: 14503	Check Type: Check	Check Date: 05/18/2023	Vendor: TILTER	Terry Tillman	Check Total:	25.52		
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>			
20230518	05/18/2023		act driving meal	07 2900 580 111 000 0	10.79			
20230518	05/18/2023		act driving meal	07 2900 580 111 000 0	14.73			
Check Number: 14504	Check Type: Check	Check Date: 05/18/2023	Vendor: VIZ	VIZ	Check Total:	99.00		
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>			
1014	05/18/2023	23-000991	drop earrings for school store	07 2900 610 157 000 0	99.00			
V*1014	06/05/2023	23-000991	drop earrings for school store	07 2900 610 157 000 0	(99.00)			
Check Number: 14505	Check Type: Check	Check Date: 05/18/2023	Vendor: WESTTRAIL	Western Trails Conference	Check Total:	1,500.00		
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>			
23-24 dues	05/18/2023	23-001138	conference dues	07 2900 810 102 000 0	1,500.00			

*Denotes Expensed Invoice Item

Checking Account ID: 7

Total without Voids: 38,244.52

*If no operative date it
shall take effect 90 days
after signing*



2023 Session, Legal Implications:

What you need to know and why you need to know it now!

June 12, 2023

Part One: Education and Revenue Policy

- A. LB 727 (Linehan) Revenue Committee priority bill containing revenue-related measures, including amendments to the Property Tax Request Act, passed in 2021 under LB 644.
- B. LB 753 (Linehan) creates the Opportunity Scholarships Act and provides tax credits.
- C. Biennium Budget 2023-25.
 - 1. LB 818 (Clements) creates the Education Future Fund; and
 - 2. LB 814 (Clements) provides funding for career and technical education (LB 610).
- D. LB 298 (Linehan).
 - 1. Dyslexia reporting requirements;
 - 2. Dress code and grooming policy; and
 - 3. Interstate Teacher Mobility Compact.
- E. Education Committee Priority Package, LB 705.
 - LB 153 (DeBoer) creates the Extraordinary Increase in Special Education Expenditures Act;
 - LB 414 (Conrad) changes provisions relating to the enrollment option program;
 - LB 372 (Murman) part-time enrollment in public schools and extracurricular activities;
 - LB 385 (Linehan) adopts the Nebraska Teacher Recruitment and Retention Act;
 - LB 603 (Linehan) changes the Alternative Certification for Quality Teachers Act;
 - LB 724 (Vargas) eliminates basic skill test for eligibility for teaching certificates;
 - LB 762 (DeBoer) creates the Nebraska Paraprofessional to Teacher Program;
 - LB 516 (Walz) increases school safety and support for students' mental health;
 - LB 585 (Hughes) requires behavioral and mental health training;
 - LB 705 (Murman) provides for a mental health training grant program;
 - LB 201 (Vargas) requires high school students to complete the FAFSA form;
 - LB 520 (Walz) changes the Computer Science and Technology Education Act;
 - LB 787 (Wayne) adopts the STEEM Development Act;

- LB 805 (von Gillern) requires access to students in schools by a youth organization;
- LB 632 (McKinney) prohibits suspension of students in prekindergarten through 2nd grade;
- LB 705 (Murman) Behavioral Intervention Training and Teacher Support Act;
- LB 774 (Vargas) provides comprehensive changes to the Student Discipline Act;
- LB 811 (Murman) use of physical restraint and removal from classroom;
- LB 647 (McDonnell) Relates to purchase and loan of textbooks for K-12 private schools;
- LB 648 (McDonnell) develops a workforce diploma program;
- LB 708 (Arch) requires memo of understanding for the sharing of data relevant to students;
- LB 222 (Fredrickson) prohibits inquiries about criminal history as part of admissions;
- LB 356 (Walz) changes to the Nebraska Opportunity Grant Act;
- LB 698 (Murman) alters residency provisions for enrollment in a college or university; and
- LB 703 (Murman) changes provisions relating to the University of Nebraska.

F. Other Provisions of LB 705.

1. Distribution of Lottery Proceeds (Section 1);
2. College Pathway Program Act (Sections 8 to 12);
3. Career-Readiness and Dual-Credit Education Grant Program (Sections 13 to 27); and
4. Door to College Scholarship Act (Sections 28 to 38).

Part Two: What's Coming Next?

A. Interim Studies, 2023.

B. Legislative Measures Still Pending.

C. The New Norm in the Nebraska Legislative Arena.

Part Three: School Finance

- LB 818 (Clements) creates the Education Future Fund;
- LB 583 (Sanders) provides for foundation aid and special education supplemental aid under the Tax Equity and Educational Opportunities Support Act; and
- LB 243 (Briese) adopts the School District Property Tax Limitation Act.

Part One: Education and Revenue Policy

A. LB 727 (Linehan).

LB 727	Sponsor	Committee	Passed	Subject
	Linehan	Revenue	46-0 6/1/23	Change provisions relating to revenue and taxation

LB 727 was a Revenue Committee priority bill containing a host of revenue-related measures. Sections 49 and 50 amend the Property Tax Request Act, which was passed in 2021 under LB 644. The “644” provisions of LB 727 attempt to address some but certainly not all the concerns expressed since the original measure was passed two years ago.

Definitions

“Property tax request” is redefined as the total amount of property taxes requested to be raised for a political subdivision through the levy imposed pursuant to section 77-1601, excluding the amount to be levied for the payment of principal or interest on bonds issued or authorized to be issued by a school district.

Joint Public Hearing

Attendees

LB 727 provides that at least one elected official from each participating political subdivision must attend the joint public hearing. An elected official may be the designated representative from a participating political subdivision. The presence of a quorum or the participation of elected officials at the joint public hearing does not constitute a meeting as defined under the Open Meetings Act.

Note: Neither LB 727 or any other piece of legislation amended the Open Meetings Act in the 2023 Session. Therefore, the posters of the Open Meetings Act currently in use would be sufficient for another year.

Presentation and Information

The information in the required presentation by each political subdivision that participates in the joint public hearing must be electronically sent to the county assessor (not the county clerk) by September 4th (formerly September 5th).

The county clerk must notify the county assessor of the date, time, and location of the joint public hearing no later than September 4th (formerly September 10th).

New Requirement

Each participating political subdivision must also maintain a prominently displayed and easily accessible link on the home page of its website to the political subdivision's proposed budget. This would not be applicable if: (i) the political subdivision is a county with a population of less than 10,000 inhabitants, (ii) a city with a population of less than 1,000 inhabitants, or (iii) for joint public hearings prior to January 1, 2024, a school district.

Report

The county clerk is currently required to prepare a report following the joint public hearing. LB 727 requires additional information in this report as follows:

- The name of each political subdivision that participated in the joint public hearing;
- The real growth value and real growth percentage for each participating political subdivision;
- The amount each participating political subdivision seeks to increase its property tax request in excess of the allowable growth percentage; and
- The number of individuals who signed in to attend the joint public hearing.

Final Note: LB 727 (Section 114) amends the operative date for the School District Property Tax Limitation Act (provided in LB 243) to June 7, 2023.

B. LB 753 (Linehan).

LB 753	<i>Sponsor</i>	<i>Committee</i>	<i>Passed</i>	<i>Subject</i>
	Linehan	Revenue	33-11 5/24/23	Adopt the Opportunity Scholarships Act and provide tax credits

Operative Date: LB 753 is effective on September 2, 2023 and operative on January 1, 2024.

Severability Clause: The severability clause is attached to LB 753 so that if any section or any part of any section is declared invalid or unconstitutional, the declaration would not affect the validity or constitutionality of the remaining portions.

LB 753 creates the Opportunity Scholarships Act, which provides a nonrefundable tax credit for qualifying taxpayers who make contributions to scholarship-granting organizations for education scholarships.

The measure allows individuals, passthrough entities, estates, trusts and corporations to claim a nonrefundable income tax credit of up to 50% of their state income tax liability on contributions made to nonprofit organizations that grant scholarships to students to attend private school.

Contributions from individuals, passthrough entities and corporations are capped at \$100,000, and contributions from estates or trusts are limited to \$1 million.

Only Nebraska residents are eligible for the scholarships, which may be used to pay tuition and fees at a qualifying privately operated elementary or secondary school.

A scholarship granting organization must provide the state Department of Revenue with sufficient information to show that it will use a tiered system that prioritizes certain students.

The department may grant \$25 million in credits in 2024, 2025 and 2026. After that, if at least 90% of the credits in any given year are claimed, the annual limit will increase by 25%. Annual increases may continue until the total credit amount reaches \$100 million.

D. LB 298 (Linehan).

LB 298	Sponsor	Committee	Passed	Subject
	Linehan	Education	44-0 5/31/23	Require districts and NDE to collect and report information regarding dyslexia, establish dress code and grooming policies, create the Interstate Teacher Mobility Compact

Operative Date: LB 298 does not contain an operative date, nor is the emergency clause attached. Therefore, the legislation would become operative 90 days after the Legislature adjourns sine die, which is September 2, 2023.

Fiscal Impact: In addition to the fiscal impact on school districts, LB 298 would require NDE to collect information on dyslexia. There is no current process for reporting the number of students tested for dyslexia, the results of those tests, and students' improved reading levels as a result of dyslexia identification and intervention. NDE reports that it would require a staff member to provide guidance in (a) screening for dyslexia, (b) reporting the data to the NDE, and (c) addressing the proper interventions through either a 504 plan or individualized education plan (IEP).

Accordingly, LB 298A (the companion appropriation bill) provides for \$129,285 from the General Fund for FY2023-24 and \$128,128 from the General Fund for FY2024-25 for one FTE.

Notes: LB 298, as introduced, related to dyslexia and reporting requirements. Senator McKinney was successful in amending LB 298 with the contents of LB 630 (McKinney) relating to dress code and grooming policies in public schools. Senator Blood also was successful in amending LB 413 into LB 298 relating to the Interstate Teacher Mobility Compact.

Dyslexia

By July 1 of each year, each school district must provide NDE, on forms prescribed by the department, information relating to dyslexia. The information must include, at a minimum, the number of students in each public school in the district:

- (a) Tested for a specific learning disability in the area of reading, including tests that identify characteristics of dyslexia and the results of such tests;
- (b) Identified as having a reading issue, including dyslexia, pursuant to the assessment administered under the Nebraska Reading Improvement Act; and
- (c) Identified as described in (b) that have shown growth on the measure used to identify the reading issue.

NDE must annually compile the information received and provide a report on the information electronically to the Legislature by September 1 of each year. The State Board of Education may adopt and promulgate rules and regulations relevant to this provision of LB 298.

Note: Although LB 298 will not become operative until 90 days after the Legislature adjourns sine die, the measure appears to require school districts to begin implementation relevant to dyslexia reporting on July 1, 2023.

C. Biennium Budget 2023-25.

1. Education Future Fund (LB 818).

The Appropriations Committee included the provisions of LB 681 (part of the Governor's school finance proposal) within LB 818, to create the Education Future Fund and transfer \$1 billion to NDE from the General Fund in FY2023-24 into the newly created fund. The budget plan includes \$250 million for the second year of the biennium (FY2024-25).

*** The measure includes intent to appropriate \$250 million to the Education Future Fund in fiscal year 2025-26 and each fiscal year thereafter. ***

LB 705 (section 89) amends LB 818 (section 22) to amend TEEOSA (§ 79-1021) to create the Education Future Fund and provide the following priorities for the Fund:

- (a) To fully fund equalization aid under TEEOSA;
- (b) To fund reimbursements related to special education;
- (c) To fund foundation aid under TEEOSA;
- (d) To increase funding for school districts in a way that results in direct property tax relief, which means a dollar-for-dollar replacement of property taxes by a state funding source;
- (e) To provide funding for a grant program created by the Legislature to address teacher turnover rates and keep existing teachers in classrooms;
- (f) To provide funding to increase career and technical educational classroom opportunities for students. Such funding must provide students with the academic and technical skills, knowledge, and training necessary to succeed in future careers;
- (g) To provide funding for a grant program created by the Legislature to provide students the opportunity to have a mentor who will continuously engage with the student directly to aid in the student's professional growth and give ongoing support and encouragement to the student;
- (h) To provide funding for extraordinary increases in special education expenditures to allow school districts with large, unexpected special education expenditures to more easily meet the needs of all students; and
- (i) To provide funding to help recruit teachers throughout the state by utilizing apprenticeships through a teacher apprenticeship program and an alternative certification process.

2. LB 814 (Clements) provides funding for career and technical education (LB 610).

LB 814 represents the mainline appropriations bill under the biennium budget package. The measure includes appropriations for Agency 13 (NDE) and all relevant budget items.

Under Section 50 of LB 814, the measure incorporates the provisions of LB 610 (Lippincott) to appropriate funds to NDE for Career and Technical Education in the amount of \$5,116,000 for each of the next two fiscal years. The funds will be distributed between secondary and postsecondary schools according to the formula used for federal Perkins funds with each school district receiving no less than \$7,500. The appropriation also includes \$200,000 for both FY2023-24 and FY2024-25 to be evenly distributed between the various Career Education student organizations.

Dress Code and Grooming Policy

District Policy: By July 1, 2025, the school board of each school district must adopt a written “dress code and grooming policy” to be implemented at the start of the 2025-26 school year that is consistent with the model policy developed by NDE and may include any other procedures and provisions the school board deems appropriate.

Enforcement: Enforcement of violations of the written dress code and grooming policy must:

- (a) Be treated as minor on the continuum of school rule violations and may not constitute student conduct subject to long-term suspension, expulsion, or mandatory reassignment;
- (b) Not require the student to miss substantial classroom time, instruction time, or school activities; and
- (c) Not, under any circumstance, allow an administrator, teacher, other member of the staff, or contractor to permanently or temporarily alter or cut a student's hair.

In addition, no student may be disproportionately affected by a dress code or grooming policy enforcement because of the student's gender, race, color, religion, disability, or national origin.

Model Policy: By December 1, 2024, NDE must develop and distribute a model dress code and grooming policy for schools that facilitates and encourages an inclusive and positive learning environment while complying with any applicable health or safety law, rule, regulation, ordinance, or resolution. The model policy may not:

- (a) Target, disproportionately impact, discriminate, or be applied in a discriminatory manner against any students on the basis of race, religion, sex, disability, or national origin;
- (b) Prohibit a student from wearing attire, including religious attire, natural and protective hairstyles, adornments or other characteristics associated with race, national origin, or religion; or
- (c) Require a student's hair be permanently or temporarily altered.

The model policy must include a statement that specifies that enforcement of a violation of the policy must be done in a manner that is consistent with a school's overall discipline plan and in a consistent manner.

NDE may develop as part of the dress code and grooming policy a health and safety standard that allows for the regulation of characteristics associated with race, national origin, or religion in the dress code and grooming policy under certain circumstances. The standard must:

- (a) Demonstrate that without the implementation of the standard, it is reasonably certain that the health and safety of the student or another individual will be impaired;
- (b) Require adoption of the standard for nondiscriminatory reasons;
- (c) Require that the standard be applied equally;

- (d) Require that the school engage in a good faith effort to reasonably accommodate the student and notify the student's parent or guardian, in a language that such parent or guardian understands, of such an attempt to accommodate the student's appearance or any attire, tribal regalia, hairstyles, adornment, or other characteristic associated with race, national origin, or religion;
- (e) Provide a process to obtain consent from a student's parent or guardian prior to altering a student's appearance or removing or altering a student's attire, tribal regalia, hairstyle, adornment, or other characteristic associated with race, national origin, or religion; and
- (f) Provide a process to ensure records are kept on each effort to reasonably accommodate a student's appearance, attire, hairstyle, adornment, or other characteristics associated with race, national origin, or religion occurring at school, on school grounds, or at a school-sponsored event and ensure that such records allow for analysis of related data and delineate:
 - (i) The reason for such student's referral relating to the dress code and grooming policy; and
 - (ii) Federally identified demographic characteristics of such student.

Definitions: LB 298 provides the following definitions for purposes of the provisions related to the dress code and grooming policy.

- (a) “National origin” includes characteristics associated with actual or perceived place of birth, ancestry, or ethnicity including, but not limited to, skin color, natural and protective hairstyles, headdress, tribal regalia, and attire;
- (b) “Natural and protective hairstyles” include, but are not limited to, braids, locks, twists, tight coils or curls, cornrows, bantu knots, afros, weaves, wigs, or head wraps;
- (c) “Race” includes characteristics associated with actual or perceived race, ancestry, or ethnicity including, but not limited to, skin color, natural and protective hairstyles, tribal regalia, and attire;
- (d) “Religious attire and characteristics associated with religion” includes, but not limited to, natural and protective hairstyles, tribal regalia, burkas, hijabs, head wraps, or other headdress, adornments, and clothing garments used to express or observe one's religious beliefs; and
- (e) “Tribal regalia” includes natural and protective hairstyles and traditional garments, jewelry, or other adornments or similar objects of cultural significance worn by members of an indigenous tribe of the United States or another country. Tribal regalia does not include any dangerous weapon or, except in compliance with an appropriate federal permit, any object that is otherwise prohibited by federal law.

Interstate Teacher Mobility Compact

The compact would facilitate the mobility of teachers across the member states. Member states have been trying to establish a collective regulatory framework that expedites and enhances the ability of teachers to move across state lines and maintain their teaching certificate.

The compact is intended to achieve the following when member states all ratify the same intentions:

- Create a streamlined pathway to licensure mobility for teachers;
- Support the relocation of eligible military spouses;
- Facilitate and enhance the exchange of licensure, investigative, and disciplinary information between members;
- Enhance the power of state and district-level education officials to hire qualified, competent teachers by removing the barriers to employing out-of-state teachers;
- Support the retention of teachers in the profession by removing the barriers of re-licensure in a new state; and
- Maintain state sovereignty in the regulation of the teaching profession.

The compact will not go into effect until the date on which a tenth member state has enacted the compact into its laws. Withdrawing from the compact occurs six months after the enactment of the repealing of the statute.

E. Education Committee Priority Package, LB 705.

LB 705	<i>Sponsor</i>	<i>Committee</i>	<i>Passed</i>	<i>Subject</i>
	Murman	Education	47-0 5/30/23	Provide, change, transfer, and eliminate provisions relating to education

Operative Dates: The emergency clause is attached to LB 705 so that the legislation becomes law one day after the Governor signs it into law (June 2, 2023). However, the measure provides a series of actual operative dates for various components within LB 705 as noted in the analysis below.

Severability Clause: The severability clause is attached to LB 705 so that if any section or any part of any section is declared invalid or unconstitutional, the declaration would not affect the validity or constitutionality of the remaining portions.

Fiscal Impact: The combined fiscal impact of LB 705 for the state is estimated to be approximately \$47 million in FY2023-24 and \$39 million in FY2024-25. This is offset principally through revenue from lottery proceeds in the amount of about \$23 million for each of the next two years. There will also be a fiscal impact on school districts to comply with many new mandates. School employees will also have new mandated requirements as part of their employment. There will also be financial benefits offered through various components of LB 705 to both school districts and some school employees.

As passed and signed into law, LB 705 encompasses multiple changes to elementary and secondary education and post-secondary education. Including the original provisions of LB 705, there are components of 24 separate legislative bills incorporated into LB 705, which serves as the vehicle for the Education Committee Priority Package. The summaries are divided into categories as follows:

Education Committee Priority Package, LB 705

Category	Measure	Pg.
Special Education / Option Enrollment	LB 153 (DeBoer) creates the Extraordinary Increase in Special Education Expenditures Act	9
	LB 414 (Conrad) changes provisions relating to the enrollment option program	9
School Participation	LB 372 (Murman) part-time enrollment in public schools and extracurricular activities	10
Teacher Retention and Recruitment	LB 385 (Linehan) adopts the Nebraska Teacher Recruitment and Retention Act	11
	LB 603 (Linehan) changes the Alternative Certification for Quality Teachers Act	12
	LB 705 (Murman) creates Para to Teacher Program	13
	LB 724 (Vargas) eliminates basic skill test for eligibility for teaching certificates	14
	LB 762 (DeBoer) creates the Nebraska Paraprofessional to Teacher Program	14
School Safety and Mental Health	LB 516 (Walz) school safety and support for students' mental health	15
	LB 585 (Hughes) requires behavioral and mental health training	15
	LB 705 (Murman) mental health training grant program	16
Graduation Requirements	LB 201 (Vargas) requires high school students to complete the FAFSA form	17
Curriculum	LB 520 (Walz) changes the Computer Science and Technology Education Act	18
	LB 787 (Wayne) adopts the STEEM Development Act	19
Youth Organizations	LB 805 (von Gillern) requires access to students in schools by a youth organization	20
Student Discipline	LB 632 (McKinney) Prohibits suspension of students in prekindergarten through 2nd grade	21
	LB 705 (Murman) Behavioral Intervention Training / Teacher Support Act	22
	LB 774 (Vargas) comprehensive changes to the Student Discipline Act	24
	LB 811 (Murman) use of physical restraint and removal from classroom	28
Textbook Loan Program	LB 647 (McDonnell) Relates to purchase and loan of textbooks for K-12 private schools	29
Diploma Program	LB 648 (McDonnell) develops a workforce diploma program	29
Juvenile Justice	LB 708 (Arch) requires memo of understanding for the sharing of data relevant to students	30

Special Education / Option Enrollment

LB 153	<i>Sponsor</i>	<i>Subject</i>
	DeBoer	Creates the Extraordinary Increase in Special Education Expenditures Act

Sections within LB 705: 39-42, and 92.

Operative Date: June 2, 2023.

LB 153 as amended into LB 705 creates the Extraordinary Increase in Special Education Expenditures Act. The measure also amends the Special Education Act.

The idea behind the measure is to assist school districts with large, unexpected special education expenditures and allow school districts to more easily meet the needs of all students.

By January 15th of each school fiscal year, a school district with expected special education expenditures that total (a) at least \$50,000 annually or (b) one-half percent or more of the school district's annual budget, whichever is greater, may submit an application to NDE for a payment from the Education Future Fund to cover an extraordinary increase in special education expenditures. The application must include the special education expenditures of the applicant school district as of the immediately preceding December 31st for the school fiscal year in which the application is submitted.

NDE is required to divide the special education expenditures for the school fiscal year immediately preceding the school fiscal year in which an application is submitted by two and multiply the result by 107% for each applicant school district.

NDE must make a payment to each applicant school district by January 31st for the school fiscal year in which the application is submitted. The payment would equal the maximum payment, except that if the sum of all maximum payments for applicant school districts for such school fiscal year exceeds the available balance permitted in the Education Future Fund (\$2.5 million), each payment would be reduced proportionally so that the sum of all payments for applicant school districts for such school fiscal year equals the available balance.

The measure provides intent to use up to \$2.5 million per year from the Education Future Fund for purposes of the Extraordinary Increase in Special Education Expenditures Act. Note that the original amount requested in LB 153 was \$10 million per year.

LB 414	<i>Sponsor</i>	<i>Subject</i>
	Conrad	Changes provisions relating to the enrollment option program

Sections within LB 705: 55-57, and 95.

Operative Date: September 2, 2023.

LB 414 as amended into LB 705 revises the Enrollment Option Program.

Capacity for special education services operated by an option school district will be determined on a case-by-case basis. If an application for option enrollment received by a district indicates that the student has an individualized education plan (IEP) under the Individuals with Disabilities Education Act (IDEA) or has been diagnosed with a disability, the application will be evaluated by the district's director of special education services (or designee), on a case-by-case basis, who will then determine if the district has the capacity to provide the applicant the appropriate services and accommodations.

Prior to October 15th of each year, a district's school board may declare a program, class, or school unavailable to option students for the next school year due to lack of capacity.

If an application is rejected by the option district, the rejecting district must provide written notification to the parent or guardian stating the specific reasons for the rejection including, for students with an IEP, a description of services and accommodations required that the district does not have the capacity to provide.

By July 1, 2024, and each July 1st thereafter, each school district must provide to NDE, on forms prescribed by the department, information relating to all applications rejected by the option school district. The information must include:

- (a) the number of applications rejected in each public school in such district,
- (b) an explanation why each application was rejected,
- (c) whether each application for option enrollment indicated that the student had an IEP or had been diagnosed with a disability, and
- (d) whether information regarding the specific reasons for the rejection was provided to the applicant.

NDE is required to annually compile the information received and provide a report on such information electronically to the Legislature beginning on September 1, 2024, and each September 1st thereafter.

School Participation

LB 372	<i>Sponsor</i>	<i>Subject</i>
	Murman	Part-time enrollment in public schools and extracurricular activities

Section within LB 705: 75.

Operative Date: September 2, 2023.

LB 372 as amended into LB 705 changes the part-time enrollment law (§ 79-2,136). The measure provides that each school board must allow the part-time enrollment of students, for all courses

selected by the students, who are residents of the school district and who are also enrolled in a private school or a home school.

New language in the law provides that each school board must establish policies and procedures to allow any student who is a resident of the school district and who is enrolled in a home school to participate in any extracurricular activities, including, but not limited to, interschool competitions, to the same extent and subject to the same requirements, conditions, and procedures as a student enrolled in a public school governed by the board, EXCEPT that a home school will set the standards for satisfactory academic performance for a student from the school to participate in extracurricular activities and would provide assurances of compliance with the academic standards.

School board policies and procedures adopted:

- (a) must require any student participating in extracurricular activities to be enrolled in no more and no less than five credit hours offered by the school district in any semester,
- (b) may not allow any preference in the selection of a student for participation in an extracurricular activity based on the student's status as a full-time student in the school district, and
- (c) may require any student participating in extracurricular activities to follow school policies that apply to other students when present on school grounds or at a school-sponsored activity or athletic event.

Participation in extracurricular activities may not entitle a student to transportation, except to and from practices and events to the same extent as public school students participating in the activities, or transportation reimbursement. Such students are not exempt from the compulsory attendance law.

Teacher Retention and Recruitment

LB 385	<i>Sponsor</i>	<i>Subject</i>
	Linehan	Adopts the Nebraska Teacher Recruitment and Retention Act

Sections within LB 705: 43-50.

Operative Date: June 2, 2023.

LB 385 as amended into LB 705 creates the Nebraska Teacher Recruitment and Retention Act. The purpose of the Nebraska Teacher Recruitment and Retention Act is to provide financial incentives to recruit and retain teachers in Nebraska classrooms.

Under the program, a teacher may apply to NDE for a grant. The department may not prioritize a grant based upon the school where the applicant teaches.

A teacher is eligible to apply for:

- (a) A “retention one grant” of \$2,500 if the teacher has signed a contract to complete the teacher's second complete school year of full-time employment as a teacher at a Nebraska school in school year 2023-24, 2024-25, 2025-26, or 2026-27;
- (b) A “retention two grant” of \$2,500 if the teacher has signed a contract to complete the teacher's fourth complete school year of full-time employment as a teacher at a Nebraska school in school year 2023-24, 2024-25, 2025-26, or 2026-27;
- (c) A “retention three grant” of \$2,500 if the teacher has signed a contract to complete the teacher's sixth complete school year of full-time employment as a teacher at a Nebraska school in school year 2023-24, 2024-25, 2025-26, or 2026-27; and
- (d) (i) A “high-need retention grant” of \$5,000 if on or after June 2, 2023, a teacher:
 - (A) Obtains an endorsement in special education, mathematics, science, technology, or dual credit; and
 - (B) Signs a contract to complete a school year of full-time employment as a teacher at a Nebraska school in school year 2024-25, 2025-26, or 2026-27.
- (ii) A teacher may only be eligible to receive one high-need retention grant.

The measure provides intent to encourage individual schools and school districts to adopt policies incentivizing teacher recruitment and retention through policies similar to the Nebraska Teacher Recruitment and Retention Act. Teachers at schools not adopting a recruitment and retention policy are not prohibited from receiving a grant under the Nebraska Teacher Recruitment and Retention Act.

The measure appropriates \$10 million from the Education Future Fund to fund the Teacher Recruitment and Retention Act. The Nebraska Teacher Recruitment and Retention Act terminates on January 1, 2028.

LB 603	<i>Sponsor</i>	<i>Subject</i>
	Linchan	Changes the Alternative Certification for Quality Teachers Act

Sections within LB 705: 54, 86, 87.

Operative Date: September 2, 2023.

LB 603 as amended into LB 705 modifies the Alternative Certification for Quality Teachers Act.

The measure requires the Commissioner of Education to issue an alternative certificate to teach on a full-time basis to any applicant who:

- (a) Possess a baccalaureate degree; and
- (b) Has successfully completed an alternative teacher certification program operated by an organization that satisfies the following criteria:

- (i) The organization operates in at least five states;
- (ii) The organization has operated an alternative teacher certification program for at least ten years; and
- (iii) The program requires candidates to pass a subject area examination and the pedagogy examination, known as the professional teaching knowledge examination, to receive a certificate under such program.

Note: Not coincidentally, the organization that pursued this legislation, the American Board For Certification of Teacher Excellence, would be the qualifying entity to provide these services as per LB 603.

A certificate issued under this measure only authorizes an individual to teach the subject and educational levels for which the individual has successfully completed an alternative teacher certification program.

Issuance of an alternative certificate to teach would be subject to a criminal history record information check and payment of any required fees.

An individual who receives an alternative certificate to teach must:

- (a) Participate in a school district clinical experience for one semester in the individual's first semester of employment as a teacher; and
- (b) Be subject to the same certification criteria as an individual who completes a traditional teacher preparation program if converting the alternative certificate to teach to a standard certificate to teach.

LB 705	<i>Sponsor</i>	<i>Subject</i>
	Murman	Para to Teacher Program

Sections within LB 705: 88.

Operative Date: September 2, 2023.

Beginning in fiscal year 2024-25, LB 705 requires the commissioner to grant a temporary certificate to teach on a full-time basis to any applicant who:

- (i) Has completed two years at a college or university accredited by an accrediting organization recognized by the U.S. Department of Education with at least 48 or more semester credit hours or obtained an associate degree from such a college or university;
- (ii) Is employed as a paraprofessional or paraeducator at an elementary school, middle school, or high school in Nebraska; and
- (iii) Has passed any appropriate subject area examination as designated by the State Board of Education.

Issuance of a temporary certificate to teach is subject to a criminal history record information check.

LB 724	<i>Sponsor</i>	<i>Subject</i>
	Vargas	Eliminates basic skills test for eligibility for teaching certificates

Sections within LB 705: 82-85.

Operative Date: September 2, 2023.

LB 724 as amended into LB 705 removes the basic skills test requirements for teaching certificates. The measure retains the test for content knowledge.

LB 762	<i>Sponsor</i>	<i>Subject</i>
	DeBoer	Creates the Nebraska Teacher Apprenticeship Program

Sections within LB 705: 51.

Operative Date: June 2, 2023.

LB 762 as amended into LB 705 requires NDE to create and administer the Nebraska Teacher Apprenticeship Program. The purpose of the program is to help recruit and increase the number of teachers throughout the state by utilizing an apprenticeship model for training.

The program must provide for an applicant who successfully completes the program to obtain a certificate or permit issued by the Commissioner of Education. NDE may work with standard institutions of higher education, the Department of Labor, and other entities NDE deems necessary to develop and implement the program.

An individual may apply for participation in the program if the individual:

- (a) is an employee of a school approved or accredited by NDE or
- (b) has a contract to begin working for a school approved or accredited by NDE at the start of the school year for which the individual is applying for participation in the program.

NDE must determine requirements for completion of the program by an applicant. The requirements must include:

- (a) The completion of a one-year apprenticeship in a classroom;
- (b) A baccalaureate degree from a standard institution of higher education; and
- (c) Successful completion of a subject area examination and pedagogy examination created by the department as part of the program.

The Commissioner of Education is required to issue a certificate to teach to an applicant who successfully completes the program.

The measure appropriates \$1 million for fiscal year 2023-24 and each fiscal year thereafter from the Education Future Fund to NDE for the program.

School Safety and Mental Health

LB 516	<i>Sponsor</i>	<i>Subject</i>
	Walz	Increases school safety and support for students' mental health

Sections within LB 705: 100, 108, 124, 125.

Operative Date: July 1, 2023 (Section 100); September 2, 2023 (Sections 108, 124, 125).

Safe2Help Nebraska

LB 516 as amended into LB 705 appropriates \$870,000 from the General Fund for fiscal year 2024-25 and each fiscal year thereafter to NDE to carry out the School Safety and Security Reporting System Act (Safe2Help Nebraska). This provision is operative on July 1, 2023.

Grant Program

The measure requires the Commissioner of Education to create and administer a competitive grant program to provide funding to school districts and to ESUs on behalf of approved or accredited nonpublic schools for security-related infrastructure projects. The qualifying projects may include, but not limited to, surveillance equipment, door-locking systems, and double-entry doors for school buildings. Subject to available appropriations, NDE must provide a grant to any school district or ESU that applies for a grant for use in funding qualifying projects.

A school district receiving a grant must divide the use of grant funds as evenly as possible among all eligible school buildings within the district.

An ESU may apply to NDE for a grant for use in funding qualifying projects at approved or accredited nonpublic schools that contract with the ESU on such qualifying projects. An approved or accredited nonpublic school may apply to and contract with the appropriate ESU in the school's area in a manner prescribed by the ESU for purposes of funding qualifying projects.

The measure makes a one-time \$10 million appropriation to NDE to administer the grant program.

LB 585	<i>Sponsor</i>	<i>Subject</i>
	Hughes	Requires behavioral and mental health training

Sections within LB 705: 76, 77.

Operative Date: September 2, 2023.

LB 585 as amended into LB 705 changes the duties of the state school security director. The measure requires the director to oversee behavioral and mental health training, with a focus on suicide awareness and prevention in public schools.

The measure modifies an existing mandate for school employees. Beginning in school year 2023-24, all public school employees who interact with students and any other appropriate personnel, as

determined by the school superintendent, must receive at least one hour of behavioral and mental health training with a focus on suicide awareness and prevention training each year. The training may include, but not limited to:

- (i) topics such as identification of early warning signs and symptoms of behavioral and mental health issues in students,
- (ii) appropriate and effective responses for educators to student behavioral and mental health issues,
- (iii) trauma-informed care, and
- (iv) procedures for making students and parents and guardians aware of services and supports for behavioral and mental health issues.

LB 705	<i>Sponsor</i>	<i>Subject</i>
	Murman	Mental health training grant program

Sections within LB 705: 6, 7.

Operative Date: July 1, 2023.

LB 705 establishes a mental health training grant program. NDE is required to award mental health training grants from any money available in the Mental Health Training Cash Fund. A grantee may be a school district or an ESU.

Each applicant for a mental health training grant must describe in the application the training to be provided under the grant on:

- (a) The skills, resources, and knowledge necessary to assist students in crisis to connect with appropriate local mental health services;
- (b) Mental health resources, including, but not limited to, the location of local community mental health centers; and
- (c) Action plans and protocols for referral to such resources.

Each application for a mental health training grant must also include in the application a description of how the training to be provided under the grant will prepare recipients of such training to:

- (a) Safely de-escalate crisis situations;
- (b) Recognize the signs and symptoms of mental illness, including, but not limited to, schizophrenia, bipolar disorder, major clinical depression, and anxiety disorders; and
- (c) Timely refer a student to available mental health services in the early stages of the development of a mental disorder to avoid the need for subsequent behavioral health care and to enhance the effectiveness of mental health services.

Notes: The measure creates the Mental Health Training Cash Fund to be administered by NDE and will consist of money transferred via proceeds from lottery revenue dedicated for education. LB 705 sets aside 1.5% of the lottery proceeds dedicated for education to be used for the Mental Health Training Cash Fund.

Grants received under this grant program would be considered special grant funds under TEEOSA.

Graduation Requirements

LB 201	<i>Sponsor</i>	<i>Subject</i>
	Vargas	Requires high school students to complete the FAFSA form

Section within LB 705: 79.

Operative Date: September 2, 2023.

Beginning in school year 2024-25, each public high school student must complete and submit to the U.S. Department of Education a Free Application for Federal Student Aid (FAFSA) prior to graduating from high school.

A public high school student would not be required to comply if:

- (i) A parent or legal guardian of or a person standing in loco parentis to the student signs and submits the appropriate form indicating that the parent, legal guardian, or person standing in loco parentis authorizes the student to decline to complete and submit an application;
- (ii) The school principal or the school principal's designee signs and submits the appropriate form authorizing the student to decline to complete and submit an application *for good cause as determined by the school principal or the school principal's designee*; or
- (iii) A student who is 19 years of age or older or is an emancipated minor signs and submits the appropriate form stating that the student declines to complete and submit an application.

The Commissioner of Education must prescribe the forms to be used by each public high school. The forms must be made available:

- (i) By each public high school to students, parents and legal guardians of students, and persons standing in loco parentis to students; and
- (ii) In English, Spanish, and any other language spoken by a majority of the students enrolled in any English learner program at the public high school.

The school principal or the school principal's designee of each public high school must provide the compliance information to the school district or governing authority for the public high school and to NDE without disclosing, for any student who has complied with the requirements, personally identifiable information. The school principal or school principal's designee must

provide separately the aggregate number of students who have not complied and who complied, unless otherwise prohibited by federal or state law regarding the confidentiality of student educational information.

By December 31, 2025, and by December 31st of each year thereafter, the Commissioner of Education must electronically submit a report with the information received by NDE to the Clerk of the Legislature.

The State Board of Education is required to adopt and promulgate rules and regulations as necessary to implement this section. The rules and regulations must include, but not limited to:

- (a) A timeline for the distribution of the Free Application for Federal Student Aid and the relevant forms by public high schools and for the submission of the FAFSA and the forms prescribed;
- (b) Standards regarding the information that a public high school must provide to students regarding:
 - (i) Instructions for filling out the FAFSA;
 - (ii) The options available to a student if a student wishes to decline to complete and submit a FAFSA; and
 - (iii) The method by which a student must provide proof to the public high school that the student has completed and submitted the FAFSA or a form prescribed.
- (c) A requirement for each public high school to report the number of students who completed and submitted a FAFSA and the number of students who instead submitted a form prescribed.

Curriculum

LB 520	<i>Sponsor</i>	<i>Subject</i>
	Walz	Changes the Computer Science and Technology Education Act

Sections within LB 705: 79, 81, 101, 102.

Operative Date: September 2, 2023.

Background

LB 1112 was passed and signed into law during the 2022 Session. LB 1112, introduced by Senator McKinney, created the Computer Science and Technology Act, changed academic standards, and increased the credit hours required for graduation from high school.

Beginning with the 2024-25 school year, school districts must consult with NDE to include computer science and technology education in the instructional programs of its elementary and middle schools, and require each student to complete at least one five-credit high school course in computer science & technology prior to graduation.

By December 1, 2025, and by December 1 each year thereafter, school districts must provide an annual report to its school board and NDE demonstrating student progress in computer science and technology courses and other district-determined measures of computer science and technology education progress from the previous school year.

Revisions

LB 520 as amended into LB 705 delays the implementation timeline by a year and changes some of the requirements created under LB 1112 (2022).

The measure provides that, beginning in school year 2027-28, at least five of the minimum credit hours must include computer science and technology education.

The measure also states that the five high school credit hour requirement may be met by a single course or combination of high school courses that cover the computer science and technology academic content standards and may be made available in a traditional classroom setting, a blended-learning environment, or an online-based or other technology-based format.

The measure further states that by December 1, 2026, and by each December 1st thereafter, in order to promote and support computer science and technology education, each school district must provide an annual computer science and technology education status report to its school board and NDE, including student progress on the computer science and technology courses and other district-determined measures of computer science and technology education progress from the previous school year.

By March 1, 2024, the State Board must adopt measurable academic content standards for computer science and technology education under the mathematics, science, or career and technical education standards.

LB 787	<i>Sponsor</i>	<i>Subject</i>
	Wayne	Adopts the STEEM Development Act

Section within LB 705: 90.

Operative Date: July 1, 2023.

NOTE that Section 90 of LB 705 incorporates the provisions of LB 787 (STEEM) and also part of the original LB 705 as introduced (School Improvement Grant Program).

STEEM

Beginning January 1, 2024, the State Board of Education must establish an innovation grant program to procure or purchase an annual license for learning platforms for use in schools to engage students in coursework and careers in Science, Technology, Engineering, Entrepreneurship, and Mathematics (STEEM). A “learning platform” is defined as a three-dimensional, game-based learning platform for use by middle school and high school students.

The State Board must also establish standards that a learning platform must meet in the subject areas of chemistry and physical science, business, and mathematics. The State Board must develop a plan related to how it will prioritize the grant applications.

A developer may apply to NDE for a grant for a learning platform that:

- (a) Is designed to teach information related to chemistry and physical science, business, or mathematics;
- (b) Aligns with the standards established by the state board relating to chemistry and physical science, business, or mathematics;
- (c) Connects such standards with real-world technologies and applications;
- (d) Highlights science, technology, engineering, entrepreneurship, and mathematics career pathways in Nebraska; and
- (e) Meets any additional requirements set out by the State Board.

Any developer that receives a grant must provide access to and use of its learning platform to all Nebraska school districts. Grants would be awarded by July 1st of each year.

School Improvement Grant Program

Under LB 705, the State Board is required to establish an improvement grant program in areas including:

- (1) teacher recruitment and retention,
- (2) improvement for schools and school districts,
- (3) improvement in student performance in the subject areas of reading and mathematics, and
- (4) other improvement areas identified by the state board.

Funding

Ten percent of the lottery proceeds outlined in LB 705 would be allocated as follows:

- 8.75% would be used for STEEM grants; and
- 1.25% would be used for School Improvement Grants.

Youth Organizations

LB 805	<i>Sponsor</i>	<i>Subject</i>
	von Gillern	Requires access to students in schools by a youth organization

Section within LB 705: 126.

LB 632 as amended into LB 705 prohibits an elementary school from suspending a student in pre-kindergarten through second grade. Each school district is required to develop a policy to implement this provision, which must include disciplinary measures inside the school as an alternative to suspension.

Exception

An elementary school may suspend a student in pre-kindergarten through second grade if the student brings a “deadly weapon” 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 his/her designee, or at a school-sponsored activity or athletic event.

Under the Nebraska Criminal Code (§ 28-109), “deadly weapon” is defined as any firearm, knife, bludgeon, or other device, instrument, material, or substance, whether animate or inanimate, which in the manner it is used or intended to be used is capable of producing death or serious bodily injury.

LB 705	<i>Sponsor</i>	<i>Subject</i>
	Murman	Behavioral Intervention Training and Teacher Support Act

Sections within LB 705: 2-5.

Operative Date: July 1, 2023.

Sections 2 to 5 of LB 705 create the Behavioral Intervention Training and Teacher Support Act, which includes new school employee training requirements and the implementation of a behavior awareness point of contact program.

Behavioral Intervention Training

Beginning in school year 2024-25, the ESUCC must:

- (a) ensure annual behavioral awareness training is available statewide and
- (b) develop, implement, and administer an ongoing statewide teacher support system.

Beginning in school year 2026-27, each school district must ensure that each administrator, teacher, paraprofessional, school nurse, and counselor receives behavioral awareness training.

Each administrator, teacher, paraprofessional, school nurse, and counselor who has received the training must receive a behavioral awareness training review at least once every three years. Each school district may offer such training, or similar training, to any other school employees at the discretion of the school district.

In addition, all school employees must have a basic awareness of the goals, strategies, and schoolwide plans included in the training.

Operative Date: September 2, 2023.

LB 805 as amended into LB 705 requires each school district, upon request, to allow a representative of any “youth organization” to provide:

- (i) oral or written information to the students of such school district regarding the youth organization and how the youth organization furthers the educational interests and civic involvement of students in a manner consistent with good citizenship, and
- (ii) services and activities to any student of such school district who is a member of the youth organization.

Each requesting youth organization must be permitted to provide such information, services, and activities in a school building or on the school grounds of a school in each school district at least once during each school year.

Each school district must make a good faith effort to select a date, time, and location for each requesting youth organization to provide such information, services, or activities that is mutually agreeable to the school district and to the youth organization. Oral information may only be provided during noninstructional time.

Prior to allowing a representative of a youth organization to provide information, services, or activities at a school, the representative will be subject to a background check. Except as otherwise provided by the measure or by the rules and regulations of the Nebraska State Patrol, the parameters of the background check will be determined by the relevant school district.

A school district may prohibit any representative of a youth organization that has been convicted of a felony from providing information, services, or activities at any school in the school district. Each representative of a youth organization is responsible for all costs associated with obtaining such background checks.

The measure provides that nothing may be construed to supersede a parent's ability to exercise any rights such parent has under a school district policy established under the Parental Involvement Act (§ 79-531).

The measure defines “youth organization” as a corporation chartered by Congress and listed in 36 U.S.C. Subtitle II, Part B, as of January 1, 2023.

Student Discipline

LB 632	<i>Sponsor</i>	<i>Subject</i>
	McKinney	Prohibits suspension of students in prekindergarten through 2nd grade

Sections within LB 705: 58, 60, 63, 66.

Operative Date: July 1, 2023 (Section 58); September 2, 2023 (Section 60).

Behavioral awareness training must include, but not limited to, evidence-based training on a continuum that includes:

- (a) Recognition of detrimental factors impacting student behavior, including, but not limited to, signs of trauma;
- (b) Positive behavior support and proactive teaching strategies, including, but not limited to, expectations and boundaries; and
- (c) Verbal intervention and de-escalation techniques.

By July 1, 2025, and each July 1 thereafter, each school district must submit a behavioral awareness training report to the ESUCC. The report must include the school district behavioral awareness training plan and summarize how such plan fulfills the requirements.

By December 31, 2025, and each December 31 thereafter, the ESUCC must submit a report electronically to the Education Committee summarizing (i) the behavioral awareness training reports received by school districts, (ii) the various trainings provided across the state, the teacher support system, and (iii) a financial report of funding received and expended in accordance with the Behavioral Intervention Training and Teacher Support Act.

Points of Contact

Each school district must designate one or more school employees as a “behavioral awareness point of contact” for each school building or other division as determined by the school district. Each point of contact must be trained in behavioral awareness and must have knowledge of community service providers and other resources that are available for the students and families in the school district.

Each school district must indicate each behavioral awareness point of contact for the school district on the district website and in any school directory for the school that the behavioral awareness point of contact serves.

Each school district must maintain or have access to a registry of local mental health and counseling resources. The registry must include resource services that can be accessed by families and individuals outside of school.

Each point of contact must coordinate access to support services for students whenever possible. If information for an external support service is provided to an individual student, then school personnel must notify a parent/guardian of the student in writing unless the recommendation involves law enforcement or child protective services.

Notes: Behavioral awareness training and the teacher support system will be funded by the Behavioral Training Cash Fund. Eight percent of the lottery funds available for education purposes would be used for this training.

Any funding received by a school district for behavioral awareness training would be considered special grant funds for purposes of TEEOSA.

LB 774	<i>Sponsor</i>	<i>Subject</i>
	Vargas	Provides comprehensive changes to the Student Discipline Act

Sections within LB 705: 58, 61, 62, 64, 65, 67-74.

Operative Date: September 2, 2023.

Background: Senator Vargas has introduced legislation similar to LB 774 since 2018:

- LB 999 (2018) – Indefinitely postponed;
- LB 515 (2019) – Passed in 2020; vetoed;
- LB 198 (2021) – Placed on General File; Indefinitely postponed; and
- LB 774 (2023) – Placed on General File; merged into LB 705; passed and signed into law.

In 2020, LB 515 was passed by a narrow 26-7 vote and ultimately vetoed by the Governor. In his veto message, dated April 17, 2020, Governor Ricketts stated:

It is not wise public policy to turn school discipline matters into court proceedings or arbitration. The bill disregards the safety of teachers and other students. Student discipline must balance the rights of students and the need for a safe learning environment. While well intentioned, LB 515 misses that mark. School districts have contacted me to share their concerns that the bill will adversely affect their staff and students. These concerns are serious and cannot be ignored.

Since 2018, Senator Vargas has used the same language in his Statement of Intent:

[A]amends portions of the Student Discipline Act in an attempt to clarify and build on original legislative intent: “to assure the protection of all elementary and secondary school students’ constitutional right to due process and fundamental fairness within an orderly and effective educational process.”

LB 774 as amended into LB 705 modifies the Student Discipline Act in several areas and also adds new sections to the Act.

Mandatory Reassignment

LB 774 amends the definition of “mandatory reassignment” from currently meaning “the involuntary transfer of a student to another school in connection with any disciplinary action” to “the involuntary transfer of a student to another school.”

Short Term Suspension

Under current provisions of the Act, the principal must send a written statement to the student and his/her parent or guardian describing the student's conduct, misconduct, or violation of the rule or standard and the reasons for the action taken *within 24 hours* or such additional time as is reasonably necessary following the suspension.

LB 774 specifies that such action may not exceed an additional 48 hours.

The principal must make a reasonable effort to hold a conference with the parent or guardian before or at the time the student returns to school.

LB 774 specifies that such effort must be documented in writing.

Completion of Classwork

LB 774 adds a new section to the Act (replacing a similar existing provision) stating that any student who is suspended SHALL be given an opportunity to complete any classwork and homework missed during the period of suspension, including, but not limited to, examinations. Each school district must develop and adopt guidelines that provide such student with the opportunity to complete classwork and homework. *Such guidelines may not require the student to attend the school district's alternative programs for expelled students in order to complete classwork and homework.* The guidelines must be provided to the student and a parent or guardian at the time of suspension.

Alternative Education Programs

LB 774 provides that at the conclusion of an expulsion, a school district must reinstate the student and accept nonduplicative, grade-appropriate credits earned by the student during the term of his or her expulsion from any Nebraska-accredited institution or institution accredited by one of the six regional accrediting bodies in the U.S.

Decision to Recommend Discipline

LB 774 provides that, if a principal makes a decision to discipline a student by long-term suspension, expulsion, or mandatory reassignment, such decision must be made within two school days after learning of the alleged student misconduct.

Under current provisions of the Act, the school must, within two school days after the decision, send written notice by registered or certified mail to the student and his/her parent or guardian informing them of the rights established under the Act.

The Act requires that such written notice must include a statement that, before long-term suspension, expulsion, or mandatory reassignment can be invoked, the student has a right to a hearing, upon request.

LB 774 stipulates that if the student is suspended pending the outcome of the hearing, the student may complete classwork and homework, including, but not limited to, examinations, missed during the period of suspension pursuant to district guidelines which shall not require the student to attend the school district's alternative programs for expelled students in order to complete classwork or homework.

Hearing

Current provisions of the Act do not preclude the student or the student's parent, guardian, or representative from discussing and settling the matter with appropriate school personnel prior to the hearing stage.

LB 774 strikes “hearing stage” and inserts “the time the long-term suspension, expulsion, or mandatory reassignment takes effect.”

The measure provides that, if a hearing is requested within five school days after receipt of the notice, the superintendent must “recommend appointment” (rather than appoint) a hearing examiner within two school days after receipt of the hearing request.

The student or the student's parent or guardian may request the designation of a hearing examiner other than the hearing examiner recommended by the superintendent if notice of the request is given to the superintendent within two school days after receipt of the superintendent's recommended appointment.

Upon receiving such a request, the superintendent must provide one alternative hearing examiner who is not an employee of the school district or otherwise currently under contract with the school district and whose impartiality may not otherwise be reasonably questioned.

The superintendent may also provide an additional list of hearing examiners that may include hearing examiners employed by or under contract with the school district. The student or the student's parent or guardian must, within five school days, select a hearing examiner to conduct the hearing who was recommended, provided as an alternative hearing examiner, or included on an additional list, if any, and must notify the superintendent in writing of the selection.

The superintendent must appoint the selected hearing examiner upon receipt of such notice.

Individuals whose impartiality may be reasonably questioned would include, but not be limited to, individuals who:

- (i) Have a personal bias or prejudice concerning a party;
- (ii) Have personal knowledge of evidentiary facts concerning the proceeding;
- (iii) Have served as legal counsel to the school district; or
- (iv) Have a spouse who is an employee of, or is under contract with, the school district.

A qualified hearing examiner must be an individual who has knowledge of the Act, training in its statutory requirements, or experience conducting student hearings.

Expenses and fees of any hearing examiner, in connection with the hearing, must be paid by the school board.

The hearing must be held within a period of five school days after appointment of the hearing examiner, but such time may be changed by the hearing examiner for good cause with consent of the parties.

The principal or legal counsel for the school, the student, and the student's parent, guardian, or representative have the right to receive a copy of all (not just examine) the records and written statements referred to in the Student Discipline Act as well as the statement of any witness in

the possession of the school board or board of education no later than 48 hours prior to the hearing.

Witnesses

LB 774 requires that the school district must make available those witnesses who have knowledge of or were involved in the alleged misconduct and subsequent discipline of the student if such witnesses are requested by the student or the student's parent, guardian, or representative and such witnesses are employees or under contract with the school district.

Final Disposition

LB 774 requires that, after a hearing, a report must be made by the hearing examiner of his/her findings and a recommendation of the action to be taken, which report must be made to the superintendent and the student or the student's parent or guardian within ten calendar days after the hearing and must explain, in terms of the needs of both the student and the school board, the reasons for the particular action recommended.

The bill requires the superintendent to notify the student or the student's parent or guardian of the superintendent's determination within five school days after receipt of the hearing examiner's report.

Written notice of the findings and recommendations of the hearing examiner and the determination of the superintendent must be made by certified or registered mail or by personal delivery to the student or the student's parent or guardian. Upon receipt of the written notice by the student, parent, or guardian, the determination of the superintendent would take immediate effect unless the student or the student's parent or guardian appeals the written notice of determination of the superintendent.

Duration of Expulsion

Under current provisions of the Act, the expulsion of a student would be for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within 10 school days prior to the end of the first semester, in which case the expulsion would remain in effect through the second semester, or (b) within 10 school days prior to the end of the second semester, in which case the expulsion would remain in effect for summer school and the first semester of the following school year subject to an automatic review at the start of the first semester.

LB 774 provides that, if the misconduct occurred prior to the last 10 school days of the first semester, and the expulsion takes effect in the second semester because the recommendation for expulsion was appealed to a hearing examiner or the school board, the length of the expulsion may not exceed the number of days it would have been in effect had the appeal not been made.

Final Action of Board

LB 774 amends the existing of the Act pertaining to final action of the board and states that final action must be taken within three calendar days after the hearing and be evidenced by personally delivering or mailing by certified mail a copy of the board's decision to the student and his or her parent or guardian within three calendar days after the final action.

LB 811	<i>Sponsor</i>	<i>Subject</i>
	Murman	Change provisions relating to the Student Discipline Act and provide for use of physical contact or physical restraint or removal from a class in response to student behavior, provide for behavioral awareness and intervention training, and change provisions relating to lottery funds used for education

Sections within LB 705: 1, 58, 59, 78.

Operative Date: July 1, 2023.

Background: The controversial legislation was the subject of five separate legislative measures by two different state senators (Groene and Murman) over the course of six years. NSEA was the only education-related organization to support these measures and NCSA took the lead in opposition. The focus of the various proposals was the use of physical force/intervention of students and the removal of students from the classroom by teachers.

- LB 595 (2017) – Placed on General File; Indefinitely postponed
- LB 147 (2019) – Placed on General File; Indefinitely postponed
- LB 673 (2021) – Indefinitely postponed
- LB 1179 (2022) – Indefinitely postponed
- LB 811 (2023) – Placed on General File; merged into LB 705; passed and signed into law

LB 811 as amended into LB 705 modifies the Student Discipline Act.

By July 1, 2025, NDE is required to develop and adopt a model policy relating to (i) behavioral intervention, behavioral management, (ii) classroom management, and (iii) removal of a student from a classroom in a school. The model policy must include appropriate training for school employees on behavioral intervention, behavioral management, classroom management, and removal of a student from a classroom in schools and how frequently the training must be required.

By August 1, 2025, each school district must develop and adopt a policy consistent with or comparable to the model policy developed by NDE, which will be a requirement for accreditation. The policy must be filed with the Commissioner of Education. The policy developed and adopted by a school district must be included with any notifications required under the Student Discipline Act.

Beginning in school year 2026-27, each school district must ensure that any school employee who has behavioral management responsibilities participates in behavioral awareness and intervention training consistent with the school district policy developed and adopted. The training must be provided by the school district or such school district's ESU.

Each school district must, either independently, or through its ESU, develop and provide behavioral awareness and intervention training to employees from the school who have behavioral management responsibilities. If such training is provided by the ESU, the training must be available to any ESU employee and any member school district employee that works in a school and has behavioral management responsibilities. The training must be consistent with the model policy developed by NDE.

This measure also amends accreditation laws (Section 79-703). Beginning August 1, 2025, accreditation standards will require each school district to develop and adopt a policy relating to behavioral intervention, behavioral management, classroom management, and removal of a student from a classroom.

Note: LB 705 (Section 1) provides that 8% of the lottery proceeds dedicated for education are set aside for behavioral training. This funding source would exist for fiscal years 2024-25 through 2028-29.

Textbook Loan Program

LB 647	<i>Sponsor</i>	<i>Subject</i>
	McDonnell	Relates to purchase and loan of textbooks for K-12 private schools

Section within LB 705: 80.

Operative Date: September 2, 2023.

LB 647 as amended into LB 705 modifies the Textbook Loan Program (§ 79-734). The measure changes provisions relating to the purchase and loan of textbooks for children enrolled in kindergarten to twelfth grade at a private school.

Beginning July 1, 2024, NDE must assume the reasonability of the textbook loan program and purchases for non-public schools. NDE is authorized to utilize up to 5% of the program's appropriated funds to administer the program.

NDE may also contract with a third-party vendor to assist in carrying out the implementation of the program.

The current allocation to the Textbook Loan Program is \$1,465,500 so the 5% being allocated to administer the program is equal to \$73,275.

Diploma Program

LB 648	<i>Sponsor</i>	<i>Subject</i>
	McDonnell	Develops a workforce diploma program

Sections within LB 705: 96, 97.

Operative Date: June 2, 2023.

LB 648 as amended into LB 705 modifies the Diploma of High School Equivalency Assistance Act, which was created in 2013.

Under current law (§ 79-2304), the Legislature sets aside funds to be used by NDE to provide assistance to institutions that offer high school equivalency programs

This measure enhances the existing law by expanding services and programs to support the completion of the general educational development program. Each institution must offer to eligible individuals adult dropout recovery services, including recruitment and learning plan development, and provide proactive coaching and mentoring to such individuals, culminating in qualification for a high school diploma. “Eligible individuals” would include adults and out-of-school youths 16 years of age or older who are not enrolled or required to be enrolled in secondary school under state law and who have not previously earned a high school diploma or diploma of high school equivalency.

Note: LB 814 (Section 50) provides funding in the amount of \$750,000 per year for the Diploma of High School Equivalency Assistance Act.

Juvenile Justice

LB 708	<i>Sponsor</i>	<i>Subject</i>
	Arch	Requires memo of understanding for the sharing of data relevant to students

Section within LB 705: 122.

Operative Date: June 2, 2023.

LB 708 as amended into LB 705 requires a memo of understanding for the sharing of data relevant to students.

By October 1, 2023, NDE, DHHS, the Office of Probation Administration, and the State Court Administrator must enter into a memorandum of understanding for the sharing of data relevant to students who are under the jurisdiction of the juvenile court.

The purpose of the sharing of data is to provide systems-wide coordination to improve educational opportunities and outcomes and to facilitate service coordination for such students. The memorandum must include the intent for NDE to contract with an outside consultant with expertise in the education of court-involved students to assist in the development of such policies and procedures.

The consultant must provide recommendations addressing issues that include, but not limited to, the following:

- (a) Identifying and defining the population of students whose data should be collected and shared;
- (b) Defining the specific types of data to be collected and shared;
- (c) Identifying shared data systems;
- (d) Identifying the entities and persons for which the data should be accessible;
- (e) Identifying both federal and state legal responsibilities and confidentiality parameters; and
- (f) Developing a uniform approach for the transfer of educational credits.

The development of the policies and procedures for the sharing of data must be collaborative and must include input from the appropriate entities including, but not limited to, NDE, DHHS, the Office of Probation Administration, the State Court Administrator, the juvenile court system, the superintendent of schools for the youth and rehabilitation centers, public school districts, educators, and court-involved students and their parents.

The consultant must provide a draft report containing the recommendations to the appropriate agency representatives and the Commissioner of Education, the chief executive officer of DHHS, and the Chief Justice of the Supreme Court by September 1, 2024.

NDE must complete a final report detailing the recommendations of the consultant and any policies and procedures that are being considered for adoption by December 1, 2024.

F. Other Provisions of LB 705.

1. Distribution of Lottery Proceeds.

Section within LB 705: 1.

Operative Date: July 1, 2023.

For fiscal years 2024-25 through 2028-29, the lottery proceeds available to be used for education would be distributed as follows:

- 8% to the Behavioral Training Cash Fund;
- 2% to the College Pathway Program Cash Fund;
- 7% to the Community College Gap Assistance Program Fund;
- 10% to the Department of Education Innovative Grant Fund;
- 3% to fund distance education incentives;
- 1% to the Door to College Scholarship Fund;
- 8% to the Excellence in Teaching Cash Fund;
- 1.5% to the Expanded Learning Opportunity Grant Fund;
- 1.5% to the Mental Health Training Cash Fund; and
- 58% to the Nebraska Opportunity Grant Fund.

For fiscal year 2029-30 and thereafter, the money available to be used for education would be transferred as the Legislature may direct.

2. College Pathway Program Act.

Sections within LB 705: 8-12.

Operative Date: July 1, 2023.

This measure requires NDE to develop and administer the College Pathway Program to provide grants beginning July 1, 2024, to eligible providers to provide services to underrepresented and low-income students in high school and postsecondary education.

A provider is eligible for a grant pursuant to the College Pathway Program Act if the provider offers, exclusively to underrepresented and low-income students, educational services that provide materials, services, and supports to (i) help a student graduate from high school, (ii) apply for admission to a postsecondary institution, and (iii) complete the requirements to receive an associate degree or a baccalaureate degree.

Educational services may include:

- (a) Assistance and tutorials which help students in completing applications for a college or university, including applying for aid through the Free Application for Federal Student Aid (FAFSA) or other scholarships;
- (b) Assistance and materials which help students take the appropriate high school classes in an area or field of study a student is interested in and any classes necessary for a student to gain acceptance at a postsecondary institution or complete the requirements and take the appropriate postsecondary education classes to receive an associate degree or a baccalaureate degree; and
- (c) Any other services specified pursuant to rules and regulations adopted and promulgated by the State Board of Education.

“Low-income student” is defined as a student eligible for free or reduced-priced lunches in high school or a student whose family's taxable income for the preceding year did not exceed 150% of the federal poverty level.

“Underrepresented student” is defined as a student whose race is not proportionately represented at the institution at which the student is enrolled or applying for admission as the representation of such race in the population of Nebraska.

3. Career-Readiness and Dual-Credit Education Grant Program (Sections 13 to 27)

The program would be administered by the Coordinating Commission for Postsecondary Education. The commission, in consultation with NDE, the Department of Labor, and any advisory committee established by the commission for such purpose, must:

- (a) Create and establish teacher education pathways enabling the instruction of dual-credit courses and career and technical education courses;
- (b) Correlate and prioritize teacher education pathways with Nebraska workforce demand;
- (c) Establish a grant program beginning on or after July 1, 2024, to distribute money from the Excellence in Teaching Cash Fund to teachers enrolled in education pathways leading to qualification to teach dual credit courses and career and technical education courses;
- (d) Establish a directory of available teacher education pathways in Nebraska identified by sequence and location; and
- (e) On December 31, 2025, and each December 31 thereafter, electronically submit an annual report on grants awarded pursuant to the Career-Readiness and Dual-Credit Education Grant Program to the Clerk of the Legislature. The report must include the number and amount of grants awarded, the postsecondary educational institutions attended by grant recipients, and information regarding the completion of instructor requirements to teach dual-credit courses and career and technical education courses.

4. **Door to College Scholarship Act.**

Section within LB 705: 28-38.

Operative Date: July 1, 2023.

This measure requires the Coordinating Commission for Postsecondary Education to provide for awards to be made directly to eligible students beginning with the 2024-25 school year. An award may not exceed a maximum of \$5,000 annually to an eligible student with a full-time status and must be prorated for eligible students with a part-time status. The commission may adjust the value of awards annually to make awards to all eligible applicants who apply by the application deadline set by the commission.

Educational expenses means student costs for tuition, mandatory fees, other education-related fees, room and board, books, and other costs related to a student's education;

Eligible student means an undergraduate student who:

- (a) Graduated from high school from an accredited education program at a youth rehabilitation and treatment center operated and utilized in compliance with state law OR graduated from an approved or accredited public, private, denominational, or parochial school within one year after being discharged from a youth rehabilitation and treatment center operated and utilized in compliance with state law;
- (b) Is enrolled in an eligible postsecondary educational institution;
- (c) Has applied for federal financial aid through the Free Application for Federal Student Aid (FAFSA) for the applicable award year;
- (d) Is a resident student who is domiciled in Nebraska; and

- (e) Complies with all other provisions of the Door to College Scholarship Act and any rules and regulations adopted and promulgated pursuant to the act;

A recipient of an award must:

- (a) Attend all required courses regularly;
- (b) Meet with an assigned advisor at regular intervals to discuss academic progress and to develop a job-search plan; and
- (c) Maintain good academic standing at the eligible postsecondary educational institution without any disciplinary action by such institution.

An award may be terminated if such person fails to meet the requirements of this section.

Part Two: What's Coming Next?

- A. Interim Studies, 2023.
- B. Legislative Measures Still Pending.
- C. The New Norm in the Nebraska Legislative Arena.

Part Three: School Finance

- LB 818 (Clements) creates the Education Future Fund;
- LB 583 (Sanders) provides for foundation aid and special education supplemental aid under the Tax Equity and Educational Opportunities Support Act; and
- LB 243 (Briese) adopts the School District Property Tax Limitation Act.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 147

Introduced by Murman, 38.

PURPOSE: The purpose of this resolution is to propose an interim study relating to parental involvement in public schools. The study shall include, but need not be limited to, an examination of:

(1) The current statutory requirements relating to parental involvement in schools;

(2) Potential statutory changes to such requirements; and

(3) The discussions and issues raised at the public hearing for Legislative Bill 374 introduced during the First Session of the One Hundred Eighth Legislature.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 148

Introduced by Murman, 38.

PURPOSE: The purpose of this resolution is to propose an interim study to examine the use of federal funds from the federal Elementary and Secondary School Emergency Relief Fund and the use of the Launch Nebraska website by the State Department of Education. The study shall include, but need not be limited to:

(1) The State Department of Education's use of federal funds from the federal Elementary and Secondary School Emergency Relief Fund;

(2) Content promoted and shared by the State Department of Education on the Launch Nebraska website; and

(3) The overall use of the Launch Nebraska website.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 149

Introduced by Murman, 38.

PURPOSE: The purpose of this resolution is to propose an interim study related to social-emotional learning. The study shall include, but need not be limited to:

- (1) The core concepts of social-emotional learning;
- (2) How school personnel in this state utilize social-emotional learning in the classroom; and
- (3) How social-emotional learning relates to teaching about topics such as race, racism, sexual education, and mental health.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.
2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

~~FIRST SESSION~~

LEGISLATIVE RESOLUTION 240

Introduced by Murman, 38.

PURPOSE: The purpose of this resolution is to propose an interim study to examine the impact of consolidation of educational service units.

This study shall include, but need not be limited to, an examination of the following:

(1) What additional responsibilities could be given to educational service units if such units were consolidated;

(2) Whether administrative costs for educational service units would be lower if such units were consolidated;

(3) How consolidation would affect the tax base and levy authority of educational service units;

(4) How to promote transparency within educational service units and about the responsibilities of educational service units;

(5) How to promote joint academic opportunities for community colleges and school districts with educational service units; and

(6) How to promote opportunities for educational service units to assist with mental health in schools.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 144

Introduced by Erdman, 47; Halloran, 33.

PURPOSE: The purpose of this resolution is to propose an interim study to examine the subject of school choice where all education funding is distributed on a per student basis and follows the student to the school of their choice.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 129

Introduced by DeKay, 40.

PURPOSE: The purpose of this resolution is to propose an interim study to examine the shortage of sports officials in Nebraska including, but not limited to, the shortage of officials registered by the Nebraska Schools Activities Association for the sports of baseball, basketball, football, softball, soccer, swimming and diving, track and field, volleyball, and wrestling.

In order to carry out the purposes of this resolution, the committee shall consider the input of the Nebraska Schools Activities Association.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 166

Introduced by Walz, 15.

PURPOSE: The purpose of this resolution is to propose an interim study to examine the impact of government-imposed mandates on school districts across the State of Nebraska.

Article VII, section 1, of the Constitution of Nebraska states that the "Legislature shall provide for the free instruction in the common schools of this state of all persons between the ages of five and twenty-one years." Understanding the accumulation of mandates over time from local, state, and federal governments imposed on local school districts and the changes, or lack thereof, in revenue is important to the State of Nebraska as both have a significant impact on the ability to maintain the strong education system of Nebraska.

This interim study shall include, but need not be limited to, an examination of the following:

- (1) History and impact of state and federal mandates on school districts;
- (2) History and impact of changes in revenue sources for school districts;
- (3) History and impact of the gap that may or may not exist between the historical change in cost of mandates and sources of revenue for school districts; and
- (4) Potential recommendations for legislation to address any such gap and the implications of such legislation.

In order to carry out the purpose of this resolution, the committee shall seek the input of the State Department of Education, school boards, school administrators, teachers, and educational service units of Nebraska.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 152

Introduced by Hughes, 24.

PURPOSE: The purpose of this resolution is to propose an interim study to examine all factors that may impact a school district's ability to attract and retain qualified superintendents and administrators and the impact such factors have upon the salary and benefits provided.

(1) The study shall include, but need not be limited to:

(a) The ability of school districts to readily obtain data relevant to the development of competitive compensation for superintendent and other administrator positions;

(b) A comparability analysis of the current compensation for superintendents for school districts categorized by the size of the district, the geographic location of the district, and the population of the community in which the district is located;

(c) An analysis of how superintendent compensation is influenced by qualifications and work experience;

(d) The correlation between the salaries and benefits offered to superintendents and the ability of a school district to recruit and retain individuals for such positions;

(e) How overall compensation for superintendents is influenced by other roles and duties performed by superintendents such as athletic director or principal;

(f) An analysis of school administrator compensation in Nebraska compared to school administrator compensation around the country;

(g) An analysis of school administrator compensation in Nebraska compared to compensation for other tax-funded professions in Nebraska and around the country; and

(h) Recommendations for any possible statutory changes to the Superintendent Pay Transparency Act.

(2) In order to carry out the purpose of this resolution, the committee shall seek the assistance of stakeholders in public education, including, but not limited to, school board members, administrators, and advocacy groups.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 192

Introduced by Linehan, 39.

PURPOSE: The purpose of this resolution is to propose an interim study to examine the relationship between joint public agencies and public education matters.

This study should include, but need not be limited to:

(1) An examination of the history of existing joint public agencies that wield power over any public education matters, the purpose of the formation of such joint public agencies, and how such joint public agencies are governed;

(2) An examination of the powers that joint public agencies wield and any limitations of such powers;

(3) A determination of the overall reach and scope of joint public agencies involved in public education; and

(4) A review of how joint public agencies are held accountable to school districts, educational service units, residents, or other agencies that the joint public agencies work with.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 220

Introduced by Brewer, 43; Murman, 38; Raybould, 28; Wayne, 13.

PURPOSE: The purpose of this resolution is to propose an interim study to examine laws governing school security policy.

The study should include, but need not be limited to, an examination of the following:

- (1) Laws governing school security;
- (2) Laws governing the possession of both lethal and less-lethal weapons on school campuses and at school-sponsored events;
- (3) Nebraska's laws on school security as compared to policies and laws enacted in other states to facilitate school security operations;
- (4) Whether persons other than certified law enforcement officers might be utilized to provide armed school security with appropriate training; and
- (5) Any other potential policy changes regarding school security that the Legislature may consider.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.
2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 170

Introduced by Dungan, 26; Cavanaugh, J., 9; Cavanaugh, M., 6; Conrad, 46;
DeBoer, 10; Fredrickson, 20.

PURPOSE: The purpose of this resolution is to propose an interim study to assess and examine whether student journalists and scholastic journalism is supported and promoted in public high schools and postsecondary institutions in Nebraska and free from censorship and inappropriate government interference or intervention.

The First Amendment to the Constitution of the United States is a bedrock for American values. The right of free speech and expression is fundamental to the State of Nebraska and the United States. The United States Supreme Court has held that youth and students are entitled to the right of free speech and expression and the rights of students at high schools and postsecondary institutions has often been the epicenter of modern conversations on the First Amendment.

This right includes the corollary right of the freedom of the press and by extension student reporters and student news media entities. The freedom of the press is critical to a democracy in which the government is accountable to the people. A free media functions as a watchdog that can investigate and report on government wrongdoing. When press freedom is harmed, holding the government accountable when it missteps or overreaches becomes more difficult. It is important that this principle is instilled in the next generation.

There is concern regarding the degree of commitment to the First Amendment rights of students and scholastic journalism in Nebraska public schools. For instance, in August 2022, Northwest Public Schools in Grand Island, Nebraska, shut down its fifty-four-year-old student newspaper and eliminated the journalism program in apparent response to an issue covering LGBTQ topics being published.

The interim study should examine whether the creation of affirmative statutory protections for student journalists and student media advisors in public high schools and postsecondary educational institutions are justified in order to ensure that First Amendment rights are protected.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 251

Introduced by Dover, 19; Aguilar, 35; Armendariz, 18; Ballard, 21; Bosn, 25; Bostar, 29; Cavanaugh, J., 9; DeBoer, 10; DeKay, 40; Fredrickson, 20; Hardin, 48; Holdcroft, 36; Hughes, 24; Ibach, 44; Linehan, 39; Lippincott, 34; Moser, 22; Sanders, 45; Vargas, 7; von Gillern, 4.

PURPOSE: The purpose of this resolution is to propose an interim study to explore the development of registered apprenticeship program sponsors within Nebraska's education system for early childhood care and education. Nationally, the apprenticeship model has been shown to be an effective tool for training students in early childhood care and education. Apprenticeships offer a unique mode of instruction and an avenue for earning pay while training on the job.

In Nebraska, seventy-four percent of children under six years of age live in households with all available parents in the workforce, which is the sixth highest amount among all states. Nebraska's current workforce capacity for early childhood care and education is insufficient to meet the needs of working families. The apprenticeship model is an effective way to serve both the interests of prospective students in early childhood care and education and the needs of Nebraska families.

This interim study shall include, but need not be limited to, an examination of the following:

- (1) The growing need for early childhood care and education in Nebraska;
- (2) The registered apprenticeship programs for early childhood care and education at the United States Department of Labor;
- (3) The available federal resources for the establishment of such programs;
- (4) The education infrastructure in the state to support such programs and existing state resources for such programs; and
- (5) Any public-private partnership opportunities for expanding the instruction and training infrastructure of early childhood care workers and

educators, including an examination of similar initiatives in other states.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.
2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 145

Introduced by Conrad, 46; Blood, 3; DeBoer, 10; Hughes, 24; Ibach, 44;
Raybould, 28; Walz, 15.

PURPOSE: The purpose of this resolution is to propose an interim study to explore the role of both the State of Nebraska and individual school districts in finding solutions to address the impact of the inability to afford menstrual products, often called "period poverty", among students.

Period poverty can adversely affect an individual's health and wellbeing. Period poverty exacerbates the cycle of poverty by further marginalizing girls and women, causing them to miss educational opportunities.

Several states have sought to address these negative impacts by enacting legislation requiring local school districts to provide free menstrual products in schools. Nebraska has in recent years addressed these issues with updates to state policy relating to sales tax on menstrual products and access to menstrual products in jails, juvenile facilities, and state prisons.

This interim study should examine how other states have successfully enacted legislation to address the inequity created by period poverty and to assess the cost of providing feminine hygiene products to students across the State of Nebraska.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 228

Introduced by Brandt, 32; Dorn, 30; Hughes, 24; Jacobson, 42.

PURPOSE: The purpose of this resolution is to propose an interim study to examine the issues related to Legislative Bill 320 introduced in the One Hundred Eighth Legislature of Nebraska, First Session. The study should include, but need not be limited to:

(1) An evaluation of equalization aid to school districts and the decreased amounts of equalization aid provided to school districts over the past fifteen years and potential methods to restore and raise equalization aid to school districts;

(2) An evaluation of the real property values used to calculate the local effort rate yield within the Tax Equity and Educational Opportunities Support Act formula and the impact on school districts;

(3) An evaluation of the impact of the real property values used within the Tax Equity and Educational Opportunities Support Act formula on the property tax levy within school districts;

(4) An evaluation of the disparity in property tax equity among school districts; and

(5) A recommendation for changes to the Tax Equity and Educational Opportunities Support Act formula to create improved property tax equity across the state as was the original intent of the Tax Equity and Educational Opportunities Support Act.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council

or Legislature.

ONE HUNDRED EIGHTH LEGISLATURE

FIRST SESSION

LEGISLATIVE RESOLUTION 246

Introduced by Linehan, 39.

PURPOSE: The purpose of this resolution is to propose an interim study to research the Metropolitan Omaha Educational Consortium.

The study shall include, but need not be limited to:

(1) An examination of what the Metropolitan Omaha Educational Consortium has accomplished over the last twenty years, including, but not limited to:

(a) How the consortium has improved education in metropolitan schools;

(b) What issues the consortium has identified as common to its members;

and

(c) What projects the consortium has undertaken and finished, the results of such projects, and how the results of such projects are used; and

(2) An examination of how the Metropolitan Omaha Educational Consortium is governed and how it is held accountable to its members.

NOW, THEREFORE, BE IT RESOLVED BY THE MEMBERS OF THE ONE HUNDRED EIGHTH LEGISLATURE OF NEBRASKA, FIRST SESSION:

1. That the Education Committee of the Legislature shall be designated to conduct an interim study to carry out the purposes of this resolution.

2. That the committee shall upon the conclusion of its study make a report of its findings, together with its recommendations, to the Legislative Council or Legislature.

2023 Session Legal Implications

What you need to know and why you need to know it now!

NCSA • Perry Law Firm

Part Two: What's Coming Next?

- A. Interim Studies, 2023
- B. Legislative Measures Still Pending
- C. The New Norm in the Nebraska Legislative Arena

A. Interim Studies, 2023

LR 147 (Murman) Interim study relating to parental involvement in public schools [LBs 71, 374 pending]

LR 148 (Murman) Interim study to examine the use of federal funds from the federal Elementary and Secondary School Emergency Relief Fund and the use of the Launch Nebraska website

LR 149 (Murman) Interim study related to social-emotional learning in the classroom

LR 240 (Murman) Interim study to examine the impact of consolidation of educational service units

A. Interim Studies, 2023 - *continued*

LR 144 (Erdman) Interim study to examine the subject of school choice where all education funding is distributed on a per-student basis and follows the student to the school of choice

LR 129 (DeKay) Interim study to examine the shortage of sports officials in Nebraska registered by the Nebraska School Activities Association

LR 166 (Walz) Interim study to examine the impact of government-imposed mandates on school districts

LR 152 (Hughes) Interim study to examine all factors that may impact a school district's ability to attract and retain qualified superintendents and administrators

A. Interim Studies, 2023 - *continued*

LR 192 (Linehan) Interim study to examine the relationship between joint public agencies and public education matters [LB 299 pending]

LR 220 (Brewer) Interim study to examine laws governing school security policy

LR 170 (Dungan) Interim study to assess and examine whether student journalists and student journalism is supported and promoted in public high schools and postsecondary institutions and free from censorship and inappropriate government interference

LR 251 (Dover) Interim study to explore the development of registered apprenticeship program sponsors within Nebraska's education system for early childhood care and education

A. Interim Studies, 2023 - *continued*

LR 145 (Conrad) Interim study to explore the role of both the State of Nebraska and individual school districts in finding solutions to address the impact of the inability of students to afford menstrual products

LR 228 (Brandt) Interim study to examine issues raised in LB 320, 2023, relating to an evaluation of equalization aid to school districts [LB 320 pending]

LR 246 (Linehan) Interim study to research the Metropolitan Omaha Educational Consortium

B. Legislative Measures Still Pending

Member Resource:

NCSA Legislative Website

<https://legislative.ncsa.org/>

- NCSA Bill Summaries
- Bill Status Sheet
- NCSA Legislative Program
- Nebraska Unicameral
- Session Information
- Nebraska Legislative Process
- Nebraska Budget Process

B. Legislative Measures Still Pending - *Continued*

Parental Involvement

LB 71 (Sanders) Change provisions relating to parental involvement in and access to learning materials in schools [*General File*]

LB 374 (Murman) Adopt the Parents' Bill of Rights and Academic Transparency Act [*Held in Committee*]

Retirement Legislation

LB 198 (McDonnell) Provide for a return to work and authorize contributions under the School Employees Retirement Act and the Class V School Employees Retirement Act [*General File; includes LB 378 (McDonnell)*]

B. Legislative Measures Still Pending - *Continued*

Transgender Students

LB 575 (Kauth) Adopt the Sports and Spaces Act [*Held in Committee*]

Interlocal Agreements

LB 299 (Linehan) Require approval by the voters of a school district or educational service unit for the issuance of certain bonds under the Interlocal Cooperation Act [*Select File*]

B. Legislative Measures Still Pending - *Continued*

Cybersecurity

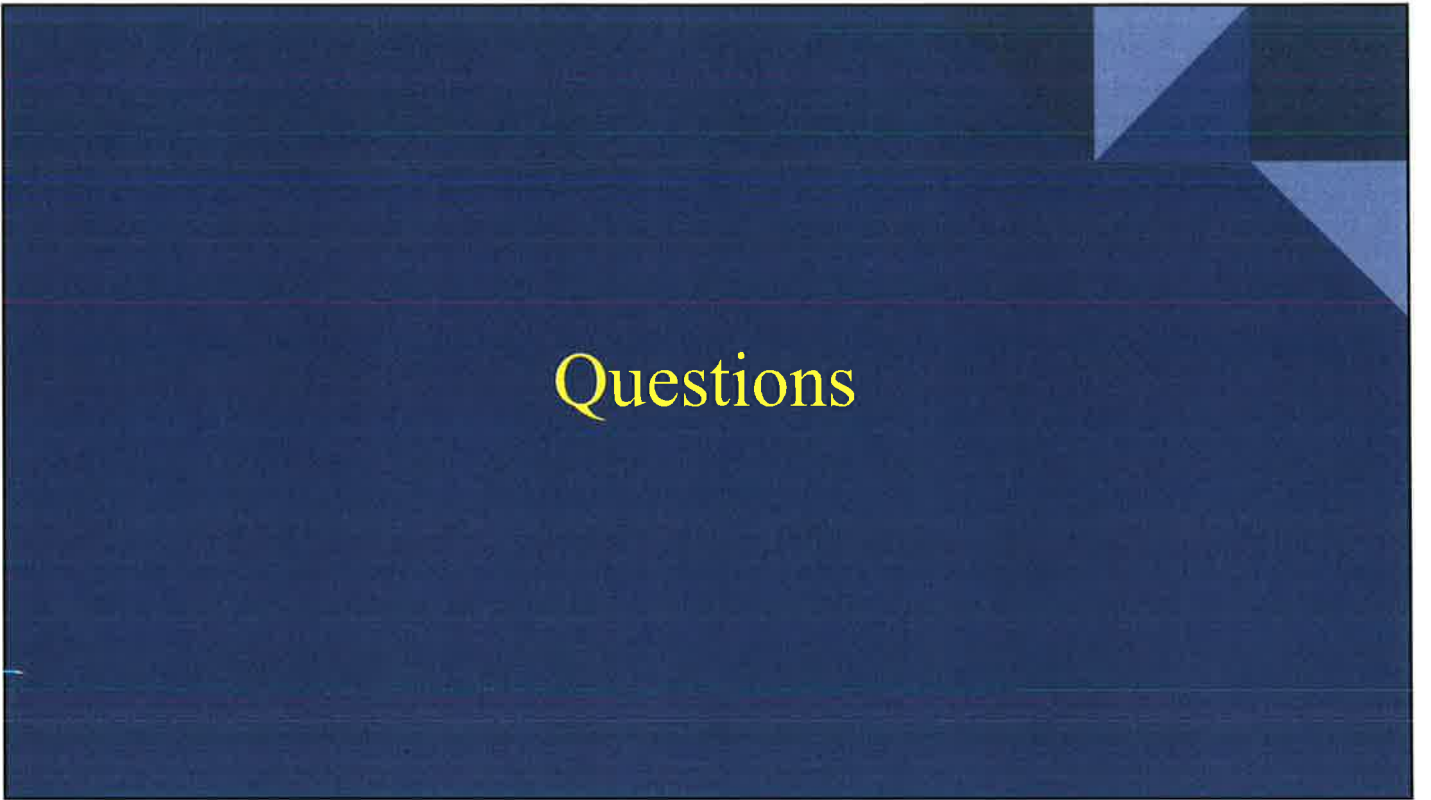
LB 650 (McDonnell) Allow certain cybersecurity records to be withheld from the public [*General File*]

LB 651 (McDonnell) Provide for appropriations relating to cybersecurity improvements for state agencies and political subdivisions [*Held in Committee*]

C. **The New Norm** in the Nebraska Legislative Arena

The Perpetual Filibuster

- **Caused committees to create super-packages**
- **Diminished value of senator and Speaker priorities**
- **Prevented necessary discussion on details of individual components**
- **Fostered new strategies to counter the filibuster (Amendments and Motions)**
- **Highlighted role of Speaker**
- **Reduced the number of bills passed, but not the breadth and scope**
- **Caused belief by many that permanent rule changes are necessary**
- **Caused new strategies for legislative advocacy**



Questions



Quote

#263733

Bluum USA, Inc. (f.k.a. Troxell Communications Inc.)
4675 E. Cotton Center Blvd
Suite 155
Phoenix AZ 85040
www.bluum.com

03/23/2023

Bill To
Bayard Pub School District 21
726 4TH AVENUE PO Box 607
Bayard NE 69334

Ship To
Bayard Pub School District 21
726 4TH AVENUE PO Box 607
Bayard NE 69334

Memo:

Expires	Sales Rep	Contract	Terms
06/21/2023	929 Rosalee Otaki		Net 30

Qty	Item	MFG	Price	Ext. Price
17	Custom Product Bundle 65" Q Series Bundle: Newline, 650Q 4K LED 4K Android 11.0 Multi-Touch Display w/ USB Type-C mfr#: TT-6521Q Always Includes: *5-Year Advanced Replacement Warranty* *Panel Support/Training/PD* *Dock to Dock Freight* *Cart Mobile Mount* *Free Oktopus License*	65"	\$2,068.73	\$35,168.44
17	Custom Product Bundle 75" Q Series Bundle: Newline, 750Q 4K LED 4K Android 11.0 Multi-Touch Display w/ USB Type-C mfr#: TT-7521Q Always Includes: *5-Year Advanced Replacement Warranty* *Panel Support/Training/PD* *Dock to Dock Freight* *Cart Mobile Mount* *Free Oktopus License*	75"	\$2,516.10	\$42,773.73
17	Custom Product Bundle SMART Board 65" MX-V3 interactive display with iQ Bundle: Includes: *2-Year SMART Assure Warranty with RM* *Panel Support/Training/PD* *Freight* *Cart Mobile Mount*	65"	\$2,622.41	\$44,581.00
17	Custom Product Bundle SMART Board 75" MX-V3 interactive display with iQ Bundle: Includes: *2-Year SMART Assure Warranty with RM* *Panel Support/Training/PD* *Freight* *Cart Mobile Mount*	75"	\$3,020.31	\$51,345.30

better
software
"prettier"



263733



Bill to
Bayard Public Schools
Prospect No: 124857
726 4TH AVE
BAYARD NE 69334
USA

Ship to
Bayard Public Schools
726 4TH AVE
BAYARD NE 69334
USA

Quote Details
Created: March 22, 2023
Expiration: April 21, 2023
Created by: Justin Whitehouse
justin.whitehouse@trafera.com

Estimate No: None

Contract
None

Products & Services

Items and Descriptions	Overview	Notes	Qty	Unit Price	Totals
INTERACTIVE PANEL 65" 650Q 4K LED	650Q 4K LED 4K Multi-Touch Display w/ USB Type-C 65"		20	\$1,575.00	\$31,500.00
NewLine TRUTOUCH Mobile Stand	TruTouch Mobile Stand - Square Base - Supports 65", 75", and 86" Display Panels - 2 Height Options - Includes Shelf for Laptop/Storage - Lockable Wheels		20	\$375.00	\$7,500.00
One Seat On-Demand Training Platform	One Seat On-Demand Training Platform		1	\$0.00	\$0.00

Subtotal \$39,000.00

Tax \$0.00

Total \$39,000.00

Net Terms None

Terms and Conditions

This quote is confidential and is to be viewed solely by individuals within the organization to whom it is addressed. Unauthorized distribution or disclosure of the contents of this quote is prohibited. If you are not from the organization addressed, please notify us immediately so we can prepare a quote specific to you. Prices and availability may change without notice prior to the quote expiration date.

Questions? Contact me

Justin Whitehouse
justin.whitehouse@trafera.com



TrafEra

2550 University Ave W, Suite 315 - S



Jennifer Gier <jenny.gier@bayardtigers.org>

IFP discussion at NETA

Dustin Frank <dfrank@kcav.com>

Thu, Mar 23, 2023 at 4:14 PM

To: Jennifer Gier <jenny.gier@bayardtigers.org>

Jennifer,

For budgetary purposes for the grant, I'd use the following as a "worst case scenario", meaning that it would no way be higher than this:

65" SMART MX - \$2995

65" Newline - \$2500

Cart for 65" - \$350

DiversiTrack - \$600

Very high

There would be freight as well, but that will vary depending on quantity. If you used this pricing, the freight would probably be covered in what you'd save.

Hope that helps.

Dustin Frank

AV Sales Consultant

O: 800-798-5228 D: 402-509-3530

E: dfrank@kcav.com M: 402-677-6366

KCAV | www.kcav.com

From: Jennifer Gier <jenny.gier@bayardtigers.org>

Sent: Tuesday, March 21, 2023 2:50 PM

[Quoted text hidden]

[Quoted text hidden]

SUPERINTENDENT EVALUATION



Bayard, Nebraska

STANDARD 1: 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.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
1.1 Leadership actions, staffing and resources are clearly aligned to a student achievement focused vision, and that vision is evident in the school culture	 2	 4		
1.2 Demonstrates a deep understanding of quality instruction and consistently promotes effective instructional programs and high expectations for student learning outcomes	 3	 2	 1	
1.3 District goals are systemically aligned throughout the district with a focused plan for student achievement and school improvement supported by resources	 2	 3	 1	
1.4 Leads and supports the use of data informed instruction for administrators and teachers	 2	 3	 1	
1.5 Monitors and reviews the effectiveness of curriculum and instruction and their alignment with state standards		 5	 1	
1.6 Ensures that all staff have district-specific professional development that directly enhances their performance and improves student learning	 1	 4	 1	
1.7 Sets self-improvement goals and applies learning from professional development	 1	 3	 2	
Comments: I think Mr. Olson has jumped in with both feet to learn where we are at with our instruction and curriculum. Received many positive comments regarding Mr. Olson's leadership.				

STANDARD 2: 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.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
2.1 Develops and ensures the implementation of procedures and structures to support compliance with local, state, and federal laws and regulations	 3	 3		
2.2 Implements personnel procedures, recruitment and employee performance programs to hire and retain the best qualified teachers, administrators and personnel	 3	 2	 1	
2.3 Aligns and adjusts resources accordingly to meet district priorities and annual goals/objectives operating within budget and fiscal guidelines	 3	 3		
2.4 Guides the process of fiscal planning and budget development and makes recommendations based upon the district's current fiscal position and future needs	 2	 3	 1	
2.5 Stays informed of facilities use and needs and makes facilities recommendations as needed to the board, promotes safety across the district, and ensures a facilities management plan is in place for future needs	 3	 3		
2.6 Effectively works with district bargaining units and actively seeks to improve bargaining outcomes that best serve students and the district	 1	 4	 1	

**Comments: Impressed with Mr. Olson's fiscally conservative approach.
Works tirelessly to find the best teachers and staff.
Appreciate Mr. Olson's perspective and his creative thinking and problem solving with our resources.**

STANDARD 3: 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.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
3.1 Offers professional advice to the board with appropriate recommendations based on thorough study and analysis	 2	 4		
3.2 Keeps the board regularly informed with data, reports, and information which enables them to make effective timely decisions	 1	 2	 3	
3.3 Interprets and executes the intent of board policies, and advises the board on the need for new and/or revised policies	 1	 4	 1	
3.4 Works collaboratively with the board to shape district vision, mission, and goals with measurable objectives of high expectations for student achievement	 	 4	 2	
3.5 Makes considerable effort to have a positive working relationship with the board, treating all board members fairly and respectfully, and attempts to resolve any serious conflicts with board members	 4	 2		

**Comments: These areas will continue to be developed as he becomes more familiar with the district.
Would like to see more detailed board reports.
Grateful for his leadership equality.**

STANDARD 4: 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.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
4.1 Communicates key information to all stakeholders in an appropriate and timely manner		 6		
4.2 Works collaboratively with staff and community members to secure resources and effective partnerships to support district goals and student success	 1	 4	 1	
4.3 Uses effective public information strategies to communicate and promote a positive image of the district with families, community, the media, state, and local officials		 4	 2	
4.4 Establishes effective communication within the district and promotes positive interpersonal relations among staff		 5	 1	
4.5 Creates an atmosphere of trust and respect with staff, families, and community members	 3	 2	 1	

4.6 Regularly attends events and visibly engages the school community and the community at large	 2	 1	 3	
Comments: Strong communication skills Communicates effectively with all members of district. Appreciate involvement at school functions. Great Job looking for partnerships to help students and staff. Staff appreciates his presence, time, and leadership. Would like to see more engagement with public				

4

STANDARD 5: ETHICAL LEADERSHIP

The superintendent promotes the success of every student and staff member by acting with integrity, fairness and in an ethical manner.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
5.1 Demonstrates ethical and professional behavior, inspiring others to higher levels of performance	 2	 4		
5.2 Maintains a caring and professional relationship with staff, grounded in shared district values	 2	 4		
5.3 Demonstrates appreciation for, and sensitivity to, the diversity of the school community, and respects divergent opinions	 2	 4		
5.4 Demonstrates efforts to close the achievement gap across all demographics	 1	 4	 1	

5.5 Demonstrates a high level of self-awareness and improves upon professional practice



6



**Comments: Mr. Olson has done a great job listening to our concerns and addressing them.
Leads with ethical and professional behavior.
Outstanding ambassador for our district.**

ANNUAL SUPERINTENDENT GOALS

Annual Superintendent Goals (3 Goals)	Evidence of Progress or Completion (3-5 Evidence/Data Sources)	Highly Effective	Effective	Developing	Ineffective
		Exceeded Goal	Met Goal	Partially Met Goal	Didn't Meet Goal
1.					
2.					
3.					

PERFORMANCE SUMMARY SHEET

Board of Education Summary Comments:

Superintendent Summary Comments:

Board of Education Recommendations:

FINAL PERFORMANCE SUMMARY SHEET

(To be filled out by the Board President)

Standards	Highly Effective	Effective	Developing	Ineffective	Rating
1. Vision, Culture & Instructional Leadership	☐	☐	☐	☐	☐
2. Operations, Resource & Personnel Management	☐	☐	☐	☐	☒
3. Board Governance & Policy	☐	☐	☐	☐	☒
4. Communication & Community Relations	☐	☐	☐	☐	☒
5. Ethical Leadership	☐	☐	☐	☐	☒
Goals					
1. Annual Goal #1	☐	☐	☐	☐	☒
2. Annual Goal #2	☐	☐	☐	☐	☒
3. Annual Goal #3	☐	☐	☐	☐	☒

Superintendent's Name: _____

Academic Year: _____

Board Members: _____

***Superintendent's Signature:** _____

Date: _____

***Board President's Signature:** _____

Date: _____

2023-2024 School Year Bayard Public Schools Student-Parent Activities Handbook



MISSION STATEMENT

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

Bayard Public Schools 1 Student-Parent Activity Handbook

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individual who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877- 8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

(2) Fax: (202) 690-7442; or

(3) Email: program.intake@usda.gov

This institution is an equal opportunity provider.

Table of Contents

MISSION STATEMENT	5
VISION STATEMENT	5
CORE COVENANTS	5
ACADEMIC SEAL OF BAYARD PUBLIC SCHOOLS.....	6
Extracurricular Activity Philosophy.....	7
Student Expectations.....	7
High School Building Hours.....	8
Bayard Jr./Sr. High School Bell Schedule	8
Pride and Care of Bayard Public Schools	9
Leaving the school during the school day.....	9
Junior High/Senior High Absentees and Tardies.....	9
Random Drug Testing for students involved in Extracurricular Activities	10
Junior/Senior High Dances.....	10
ACTIVITIES.....	11-12
Practice Scheduling.....	12
Student Activity Trips	12
Fundraisers and Activity Accounts.....	12
Safety.....	13
Warning for Participants and Parents	13
Concussions: Return to Learn Protocol	13
Junior/Senior High Athletic Insurance	14
Student Valuables.....	14
Extracurricular Activity Code of Conduct: Purpose of the Code of Conduct	14-15
Participation in Extracurricular Activities	15
Scope of the Code of Conduct	15-16
Hazing	16-18
Drug and Alcohol Violations	18-19
Tobacco, Alcohol, Drugs and Controlled Substances.....	19-20

Self-Reporting.....	20
Violations occurring while not on school property	20
Violations occurring while on school property.....	20
When Suspensions Begin.....	21
Procedures for Extracurricular Discipline	22
Alcohol Tests.....	23
Attendance	24
Conflicts in Extracurricular Activities	24-25
Academic Standards	25
Eligibility for Activities – HIGH SCHOOL AND JUNIOR HIGH STUDENTS	25
NEBRASKA STATE ACTIVITY ASSOCIATION ACTIVITIES ELIGIBILITY.....	26-29
School Dances	29
Student Conduct at School Dances	29-30
Eligibility for Royalty.....	30
Junior/Senior Prom	31
Junior/Senior Prom Royalty	31
Relationships between Parents and Coaches/Sponsors.....	31-34
Activites Website	34
Student Rights under FERPA	35-36
School Fight Song.....	37

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

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!**

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.

Student-Parent Activities Handbook

Extracurricular Activity Philosophy

Extracurricular activity programs enrich the curriculum of the school by making available a wide variety of activities in which a student can participate. Extracurricular activity programs are considered an integral part of the school's program of education that provides experiences that will help students physically, mentally and emotionally.

The element of competition and winning, though it exists, is controlled to the point it does not determine the nature or success of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society.

Students are stimulated to want to win and excel, but the principles of good sportsmanship prevail at all times to enhance the educational values of contests. Participation in activities, both as a competitor and as a student spectator, is an integral part of the students' educational experiences. Such participation is a privilege that carries with it responsibilities to the school, team, student body, community and the students themselves. In their play and their conduct, students are representing all of these groups. Such experiences contribute to the knowledge, skill and emotional patterns that they possess, thereby making them better individuals and citizens.

Most extracurricular school activities involve association with other students and travel to other communities. The impressions we leave will have a direct bearing on the reputation we establish while taking part in these activities. The ability to use facilities and not disturb their appearance or remove equipment that does not belong to us is essential for successful activity programs. The primary purpose of attending school is to receive an education. Participation in extracurricular activities is a privilege dependent upon each student's acceptable behavior and his/her satisfactory progress toward fulfilling their education requirements. The Administration has the responsibility and authority to withhold any student from activities whose behavior casts a poor reflection on the school. Students may be declared ineligible to participate either as a participant or a spectator in any or all activities of 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.

Players will:

Show respect for teammates, coaches, opponents and officials.

Use no foul language, trash talk, negative gestures or actions to provoke a negative response.

Unsportsmanlike conduct resulting in a penalty or not will be dealt with by reprimand and

counseling by the coach or appropriate other school officials. Actions of this nature may lead to benching, suspension and/or withdrawal of athletic leadership positions such as being a team captain further loss of privileges and school disciplinary intervention if the rules/policies are violated.

High School Building Hours

Unless special activities or an early morning class make it necessary, students should not be in the building before 7:40 AM and this is the time the grab and go breakfast will be available. Students entering the building prior to 7:40 AM for a special meeting are to remain in their meeting room until 7:40. Students who are not involved in special activities or meetings with a staff member are directed to leave the building immediately following their last assigned class. Students who are not required to attend intervention, but ride the bus or are waiting for practice are directed to refrain from being present in areas without supervision by school personnel. Students may work in classrooms or the library as long as supervision is present. Practices, rehearsals, or meetings in B.H.S., 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

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.

Leaving the school during the school day

If, for some reason, a student must leave the school during the day, he/she must have permission of the principal or designated official and must sign out in the office before he/she leaves.

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.

Junior High/Senior High Absentees and Tardies

All students in 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 credits 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

26-30 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 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.

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.

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.

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.

Junior/Senior High Dances

When attending school-sponsored dances, students may dress casually, unless otherwise designated: however, 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.

ACTIVITIES

HIGH SCHOOL ACTIVITIES

Digital Media---Yearbook and Newspaper

Football

Quiz Bowl

Boys and Girls Basketball

One-Act Plays

Boys and Girls Golf

Boys and Girls Track

Speech

Boys and Girls Cross Country

Volleyball

FFA

Boys and Girls Wrestling

~~Spanish Club~~ (Not available currently, but may be in years to come)

DI

National Honor Society

Student Council

Cheerleading

eSports

HOSA

Educators Rising

Skills USA

Softball

JUNIOR HIGH ACTIVITIES

Quiz Bowl

DI

Boys and Girls Basketball

Football

Boys and Girls Cross Country

Boys and Girls Track

Volleyball

Boys and Girls Wrestling

HIGH SCHOOL MUSIC

Concert Band

Pep Band

Jazz Choir and Band

Marching Band

Mixed Choir

21st Century Singers
Guitar -Add

JUNIOR HIGH MUSIC

Concert Band
Show Choir
Marching Band

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.

Practice Scheduling

Practices are not to start until 4:00 on a normal day, no team meetings etc. during homeroom even if most or all students are available, unless approved by both the principal and activities director.

On Wednesday, all students must be out of the building by 6:00 p.m. for all activities. All students will be encouraged to leave school grounds prior to 6:00 p.m. Sunday Practice: No practices shall be scheduled on Sundays, unless necessary for post season games.

There will be no practices for any sport or activity on days when school has been dismissed or is not in session due to inclement weather.

Each Head Coach/Sponsor will give each student a list of any additional regulations that apply to a specific sport or activity.

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. (Examples are FFA and FCCLA)

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.

Fundraisers and Activity 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.

***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.

Safety

The District's philosophy is to maintain an activities program which recognizes the importance of the safety of the participants. To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety instructions for the activity in which they participate, to inform their coach or sponsor when they are injured or have health problems that require their activities be restricted, and to exercise common-sense.

Warning for Participants and Parents

The purpose of this warning is to bring your attention to the existence of potential dangers associated with athletic injuries. Participation in any intramural or athletic activity may involve injury of some type. 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. On rare occasions, injuries can be so severe as to result in total disability, paralysis or death. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility.

A parent or guardian wishing to take their student/athlete with them following a contest must give written and verbal notification to the coach/sponsor in charge. The parent is to fill out the colored form which the student should get from the office, or head coach. The form is given to the coach preferably before the bus leaves school, but is up to the discretion of each head coach.

The head coach should keep these forms until the end of the current school year.

Concussions: 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.

Junior/Senior High 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

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. Even then, the school is not in a position to guarantee that the student’s property will not be subject to loss, theft, or damage.

Extracurricular Activity Code of Conduct: Purpose of the Code of Conduct

Participation in extracurricular activities is a privilege. The privilege carries with it responsibilities to the school, team, student body, and the community. Participants are not only representing themselves, but also their school and community in all of their actions. Others judge our school on the student participants’ conduct and attitudes, and how they contribute to our school spirit and community image.

The student participants’ performance and devotion to high ideals and values make their school and community proud. Consequently, participation is dependent upon adherence to this Code of Conduct and the school district’s policies, procedures and rules.

Foul language has no place at the music contest, on the athletic field, in the dressing room, or on the school campus. The use of foul language will not be tolerated. Noncooperation in this matter will result in parental conferences and continued use of bad language will result in disciplinary action.

A student automatically assumes a leadership role when you take part in extracurricular school activities. The student body and citizens of Bayard know you. You are in the center stage with

the spotlight on you. All judge you.

There is to be no hazing or initiation of other students, as this is the one easy way to break up the group and team unity that is essential for success.

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, Girls Softball, 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. No student will be allowed to join an athletic team after the first regular season contest, unless they are a student who has moved into the Bayard School District from another district and meets all of the eligibility requirements.

Coaching and Developing the Team

1. Identify students for participation in the sport or activity and encourage students to participate.
2. Conduct a pre-season/activity meeting with parents and participants and provide them with information about team procedures, the parent-student activity handbook, forms required to be completed for participation, training and conduct rules, practice requirements, and lettering or other recognition standards.
3. The head coach of each sport has the final decision on how to conduct practices, make fair and consistent decisions regarding team selection, level of participation (varsity, JV, etc.), and playing time. The head coach has the final decision on what students will be retained on the team and which ones will not be retained. If not to be retained the student must be told the reason for the decision.

Scope of the Code of Conduct

Activities Subject to the Code of Conduct: The Code of Conduct applies to all extracurricular activities. Extracurricular activities means student activities or organizations which are supervised or administered by the school district which do not count toward graduation or grade advancement and in which participation is not otherwise required by the school. Extracurricular activities include but are not limited to: all sports, vocal, band, speech and drama, One-Act, FFA, FCCLA, and Spanish Club (Not available currently, but may be in years to come), Student Council, National Honor Society, and other school sponsored organizations and activities. The

Code of Conduct also applies to participation in school sponsored activities such as school dances and royalty for such activities. A participant means a student who participates in, has participated in, or will participate in an extracurricular activity.

When: The Code of Conduct rules apply to conduct which occurs at any time during the school year, and also includes the time frame which begins with the official starting day of the fall sport season established by the NSAA and extends to the last day of the spring sport season established by the NSAA, whether or not the student is a participant in an activity at the time of such conduct.

The rules also apply when a student is participating or scheduled to participate in an extracurricular activity that is held outside the school year or the NSAA season. For example, if an FCCLA student plans to participate in a conference in July and commits a Code of Conduct infraction in June, the student may be suspended from participating in the conference. Conduct during the summer months may also affect a student's participation under the team selection and playing time guidelines.

Where: The Code of Conduct rules apply regardless of whether the conduct occurs on and off school grounds. If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

Grounds for Extracurricular Activity Discipline

Students who participate in extracurricular activities are expected to demonstrate cooperation, patience, pride, character, self-respect, self-discipline, teamwork, sportsmanship, and respect for authority. The following conduct rules have been determined by the Board of Education to be reasonably necessary to aid students, further school purposes, and prevent interference with the educational process. Such conduct constitutes grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to extracurricular activity participation:

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, bullying, harassment or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an 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, 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 a 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 another person shall not constitute a violation.

5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a 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, on school grounds or at a school function or event, or in a manner that is unlawful or contrary to school activity rules.

7. Selling, using, possessing or dispensing alcohol, tobacco, narcotics, drugs, a 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 as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. (Note: Refer to “Drug and Alcohol Violations” for further information).

8. Public indecency.

9. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.

10. Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.

11. Repeated violation of any of the school rules.

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

13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. 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, national origin, or religion.

14. 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 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 or of an extracurricular activity; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.

15. Willfully violating the behavioral expectations for those students riding Bayard Public School buses or vehicles used for activity purposes.

16. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.

17. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.

18. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant’s attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.

19. All other reasonable rules or regulations adopted by the coach or sponsor of an

extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation.

20. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility. All terms used in the Code of Conduct have a less strict meaning than under criminal law and are subject to reasonable interpretation by school officials.

Hazing -- For Activities this procedure and its consequences are in effect year round.

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.

Drug and Alcohol Violations

Use or consume includes any level of consumption or use. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. Under the influence means any level of impairment and includes even the odor of alcohol on the breath or person of a student, or the odor of an illicit drug on the student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant.

Possession includes having control of the substance and also includes being in the same area where the substance is present and no responsible adult present and responsible for the substance. Possession includes situations where, for example:

- (1) Alcohol is in a vehicle in which the student is present. The student is considered to be

in possession if the student is aware that the alcohol is in the vehicle, even though the student has not touched or consumed the alcohol; and

(2) Alcohol is present at a party attended by the student. The student is considered to be in possession if the student is aware that alcohol is at the party and fails to immediately leave the party, even though the student has not touched or consumed the alcohol. In these situations, a violation would not exist if the alcohol is in the control of a parent or guardian or other responsible adult (age 21 or older) such that students are not allowed to access the alcohol. A violation would also not exist if the student did not know or have a reasonable basis to know that alcohol would be present, and the student leaves the location where the alcohol is present as soon the student could safely do so. (Students are expected to leave immediately, but are not to do so in a manner that would endanger them. For example, you are not to leave in a car being driven by a person who has been drinking just to get away from the alcohol party immediately when there is no other way to get home. Instead, you should call for a safe ride home and, while waiting, clearly distance yourself from the alcohol).

Consequences

Students may be suspended from practices or participation in interscholastic competition or participation in co-curricular activities for violations of the Code of Conduct. The period of suspension or other discipline for such offenses shall be determined by the school administration. The disciplinary consequence will be determined based on consideration of the seriousness of the offense, any prior violations, the student's compliance with the self-reporting obligations, the student's level of cooperation and willingness to resolve the matter, and the student's demonstration of a commitment to not commit future violations.

Because of the significance of drug and alcohol violations on the student participants, other students and the school, the following consequences are established for such violations:

Tobacco, Alcohol, Drugs and Controlled Substances

Any Bayard School student engaging in the selling, using, 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). 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.

Self-Reporting

A student who violates must self-report. A failure to self-report will lead to a longer suspension or other discipline. The self-report must be made to: the principal, athletic director, or the head coach or sponsor of an activity in which the student participates. In making a self-report, the student must identify the events that took place, what conduct the student engaged in, and any witnesses to the student’s conduct. All students are expected to be honest and forthright with school officials. In the event the coach or activity sponsor or any school administrator asks a student participant for information pertaining to compliance (or lack of compliance) by the student or other student participants the student is expected to fully, completely, and honestly provide the information. Students may be disciplined for a failure to be honest and forthright.

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 students expense).

The eight (8) hours of professional education/counseling must be completed before the student can again begin participation in the activities program. Suspensions for violations occurring during the summer shall commence with the beginning of the next school year.

Violations occurring while on school property

Violations occurring on school property or while attending or participating in school related activities will result in the student being suspended from school for five (5) school days. After the suspension, the student shall not be allowed to participate in, but must still practice for the

activity with the team or group, 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 students expense.) The eight (8) hours of professional education/counseling must be completed before the student can again begin participation in the activities program.

If the disciplinary actions from any violation of this policy, are not completed during the current school term the following will apply. The number of days that remain to complete the suspension from activities will be completed during the next school term. The 8 hours of professional alcohol and or drug education must also be completed before the student can begin participation in the activities program the following year. Forfeiture of the right to hold honorary positions will not be carried forward to the next school term. In the case of violations occurring on school property, days suspended from school will not carry forward to the next school year. A second violation of these rules and regulations during any one year period, whether occurring on or off school property, will result in the student being ineligible to compete in or participate in or attend any extracurricular activity for **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. 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.

When Suspensions Begin

All suspensions begin with the next scheduled activity in which the student is a participant, after the determination by school officials of the sanction to be imposed; provided that the school officials shall have the discretion to establish a time period for the suspension that makes the suspension have a real consequence for the student. During a suspension, participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served or when determined appropriate for the suspension to have a real consequence for the student.

Determining a Violation Has Occurred

A violation of the Code of Conduct will be determined to have occurred based on any of the following criteria:

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
2. When a student is convicted of a criminal offense. Conviction includes, without limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.
3. When a student admits to violating one of the standards of the Code of Conduct.
4. When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.
5. When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

Procedures for Extracurricular Discipline

The following procedures are established for suspensions from participation in extracurricular activities

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with a school purpose.
2. Meeting. Prior to commencement of the suspension, the school official considering the suspension or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference.
 - a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct.
Names of informants may be kept confidential where determined to be appropriate.
 - b. The suspension may be imposed prior to the meeting if the meeting cannot reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student is responsible for cooperating in the scheduling of the meeting.
3. Notice Letter. Within two school days (two business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Athletic Director or the Athletic Director's designee will send a written statement to the student and the student's parents or guardian. The statement will describe the student's conduct violation and the discipline imposed.
The student and parents or guardian will be informed of the opportunity to request

a hearing.

4. Informal Hearing Before Superintendent. The student or student's parent/guardian may request an informal hearing before the Superintendent. The Superintendent may designate the Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision. a. A

form to request such a hearing must be signed by the parent or guardian. A form will be provided with the notice letter or otherwise be made available by request from the Principal's office.

b. The request for a hearing must be received by the Superintendent's office within five days of receipt of the notice letter.

c. If a hearing is requested:

i. The hearing will be held within ten calendar days of receipt of the request;

subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.

ii. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.

iii. Upon conclusion of the hearing, a written decision will be rendered within five school days (ten calendar days if school is not in session).

The written decision will be mailed or otherwise delivered to the participant, parents or guardian.

Bayard Public Schools 22 Student-Parent Activity Handbook

d. A record of the hearing (copies of documents provided at the hearing and a tape recording or other recordation of the informal hearing) will be kept by the school if requested sufficiently in advance of the hearing by the parent/guardian.

5. No Stay of Penalty. There will be no stay of the penalty imposed pending completion of the due process procedures

6. Opportunity for Informal Resolution. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

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.

Attendance

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly. Students who have “excessive absences” as determined under the school’s attendance policy are ineligible to participate in extracurricular activity contests or performances. Students who have four or more unexcused absences in the semester of participation will be ineligible to participate in extracurricular activity contests or performances.

2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.

3. 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 3 pm, may not practice, participate in an activity that day or travel to participate in the activity.

Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved by the Principal or Athletic Director. Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

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.

Academic Standards

Participation in extracurricular school activities is encouraged and desirable for all students. At the same time, the primary mission and responsibility for each student is to establish a firm academic foundation. A student participating in extracurricular school activities show evidence of sincere effort towards scholastic achievement. To be eligible for participation in extracurricular activities students must:

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 the first day of school 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.

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. All students failing 1 (one) or more classes or that have missing assignments will be asked to attend academic intervention beginning at 3:30. The student will work on missing or failing work at the discretion of that teacher. The student must present the coach a pass to be allowed back into practice which is a notification from the teacher of the status of the student's grade(s) or work completed. It is best practice for the student to communicate they will be late due to working with a teacher prior to the start of practice.

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 grades in their 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.** 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.

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

1. NSAA sponsored or sanctioned activity.
2. All other school sponsored activities including, but not inclusive to band, choir, FFA, FCCLA, quiz bowl, scholastic contest, speech and drama, Destination Imagination, 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, may not practice, participate in an activity that day or travel to participate in the activity.

NEBRASKA STATE ACTIVITY ASSOCIATION ACTIVITIES ELIGIBILITY IN ORDER TO REPRESENT A NEBRASKA HIGH SCHOOL IN INTERSCHOLASTIC ACTIVITIES COMPETITION, A STUDENT MUST ABIDE BY ELIGIBILITY RULES OF THE NEBRASKA SCHOOL ACTIVITIES ASSOCIATION. A SUMMARY OF THE MAJOR RULES IS GIVEN BELOW. CONTACT THE PRINCIPAL OR ACTIVITIES DIRECTOR FOR AN EXPLANATION OF THE COMPLETE RULE.

2.2.1 Student must be an undergraduate.

2.2.2 After a student's initial enrollment in grade nine, he/she shall be ineligible after eight semesters of school membership beginning with his/her enrollment in grade nine.

2.3 Student is ineligible if nineteen years of age before August 1 of current school year. (Student in grades 7 or 8 may participate on a high school team if he/she was 15 years of age prior to August 1 of current school year.)

2.4.1 Student must be enrolled in some high school on or before the eleventh school day of the current semester.

2.5.1 Student must be enrolled in at least twenty hours per week and regular in attendance, in accordance with the school's attendance

policy at the school he/she wishes to represent in interscholastic competition.

2.5.2 Student must have been enrolled and received twenty hours credit in school the **immediate preceding semester**.

2.6.2.1 Guardianship does not fulfill the definition of a parent. If a guardian has been appointed for a student, the student is eligible in the school district where his/her natural parent(s) have their domicile. Individual situations involving guardianship may be submitted to the Executive Director for review and a ruling.

2.6.3 A student entering grade nine for the first time after being promoted from grade eight of a two-year junior high, or a three-year middle school, or entering a high school for the first time after being promoted to grade ten from a three-year junior high school is eligible. After a student makes an initial choice of high schools any subsequent transfer, unless there has been a change of domicile by his/her parents, shall render the student ineligible for ninety school days.

If a student has participated on a high school team at any level as a seventh, eight, or ninth grade student, he/she has established his/her eligibility at the high school where he/she participated. If the student elects to attend another high school upon entering ninth or tenth grade, he/she shall be ineligible for ninety school days.

Student eligibility related to domicile can be attained in the following manners:

2.6.9.1 If the change in domicile by the parents occurs during a school year, the student may remain at the school he/she is attending and be eligible until the end of the school year or transfer to a high school located in the school district where the parents established their domicile and be eligible.

2.6.9.2 If the parents moved during the summer months and the student is in grade twelve and the student has attended the high school for two or more years, the student may remain at the high school he/she has been attending and retain eligibility.

2.6.9.3 If a student has been attending the same high school since initial enrollment in grade nine, he/she may remain at that high school and retain eligibility, or he/she is eligible at a high school located in the school district where his/her parents established their domicile.

2.6.10 If the parents of a student change their domicile from one school district that has a high school to another school district that has a high school, the student shall be eligible immediately in the school district where the parents established their domicile.

2.7.7 Transfer students who have their Enrollment Option applications signed and filed prior to March 15 shall be eligible immediately in the fall. Those students who do not have their Enrollment Option applications signed and filed prior to March 15 shall be ineligible for ninety school days, with such transfers being subject to hardship waiver guidelines.

2.7.8 Other non-enrollment option transfer students must have signed and delivered all forms necessary to make such transfer to the school in which he/she intends to enroll for the 2017-2018 school year prior to March 15, 2016 for the student to be eligible, the school to which the transfer is being made must have notified the NSAA office via an NSAA online entry form, no later than March 15, 2016. The student would, however, become ineligible for ninety school days the next fall if the student were to change his/her mind and decide not to transfer. If such student were to transfer to the new school, but later decides to return to his/her former district before 90 school days have elapsed, such student will be ineligible in the former district for 90 school days, with the ineligibility period commencing at the start of the fall semester. Those students, who did not have their enrollment forms signed, delivered and accepted prior to March 15, 2016, shall be ineligible for ninety school days, with such transfers being subject to hardship waiver guidelines.

3.5 / 3.1 Once the season of a sport begins, a student shall participate in practices and compete only in

athletic contests/meets in that sport, which are scheduled by his/her school. Any other competition will render the student ineligible for a portion of, or all of, the season in that sport. The season of a sport begins with the first date of practice as permitted by NSAA rules. The fall sports season begins August 15, 2016, (August 8th for most football, girls golf, boys tennis and softball teams) and ends with the state meets in the fall sports. The winter sports season begins November 14, 2016, and ends with the state meets in the winter sports. The spring sports season begins February 27, 2016 and ends with the state meets in the spring sports.

3.5.1 During the season of a particular sport, athletes participating in that sport for a high school may attend, but may not physically take part, either as an individual or as a member of a team, in the sport activity in which instruction is being offered in the clinic, camp or school. *(Refer to 3.5.1.1 for exception in Swimming & Diving.)

3.6 A student shall not participate on an all-star team while a high school undergraduate. **3.7** A student must maintain his/her amateur status.

NEBRASKA SCHOOL ACTIVITIES ASSOCIATION

COMPLIANCE WITH THE RULES WILL PREVENT YOUR TEAM, SCHOOL OR COMMUNITY FROM BEING PENALIZED

Students must meet the following requirements before they will begin practice:

- a. Successfully complete a physical examination, which must be returned to the Principal's Office.
- b. The student/athlete or his/her parents must pay for the personal physical *and turn in a physical form to the High School office.*
- c. Return to the Principal's Office the forms attached to this handbook or the Student-Parent Handbook the sheet found attached to this Handbook, which includes:
 1. Parental/Guardian permission to participate in approved sports.
 2. Parental/Guardian agreement to Athletic Guidelines.
 3. Parental/Guardian permission for trips and the securing of medical aid.
 4. Parental/Guardian signature regarding athletic insurance
 5. Warning statement.
 6. Athletes agreement to Athletic Guidelines.

II. No practice or School Activity VARSITY OR NON VARSITY will be scheduled on Sundays unless a CONFERENCE, district or state contest is scheduled on the following Monday, and permission has been approved by the activities director.

Bayard Public Schools 18 Student-Parent Activity Handbook

III. If an athlete suffers an INJURY which requires a doctor's attention, he/she must have a WRITTEN medical release from examining doctor before being permitted to resume practicing or participating in any athletic contest.

IV. All athletes are expected to attend all contests and practice sessions unless excused by the Head Coach.

V. At no time should an athlete wear equipment checked out to him except for practices and contests.

VI. Parents/Guardians must attend the Concussion Training and Coaches' Meetings before the student can practice for a support.

"Team Selection" and "Playing Time"

"Team selection" and "playing time" decisions are the responsibility of the individual coach or sponsor of the activity. Consistent, however, with the purposes of the activities

program, the coaches and sponsors shall follow the following established guidelines for team selection and playing time decisions, along with such other guidelines as each individual coach and sponsor may develop which are not inconsistent with these established guidelines:

1. School Representative. Student participants must demonstrate that they can and will represent themselves and their school in a manner which reflects the development of high ideals and appropriate values, which shall include good citizenship in the school and in the community.
2. Success. Student participants must demonstrate that they can make the activity program more successful, both from a standpoint of competitive success and success in promoting a positive school spirit. Characteristics for purposes of these criteria include the student's: (1) talent or skill, (2) desire to improve the student's own skills or talents as well as those of others in the activity, and (3) attitude of respect towards teammates, the coach, the school, and the community.

The NSAA has adopted a 5-day moratorium in December During these 5 days, the following rules are to be followed by all levels of activities: • All high school facilities will be locked down and no athletes will be allowed in for any reasons, including watching film, shooting around, or conditioning. • There shall be no attempt, on or off school premises, by any member of the coaching staff or a volunteer/parent to hold a competition or practice involving any age-level of athlete.

School Dances

A school sponsored dance is a school activity subject to all provisions of the Student Activity Code, and is a privilege available to students meeting all requirements for participation.

General Rules of Student Conduct at Dances

In addition to all rules of student conduct in the Student handbook, students attending dances shall adhere to the following rules of conduct:

1. Who Can Attend: Only students of Bayard Public Schools and their guests may attend.
 - a. Students currently attending Bayard High School or another Nebraska high school who have not been restricted from attending extracurricular activities at Bayard High School or their own school are generally considered appropriate dates or invited guests.
 - b. Persons who are younger than Freshman or older than 20 years of age and not attending high school are generally considered to not be appropriate dates or invited guests for our school dances.
 - c. When attending school-sponsored dances, students may dress casually, unless otherwise designated: however, 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.**

d. Some school dances may be restricted to students attending specified grades levels at Bayard Public Schools. For any dances at the middle school level, only students attending Bayard Public Schools in the grade(s) for which the dance is being held may attend.

e. Students who have been suspended from school or from extracurricular activities may not attend.

f. The school reserves the right to exclude persons who may or do cause a disruption or detract from the event. Dates or invited guests not attending our school are expected to follow the same rules of conduct which apply to our students.

g. Rules for dances may restrict students and their guests from leaving dance until the dance ends without written parental permission on a form provided.

h. Students or their guests who engage in inappropriate behavior, whether on or off of the dance floor, may be asked to leave.

2. Prohibited Substances: Alcoholic beverages, illegal drugs, and tobacco are prohibited. Anyone using these or showing the effects of use will not be allowed admission or, if discovered after admission, be removed from the dance. Their parents may be contacted.

Students and their dates may be required to submit to a Breathalyzer prior to gaining entrance. Those who choose not to submit to a Breathalyzer will not gain entrance. Law enforcement will be contacted if there is reasonable suspicion that the student or a student's date is under the influence of alcohol or drugs.

3. Appropriate Attire: Students and their guests must meet the dress code requirements established for each dance. Teachers or administrators will make the final decision as to whether or not a student's attire is appropriate. Students will be asked to change unacceptable items, which may mean that the student may have to return home to change the inappropriate clothing. It is advisable to check in advance of the dance with the Principal or staff sponsor for the event if you are uncertain about your attire.

Eligibility for Selection as Royalty

Nomination and selection as royalty for school sponsored dances is an honor awarded by students to those of their peers that exemplify the highest standards of integrity and achievement. Students nominated for dance royalty must have demonstrated through their conduct, academic achievement and activities that they have represented, and will represent, themselves, their classmates, and their school in a manner which reflects outstanding effort, commitment to their school and fellow students, and integrity and good citizenship in the school and in the community. The students selected to be the "royalty" for the Homecoming and Prom or any other school sponsored dance or activity shall meet that general standard as determined by the administration.

JUNIOR/SENIOR PROM

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

1. Decorations must be modest in scope and expense, and the plan approved by the High School Principal in advance.
2. All decorations must be absolutely fireproof.
3. The prom shall be open to juniors and seniors of Bayard High School and their dates. 4. Students attending prom shall be no younger than a high school freshman or no older than 20 years of age.
5. The prom shall be held within the Bayard Public School facilities or a different site with approval by the Administration. The request should be made sixty days prior to the prom.

ROYALTY

HOMECOMING 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, FCCLA, NHS, Spanish Club, Student Council, Speech Team, Quiz Bowl, One Act, DI, 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.

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.

Relationships between Parents and Coaches/Sponsors

Both parenting and coaching are very difficult vocations. By establishing an understanding between coaches and parents, both are better able to accept the actions of the other and provide a more positive experience for everyone.

Parents have the right to know the expectations placed on them and their children. Coaches and sponsors have the right to know that if parents have a concern, they will discuss it with the coach at the appropriate time and place.

Parents' Role in Interscholastic Athletics and

Other Extracurricular Activities

Communicating with your children

- Make sure that your children know that win or lose, scared or heroic, you love them,

- appreciate their efforts and are not disappointed in them. This will allow them to do their
- best without fear of failure. Be the person in their life they can look to for constant
- positive reinforcement.
- Try your best to be completely honest about your child's athletic ability, competitive
- attitude, sportsmanship and actual skill level.
- Be helpful but don't coach them. It's tough not to, but it is a lot tougher for the child to be
- flooded with advice and critical instruction.
- Teach them to enjoy the thrill of competition, to be "out there trying," to be working to
- improve their skills and attitudes. Help them develop the feeling for competing, for trying
- hard, for having fun.
- Try not to relive your athletic life through your child in a way that creates pressure. If
- they are comfortable with you win or lose, then they are on their way to maximum ○ enjoyment.
- Don't compete with the coach. If your child is receiving mixed messages from two ○ different authority figures, he or she will likely become disenchanted. ○ Don't compare the skill, courage, or attitude of your child with other members of the ○ team.
- Get to know the coach(es). Then you can be assured that his or her philosophy, attitudes,
- ethics, and knowledge are such that you are happy to have your child under his or her
- leadership.

📌 Always remember that children tend to exaggerate, both when praised and when criticized. Temper your reaction and investigate before overreacting.

Communicating with the coach

- Communication you should expect from your child's coach includes:
- Philosophy of the coach
- Expectations the coach has for your child
- Locations and times of all practices and contests
- Team requirements
- Procedure should your child be injured
- Discipline that results in the denial of your child's participation
- Communication coaches expect from parents
- Concerns expressed directly to the coach
- Notification of any schedule conflicts well in advance
- Specific concerns in regard to a coach's philosophy and/or expectations
- Appropriate concerns to discuss with coaches:
- The treatment of your child, mentally, and physically
- Ways to help your child improve
- Concerns about your child's behavior
- Injuries or health concerns. Report injuries to the coach immediately!! Tell the coach about any health concerns that may make it necessary to limit your child's participation or require assistance of trainers. Students are sometimes unwilling to

tell coaches when they are injured, so please make sure the coach is told.

Appropriate procedures for discussing concerns with the coaches:

- 1.) The chain of command is an integral part of our system. The following is the chain of command students, athletes, and parents will follow when wanting to address concerns with coaches/activities sponsors.
 - a.) Student talks to the coach about concerns.
 - b.) Student talks to the AD about concerns.
 - c.) The parent calls to set up an appointment with the coach.
 - d.) The parent calls to set up an appointment with the AD, coach, parent, student involved, and other administrators if necessary to discuss the situation.

Follow the chain of command to help ensure a positive resolution for all concerned after the 24-hour time frame. Do not confront a coach before or after a contest or practice as these can be emotional times for all parties involved and do not promote resolution.

- 2.) The 24 rule will be followed. All contact between coaches, players, and parents with concerns will occur at least 24 hours after the concern. Do not confront a coach before, during, or after a contest or practice as these can be emotional times for all parties involved and will not promote resolution.
- 3.) What should a parent player do if they feel a resolution has not been accomplished after the chain of command has been exhausted?

Set up a meeting with the superintendent, parent, and student to discuss concerns. If more action is needed this will be discussed at that meeting.

Issues not appropriate to discuss with coaches:

- Playing time
- Team strategy
- Play calling
- Other student-athletes (except for reporting activity code violations)

Section 8 Good Sportsmanship—Behavior Expectations of Spectators Good sportsmanship is expected to be exhibited by all coaches, sponsors, students, parents and other spectators. The school can be punished by NSAA for a lack of good sportsmanship at NSAA sanctioned events. More importantly, activities are more enjoyable for the students when good sportsmanship is displayed. Responsibilities of Spectators Attending

Interscholastic Athletics and Other Extracurricular Activities

1. Show interest in the contest by enthusiastically cheering and applauding the performance of both teams.
2. Show proper respect for opening ceremonies by standing at attention and remaining silent when the National Anthem is played.
3. Understand that a ticket is a privilege to observe the contest, not a license to verbally

attack others, or to be obnoxious. Maintain self-control.

4. Do not “boo,” stamp feet or make disrespectful remarks toward players or officials.
5. Learn the rules of the game, so that you may understand and appreciate why certain situations take place.
6. Know that noisemakers of any kind are not proper for indoor events.
7. Obey and respect officials and faculty supervisors who are responsible for keeping order. Respect the integrity and judgment of game officials.
8. Stay off the playing area at all times.
9. Do not disturb others by throwing material onto the playing area.
10. Show respect for officials, coaches, cheerleaders from other schools and student-athletes.
11. Pay attention to the half-time program and do not disturb those who are watching.
12. Respect public property by not damaging the equipment or the facility.
13. Know that the school officials reserve the right to refuse attendance of individuals whose conduct is not proper.
14. Refrain from the use of alcohol and drugs on the site of the contest.
15. ***PLEASE BE AN ATHLETE OR FAN!!!!***

ACTIVITY PAGES ON THE SCHOOL WEBSITE

Each Activity sponsor is encouraged to work with the web page coordinator to maintain a webpage containing activity-appropriate and relevant information such as contact information, parent meeting materials, handbooks for the activity, student/parent expectations, links to the school activity calendar(s), and requirements for earning a letter in the activity. Posting of student information, student work, and images of students must be approved through the activity director and must be in accordance with board policy and any state and federal regulations.

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Bayard Public Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Bayard Public Schools may disclose appropriately designated “directory information” without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow Bayard Public Schools to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook
- Honor roll or other recognition lists
- Graduation programs
- Sports activity sheets, such as for wrestling, showing weight and height of team members ■

School's Website, Tiger TV, and newspapers (sports pages for example) Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of

1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listing – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. If you do not want Bayard Public Schools to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing within two (2) weeks of enrollment. Bayard Public

Schools have designated the following information as directory information: Student's name

Participation in officially recognized activities and sports

Address

Telephone listing

Weight and height of members of athletic teams

Electronic mail address

Photograph

Degrees, honors, and awards received

Date and place of birth

Major field of study

Dates of attendance

Grade level

Most recent educational agency or institution attended

The Family Educational Rights and Privacy Act (FERPA) afford 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 is 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. Upon

request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

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.

Extra-Duty Assignments for 2023-2024		
Full Year Activities		
Annual	Head	Jessica Klassen
Band	Director	Sara Schmidt
Cheerleading	Sponsor	Tressa White
Class of 2024 and Graduation	Sponsor	Linde Rafferty
Class of 2024 and Graduation	Sponsor	Justin Rafferty
Class of 2024 and Graduation	Sponsor	Zach Nesbitt
Class of 2025 and Prom Sponsors	Sponsor	Jessica Klassen
Class of 2025 and Prom Sponsors	Sponsor	Laurie Bauer
Class of 2025 and Prom Sponsors	Sponsor	Steven Posey
Class of 2026	Sponsor	Jim Roberts
Class of 2026	Sponsor	MyKayla Torres
Class of 2026	Sponsor	Holly Nolte
Class of 2027	Sponsor	Elliot Reish
Class of 2027	Sponsor	Sara Schmidt
Class of 2027	Sponsor	Stephanie Barker
Class of 2028	Sponsor	Randy McKibbin
Class of 2028	Sponsor	Kimberly Ferguson
Class of 2028	Sponsor	Bobbie Stuart
Class of 2029	Sponsor	Barbara Pieper
Class of 2029	Sponsor	Colton Ehler
Class of 2029	Sponsor	Brandon Stuart
Educators Rising Sponsor	Head	MyKayla Torres
Elementary Home Work Club	Shared	Cheryl Ferrero
Elementary Home Work Club	Shared	Michelle Martinez
Elementary Home Work Club	Shared	Brittany Binder
Elementary Home Work Club	Shared	Amanda Anderson
Elementary Leader in Me	Shared	Cheryl Ferrero
Elementary Leader in Me	Shared	Lacee James
eSports	Sponsor	Jeff Erdman
FFA Advisor	Advisor	Justin Rafferty
Newspaper	Sponsor	Stephanie Barker
High Ability Learner (HAL) Coordinator	Coordinator	Lacee James
Home Work Club	Sponsor	Jennifer Gier
Honor Society Advisor	Advisor	Laurie Bauer
HOSA (Health Occupations Students of America)	Sponsor	Zach Nesbitt
School Improvement Coordinator	Coordinator	Cheryl Ferrero
Secondary LEAD Team (Jr./Sr. High)	Shared Sponsor	Jennifer Gier
Secondary LEAD Team (Jr./Sr. High)	Shared Sponsor	Linde Rafferty
SkillsUSA Sponsor	Sponsor	
Student Council (Elementary)	Shared Sponsor	Lacee James
Student Council (Elementary)	Shared Sponsor	Brittany Binder

Student Council (Jr./Sr. High)	Head Sponsor	Linde Rafferty
Student Council (Jr./Sr. High)	Assistant Sponsor	Justin Rafferty
Quiz Bowl	Sponsor	Linde Rafferty
Vocal	Director	Kelley Rice
Webpage Coordinator	Coordinator	Jennifer Gier
Weights(Zero Hour??)	Lead	Colton Ehler
Fall Activities		
Cross Country	Head Coach	Candace Ehler
Cross Country	Assistant Coach	Alex Araujo
Football	Head Coach	Brandon Stuart
Football	Assistant Coach	Colton Ehler
Football	Assistant Coach	Joe Foland
Football	Assistant Coach	Zay Mancias
Girls Golf	Coach	Jim Roberts
Jr. High Football	Head Coach	Mike Simons
Jr. High Football	Assistant Coach	Elliot Reish
Jr. High Football	Assistant Coach	
Jr. High Volleyball	Head Coach	Julie Cochran
Jr. High Volleyball	Assistant Coach	Barbara Pieper
One Act Plays	Director	Jenny Posey
Softball	Head Coach	Steven Posey
Softball	Assistant Coach	Tressa White
Volleyball	Head Coach	Cindy Korrell
Volleyball	Assistant Coach	Justine Jobman
Winter Activities		
Boys Basketball	Head Coach	Ryan Hergenreder
Boys Basketball	Assistant Coach	Joe Foland
Girls Basketball	Head Coach	Colton Ehler
Girls Basketball	Assistant Coach	Grace Dobrinski
Jr. High Boys Basketball	Head Coach	Joe Foland
Jr. High Boys Basketball	Assistant Coach	Barbara Pieper
Jr. High Girls Basketball	Head Coach	Barbara Pieper
Jr. High Girls Basketball	Assistant Coach	Joe Foland
Jr. High Wrestling	Head Coach	Randy McKibbin
Jr. High Wrestling	Assistant Coach	Elliot Reish
Jr. High Girls Wrestling	Head Coach	Randy McKibbin
Jr. High Girls Wrestling	Assistant Coach	
Speech	Head Coach	Amanda Anderson
Wrestling - Boys	Head Coach	Cory Barker
Wrestling - Boys	Assistant Coach	Garrett Schukei
Wrestling - Girls	Head Coach	Randy McKibbin

Wrestling - Girls	Coaches Assistant	Kadee Armstrong
Spring Activities		
Boys Golf	Coach	Jim Roberts
Destination Imagination - Elementary	Sponsor	Jennifer Tavenner
Destination Imagination - Secondary	Sponsor	Barbara Pieper
Jr. High Boys Track	Head Coach	Brandon Stuart
Jr. High Boys Track	Assistant Coach	Mike Simons
Jr. High Girls Track	Head Coach	Colton Ehler
Jr. High Girls Track	Assistant Coach	Grace Dobrinski
Track - Boys	Head Coach	Mike Simons
Track - Boys	Assistant Coach	Teri Stuart
Track - Girls	Head Coach	Brandon Stuart
Track - Girls	Assistant Coach	Zach Nesbitt

CERTIFICATED STAFF HANDBOOK



Bayard Public Schools 2023-2024

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 2023-2024. 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

Table of Contents

ORGANIZATION	8
STATEMENT OF EDUCATIONAL PHILOSOPHY	8
BAYARD PUBLIC SCHOOLS	8
MISSION STATEMENT	10
BAYARD PUBLIC SCHOOLS	10
VISION STATEMENT	10
BAYARD PUBLIC SCHOOLS	10
CORE COVENANTS	10
BAYARD PUBLIC SCHOOLS	10
STUDENT EXPECTATIONS	10
BAYARD PUBLIC SCHOOLS	10
ACADEMIC SEAL OF BAYARD PUBLIC SCHOOLS	10
PURPOSE	11
CONTRACT AND RELATED ITEMS	13
ABSENCES - TEACHER	13
RETURNING FROM ABSENCES	13
CERTIFICATION	14
CONTRACT	14
CONTRACT TERMINATION	14
DEFINITIONS OF JUST CAUSE TERMS	14
FACULTY EVALUATION	15
LEAVE	15
LEAVE – SICK BANK	17
PAY DAY	17
JURY DUTY	17
PROBATIONARY TEACHERS	17
RESIGNATIONS – PROFESSIONAL PERSONNEL	17
SALARY SCHEDULE HORIZONTAL MOVEMENT	18
SALARY SCHEDULES for 2022-2023	18
GENERAL INFORMATION	19
ACADEMIC INTERVENTION/ACADEMIC DETENTION	19
ADMIT SLIPS (HIGH SCHOOL)	20
ATTENDANCE PROCEDURES	20
BAD WEATHER/SCHOOL CLOSING	20
CLASS SPONSORS (HIGH SCHOOL)	21

CLASSROOM MANAGEMENT	21
COMMUNICATION	22
COMMUNITY RELATIONS	22
CONCESSIONS/CASH BOXES	22
CONCUSSIONS: RETURN TO LEARN	22
CONFIDENTIALITY AND CONFIDENTIALITY OF RECORDS	22
COPYRIGHT AND FAIR USE POLICY	23
CRISIS SITUATIONS	23
CUSTODIAL ASSISTANCE	23
DETENTIONS	23
DISCIPLINE	24
DISCIPLINARY DOCUMENTATION, AND REFERRALS	24
DISRUPTED DAY	24
DISTRICT INSTRUCTIONAL MODEL	25
DISTRICT INSTRUCTIONAL MODEL: DESIGN AND DELIVERY COMPONENTS	25
EDI Lesson Design Components	25
EDI Lesson Delivery Strategies	26
TAPPLE: Checking for Understanding	26
Teach First	26
Ask a Question	26
Pause and Pair-Share	26
Pick a Non-Volunteer	27
Listen to the Response	27
Effective Feedback	27
EDI Lesson Norms	27
EDI and Substitute Teachers	28
DUTY HOURS	28
FACULTY MEETINGS	28
FORMS, REPORTS, AND RECORDS	28
Superintendent's Office	28
High School Principal's Office	28
Elementary Principal's Office	29
FUNDRAISERS AND ACTIVITIES ACCOUNTS	29
GRADES AND REPORT CARDS	30
GRADING PRACTICES TO SUPPORT LEARNING	30
GUM AND CANDY	31

GRADUATION EXERCISES (HIGH SCHOOL)	32
HALL SUPERVISION	32
HOMEWORK	32
JUNIOR/SENIOR HIGH HONOR ROLL	33
IDENTIFICATION BADGES/NAME TAGS	33
INSTRUCTIONAL AREAS	33
LESSON PLANS, CLASS ROSTERS, AND SEATING CHARTS	33
LETTERS TO PARENTS	34
MUTUAL RESPECT	34
OBSERVING AND ENFORCING RULES	34
OUTSIDE RESOURCE PEOPLE	34
PARENT – TEACHER CONFERENCES	34
PARKING AT THE ELEMENTARY SCHOOL	35
PROFESSIONAL COLLABORATION AND PEER COACHING	35
PROFESSIONALISM AND CODE OF ETHICS	35
PUBLICITY/PUBLICATIONS	35
PURCHASING	35
RADIOS AND OTHER COMMUNICATION DEVICES	36
RECESS SUPERVISION	36
RECORDS MANAGEMENT AND DISPOSITION – LITIGATION HOLDS OF ELECTRONIC MESSAGES	36
SANITATION, HEALTH, AND ROOM MAINTENANCE	36
SAFETY INSTRUCTIONS	37
SCHOOL BOARD POLICIES	37
SCHOOL LUNCH	37
SCHOOL PROCEDURES	37
STUDENT CONDUCT	38
STUDENT PASSES	38
SCHOOL KEYS	38
SECTION 504 PLANS, IEP PLANS, STUDENT ASSISTANCE TEAM PLANS, DYSLEXIA PLANS, READING INTERVENTION PLANS, AND BEHAVIORAL/HEALTH PLANS	38
SOCIAL ACTIVITIES	38
SPONSOR/CHAPERONE DUTIES	39
STAFF DRESS	39
STAFF LEAVE	40
STAFF WELLNESS	40
STUDENT BOOKS	40

STUDENT DRESS CODE	40
STUDENT ERRANDS	40
STUDENTS - LEAVING THE ROOM	41
STUDENT HANDBOOK	41
SUBSTITUTE TEACHERS	41
SUMMER BUILDING ACCESS	41
SUPERVISION OF STUDENTS	41
Proper Supervision	41
Proper Instructions	42
Contact the Principal for Assistance	42
Student Searches	42
Student Rights	43
TEACHERS' WORK ROOM	43
TEACHER WEBSITES	43
TELEPHONE	43
VIDEOS	43
VIDEO SURVEILLANCE	43
VISITORS	44
WORK AREA SAFETY AND ACCIDENT REPORTING	44
EYE AND FACE PROTECTIVE DEVICES	44
“WORK FROM HOME” EXPECTATIONS	45
BOARD POLICY	47
CERTIFICATED EMPLOYEE REDUCTION IN FORCE	47
PROFESSIONAL PERSONNEL RESIGNATIONS	49
EVALUATION OF CERTIFICATED EMPLOYEES	50
PROFESSIONAL GROWTH	51
REPORTING Child Abuse OR NEGLECT	55
RESTRAINT AND SECLUSION	57
DRUG FREE SCHOOL AND COMMUNITY POLICY	61
SEXUAL/ETHNIC HARASSMENT POLICY	64
HARASSMENT BY EMPLOYEES	68
Employees whose behavior is alleged to be in violation of this policy will be subject to the	71
Investigation Procedure	71
Resolution of the Complaint	72
Points to Remember in the Investigation	72

Conflicts	72
Name of alleged harasser:	
_____	73
FAMILY LEAVE	75
EMPLOYEE USE OF ELECTRONIC COMMUNICATIONS DEVICES	77
MILITARY AND FAMILY MILITARY LEAVE	78
PROFESSIONAL BOUNDARIES BETWEEN EMPLOYEES AND STUDENTS	79
Network Acceptable Use and Internet Safety Policy	83
LIST OF APPENDICES	91
APPENDIX A	91
Salary Schedule and Extra Duty Pay Schedule	91
APPENDIX B:	91
Salary Schedule Advancement Course Approval Request Form	91
APPENDIX C:	91
Sick Leave Bank Request Form/Guidelines and Limitations to the Use of the Sick Bank	91
APPENDIX D:	91
Chain of Command Flow Chart	91
APPENDIX E:	91
Professional Ethics for Teachers (Nebraska)	91
APPENDIX F:	91
Nebraska Effective Educator Standards	91
BAYARD SCHOOL SONG	92

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 2023-2024

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.

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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. As a general rule duty hours run from 7:45 to 4:00 pm. 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 verified 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.

- 60/40 weighted grades: Assessment (60%)/Daily work(40%)
- 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 are due on the date assigned by the teacher. A 5% deduction will be taken off each school day until the assignment is turned in.
 - On school day 6 the highest grade possible is 70% of the earned score.
- All work is due on the last day of the quarter unless arrangements have been made ahead of time. Incompletes may be granted at the discretion of the principal. the principal.
 - Students will be encouraged to utilize planners or Google calendar to practice organizational/planning skills.
- Redo Policy:
 - Daily work and tests redone will be accepted at a 5% deduction for each redo completed.
 - Tests can only be retaken if the student has completed all daily work for that chapter. Redos will follow late work policy.
 - 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 by 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

Page 1

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

POLICY NO. 4005-A

Page 2

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

POLICY NO. 4104

Page 1

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.

POLICY NO. 4104

Page 2

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.

POLICY NO. 4104

Page 3

PROFESSIONAL GROWTH

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

Maximum hours of credit from this source will be two.

Educational Committee Work

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

Adult Education

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

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

Adult Education or College Instruction

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

State Conventions

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

POLICY NO. 4104

Page 4

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

POLICY NO. 4105

Page 2

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

POLICY NO. 4107

Page 1

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 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

POLICY NO. 4109

Page 1

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

POLICY NO. 4109

Page 2

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 are 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.

POLICY NO. 4109

Page 3

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 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:

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.

POLICY NO. 4111

Page 2

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.

POLICY NO. 4111

Page 3

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.

POLICY NO. 4111

Page 4

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 included, 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

POLICY NO. 4111-A

Page 1

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.

POLICY NO. 4111-A
Page 2

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.

POLICY NO. 4111-A
Page 3

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.

POLICY NO. 4111-A
Page 4

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.

POLICY NO. 4111-A
Page 5

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

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.shtml>.

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.



SUBSTITUTE TEACHER HANDBOOK



Bayard Public Schools 2023-2024

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 2023-2024. 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

Table of Contents

WELCOME	5
MESSAGE FROM THE SUPERINTENDENT	5
GENERAL INFORMATION	6
PURPOSE	6
WHEN TO ARRIVE	6
WHEN TO DEPART	6
PAYMENT	6
EMERGENCY PROCEDURES	6
STUDENT ILLNESS	7
PHONE OPERATION	7
COMPLIMENTARY BREAKFAST AND LUNCH	7
ATTENDANCE PROCEEDURES	7
BAD WEATHER/SCHOOL CLOSING	7
CLASSROOM MANAGEMENT	7
COMMUNICATION	8
COMMUNITY RELATIONS	8
CONFIDENTIALITY AND CONFIDENTIALITY OF RECORDS	9
CUSTODIAL ASSISTANCE	9
DISCIPLINE	9
GUM AND CANDY	9
HALL SUPERVISION	10
LETTERS TO PARENTS	10
MUTUAL RESPECT	10
PARKING AT THE ELEMENTARY SCHOOL	10
PROFESSIONALISM AND CODE OF ETHICS	10
PUBLICITY/PUBLICATIONS	10
RADIOS AND OTHER COMMUNICATION DEVICES	10
RECESS SUPERVISION	11
RECORDS MANAGEMENT AND DISPOSITION – LITIGATION HOLDS OF ELECTRONIC MESSAGES	11
SANITATION, HEALTH, AND ROOM MAINTENANCE	11
SCHOOL BOARD POLICIES	11
STUDENT CONDUCT	11
STUDENT PASSES	12

SECTION 504 PLANS, IEP PLANS, STUDENT ASSISTANCE TEAM PLANS, DYSLEXIA PLANS, READING INTERVENTION PLANS, AND BEHAVIORAL/HEALTH PLANS	12
STAFF DRESS	12
STUDENT DRESS CODE	12
STUDENT ERRANDS	13
STUDENTS - LEAVING THE ROOM	13
STUDENT HANDBOOK	13
SUPERVISION OF STUDENTS	13
TEACHERS' WORK ROOM	15
TELEPHONE	15
VIDEOS	15
VIDEO SURVEILLANCE	16
VISITORS	16
WORK AREA SAFETY AND ACCIDENT REPORTING	16
EYE AND FACE PROTECTIVE DEVICES	16
DISTRICT INSTRUCTIONAL MODEL	18
APPENDIX: SELECTED BOARD POLICIES	21
REPORTING Child Abuse OR NEGLECT	21
RESTRAINT AND SECLUSION	23
DRUG FREE SCHOOL AND COMMUNITY POLICY	27
SEXUAL/ETHNIC HARASSMENT POLICY	30
HARASSMENT BY EMPLOYEES	34
EMPLOYEE USE OF ELECTRONIC COMMUNICATIONS DEVICES	41
PROFESSIONAL BOUNDARIES BETWEEN EMPLOYEES AND STUDENTS	42
Network Acceptable Use and Internet Safety Policy	45

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 2023-2024 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,

Mr. Rodney Olson
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

POLICY NO. 4105

Page 2

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

POLICY NO. 4107

Page 1

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 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

POLICY NO. 4109

Page 2

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.

POLICY NO. 4109

Page 3

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.

POLICY NO. 4111

Page 2

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.

POLICY NO. 4111

Page 3

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.

POLICY NO. 4111

Page 4

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

POLICY NO. 4111-A

Page 1

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.

POLICY NO. 4111-A

Page 2

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.

POLICY NO. 4111-A

Page 3

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.

POLICY NO. 4111-A

Page 4

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.

POLICY NO. 4111-A

Page 5

HARASSMENT BY EMPLOYEES

Conflicts

If the investigator is the alleged harasser or a witness to the incident, the alternate investigator shall be the investigator.

If the alleged harasser is the superintendent, the alternate investigator shall take the superintendent's place in the investigation process. The alternate investigator shall report the findings to the board.

Approved: 8-12-02

HARASSMENT COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

Date and place of incident or incidents: _____

Description of misconduct: _____

Name of witnesses (if any): _____

Evidence of harassment, i.e., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

WITNESS DISCLOSURE FORM

Name of witness: _____

Position of witness: _____

Date of testimony, interview: _____

Description of instance witnessed: _____

Any other information: _____

I agree that all of the information of this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

POLICY NO. 4115

EMPLOYEE USE OF ELECTRONIC COMMUNICATIONS DEVICES

The Board recognizes that employees may carry electronic communications devices and hereby adopts this policy.

District-Issued Communications Devices

The District may elect to issue certain communications devices to employees in order to increase the efficiency of District operations. Issuance and use of District equipment shall be subject to rules promulgated by the Superintendent.

Personally Owned Communications Devices

Employees may carry and use personally owned cellular telephones or pagers/beepers on school property subject to rules and regulations promulgated by the Superintendent.

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

Adopted: 4-10-2006

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

Program	Total Cost 22-23	Last Years Income	Total Cost 23-24	Last Years Income
Varsity/JV Football	10000	38,394.14	6000	62,100.60
JH football	5000		5000	
Varsity/JV Volleyball	5500		6000	
JH Volleyball	3000		3500	
Cross Country	5000		4000	
Softball	7000		6000	
Varsity/JV Basketball(Boys)	6000		6500	
Varsity/JV Basketball(Girls)	6000		6500	
JH Basketball(Boys)	2000		2500	
JH Basketball(Girls)	2000		2500	
Varsity Boys Wrestling	6500		6000	
Varstiy Girls Wrestling	0		4000	
JH Wrestling	3400		4000	
Boys Track	10,000		15000	
Girls Track	10,000		15,000	
JH Track	3000		4,000	
Golf	4000		3500	
Miscelaneous	2000		2000	
Medical Supplies	2500		2000	
Weight Room	1500		1500	
Professional Growth	2000		1500	
RWMC Training Fees	4500		4000	
NSAA Dues	1500		1650	
MAC Dues	1500		1500	
WTC Dues	1500		1500	
Sportsmanship Summit	150		150	
Awards	1000		1000	
Software(Hudl(impact)	7500		7500	
One Act	1300		1300	
Speech	1200		1000	
	116550		126600	

Extra-Duty Assignments for 2023-2024		
Full Year Activities		
Annual	Head	Jessica Klassen
Band	Director	Sara Schmidt
Cheerleading	Sponsor	Tressa White
Class of 2024 and Graduation	Sponsor	Linde Rafferty
Class of 2024 and Graduation	Sponsor	Justin Rafferty
Class of 2024 and Graduation	Sponsor	Zach Nesbitt
Class of 2025 and Prom Sponsors	Sponsor	Jessica Klassen
Class of 2025 and Prom Sponsors	Sponsor	Laurie Bauer
Class of 2025 and Prom Sponsors	Sponsor	Steven Posey
Class of 2026	Sponsor	Jim Roberts
Class of 2026	Sponsor	Mykayla Torres
Class of 2026	Sponsor	Holly Nolte
Class of 2027	Sponsor	Elliot Reish
Class of 2027	Sponsor	Sara Schmidt
Class of 2027	Sponsor	Stephanie Barker
Class of 2028	Sponsor	Randy McKibbin
Class of 2028	Sponsor	Kimberly Ferguson
Class of 2028	Sponsor	Bobbie Stuart
Class of 2029	Sponsor	Barbara Pieper
Class of 2029	Sponsor	Colton Ehler
Class of 2029	Sponsor	Brandon Stuart
Educators Rising Sponsor	Head	Mykayla Torres
Elementary Home Work Club	Shared	Cheryl Ferrero
Elementary Home Work Club	Shared	Michelle Martinez
Elementary Home Work Club	Shared	Brittany Binder
Elementary Home Work Club	Shared	Amanda Anderson
Elementary Leader in Me	Shared	Cheryl Ferrero
Elementary Leader in Me	Shared	Lacee James
eSports	Sponsor	Jeff Erdman
FFA Advisor	Advisor	Justin Rafferty
Newspaper	Sponsor	Stephanie Barker
High Ability Learner (HAL) Coordinator	Coordinator	Lacee James
Home Work Club	Sponsor	Jennifer Gier
Honor Society Advisor	Advisor	Laurie Bauer
HOSA (Health Occupations Students of America)	Sponsor	Zach Nesbitt
School Improvement Coordinator	Coordinator	Cheryl Ferrero
Secondary LEAD Team (Jr./Sr. High)	Shared Sponsor	Jennifer Gier
Secondary LEAD Team (Jr./Sr. High)	Shared Sponsor	Linde Rafferty
SkillsUSA Sponsor	Sponsor	
Student Council (Elementary)	Shared Sponsor	Lacee James
Student Council (Elementary)	Shared Sponsor	Brittany Binder

Student Council (Jr./Sr. High)	Head Sponsor	Linde Rafferty
Student Council (Jr./Sr. High)	Assistant Sponsor	Justin Rafferty
Quiz Bowl	Sponsor	Linde Rafferty
Vocal	Director	Kelley Rice
Webpage Coordinator	Coordinator	Jennifer Gier
Weights(Zero Hour??)	Lead	Colton Ehler
Fall Activities		
Cross Country	Head Coach	Candace Ehler
Cross Country	Assistant Coach	Alex Araujo
Football	Head Coach	Brandon Stuart
Football	Assistant Coach	Colton Ehler
Football	Assistant Coach	Joe Foland
Football	Assistant Coach	Zay Mancias
Girls Golf	Coach	Jim Roberts
Jr. High Football	Head Coach	Mike Simons
Jr. High Football	Assistant Coach	Elliot Reish
Jr. High Football	Assistant Coach	
Jr. High Volleyball	Head Coach	Julie Cochran
Jr. High Volleyball	Assistant Coach	Barbara Pieper
One Act Plays	Director	Jenny Posey
Softball	Head Coach	Steven Posey
Softball	Assistant Coach	Tressa White
Volleyball	Head Coach	Cindy Korrell
Volleyball	Assistant Coach	Justine Jobman
Winter Activities		
Boys Basketball	Head Coach	Ryan Hergenreder
Boys Basketball	Assistant Coach	Joe Foland
Girls Basketball	Head Coach	Colton Ehler
Girls Basketball	Assistant Coach	Grace Dobrinski
Jr. High Boys Basketball	Head Coach	Joe Foland
Jr. High Boys Basketball	Assistant Coach	Barbara Pieper
Jr. High Girls Basketball	Head Coach	Barbara Pieper
Jr. High Girls Basketball	Assistant Coach	Joe Foland
Jr. High Wrestling	Head Coach	Randy McKibbin
Jr. High Wrestling	Assistant Coach	Elliot Reish
Jr. High Girls Wrestling	Head Coach	Randy McKibbin
Jr. High Girls Wrestling	Assistant Coach	
Speech	Head Coach	Amanda Anderson
Wrestling - Boys	Head Coach	Cory Barker
Wrestling - Boys	Assistant Coach	Garrett Schukei
Wrestling - Girls	Head Coach	Randy McKibbin

Wrestling - Girls	Coaches Assistant	Kadee Armstrong
Spring Activities		
Boys Golf	Coach	Jim Roberts
Destination Imagination - Elementary	Sponsor	Jennifer Tavenner
Destination Imagination - Secondary	Sponsor	Barbara Pieper
Jr. High Boys Track	Head Coach	Brandon Stuart
Jr. High Boys Track	Assistant Coach	Mike Simons
Jr. High Girls Track	Head Coach	Colton Ehler
Jr. High Girls Track	Assistant Coach	Grace Dobrinski
Track - Boys	Head Coach	Mike Simons
Track - Boys	Assistant Coach	Teri Stuart
Track - Girls	Head Coach	Brandon Stuart
Track - Girls	Assistant Coach	Zach Nesbitt

4000 Series – Personnel

POLICY NO. 4000 - ROLE OF AND GUIDING PRINCIPLES FOR EMPLOYEES

This series of the board policy manual is devoted to the board's goals and objectives for employees in the performance of their jobs. Employees provided a variety of important services for the children of the school district community. They may be teaching or assisting in the classroom, working in the office, maintaining the facilities, driving or repairing the school buses, or cooking lunches. Each employee plays a vital role in providing an equal opportunity for a quality education for students commensurate with the students' individual needs. While the teachers have the most direct impact on the formal instruction of students, all employees have an impact on the school environment by their dedication to their work and their actions. As role models for the students, employees shall promote a cooperative, enthusiastic, and supportive learning environment for the students.

In striving to achieve a quality education program, the board's goal is to obtain and retain qualified and effective employees. The board shall have complete discretion to determine the number, the qualifications, and the duties of the positions and the school district's standards of acceptable performance. It shall be the responsibility of the superintendent to make recommendations to the board in these areas prior to board action. The board recognizes its duty to bargain collectively with duly certified collective bargaining units.

Board policies in this series relating to general employees, shall apply to employees regardless of their position as a certified employee, support staff, substitute or administrator. Board policies relating to certified employees shall apply to positions that require a teaching license or administrator's certificate or other professional license, certificate or endorsement, unless administrative positions are specifically excluded from the policy. Support staff policies included in this series shall apply to positions that do not fall within the definition of certified employees.

Approved: 8-12-02

Reviewed: 4-12-10, 9-13-21

POLICY NO. 4000-A - EQUAL EMPLOYMENT OPPORTUNITY

The Bayard School District shall provide equal opportunity to employees and applicants for employment in accordance with applicable equal employment opportunity and affirmative action laws, directives and regulations of federal, state and local governing bodies. Opportunity to all employees and applicants for employment includes hiring, placement, promotion, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination. The school district shall take affirmative action in major job categories where women, men, minorities and persons with disabilities are underrepresented. Employees will support and comply with the district's established equal employment opportunity and affirmative action policies. Employees shall be given notice of this policy annually.

The Board shall appoint an affirmative action coordinator. The affirmative action coordinator shall have the responsibility for drafting the affirmative action plan. The affirmative action plan shall be reviewed by the board.

Individuals who file an application with the school district will be given consideration for employment if they meet or exceed the qualifications set by the Board, Administration, and Nebraska Department of Education for the position for which they apply. In employing individuals, the district will not discriminate in any aspect of employment with regard to race, color, religion national or ethnic origin, sex, disability, age, marital status, or genetic background, veteran status, pregnancy, or childbirth or related medical condition. In keeping with the law, the Board shall consider the veteran status of applicants.

Advertisements and notices for vacancies within the district shall contain the following statement: "The Bayard School District is an equal employment opportunity employer." The statement shall also appear on application forms.

Inquires by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, shall be directed to the Affirmative Action Coordinator by writing to the Affirmative Action Coordinator, Bayard School District, Bayard, Nebraska 69334; or by telephoning (308) 586-1325.

Inquires by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Director of the Kansas Office of Civil Rights, U.S. Department of Education, 10220 North Executive Hills Boulevard 8th Floor, Kansas City, MO 64153-1367, (816) 880-4200 or the Nebraska Equal Opportunity Commission, State Office Building, 301 Centennial Mall South, 5th Floor, P.O. Box 94394, Lincoln, NE 68509-4934, (402) 471-2024 or (800) 642-6112.

This inquiry or complaint to the federal office may be done instead of, or in addition to, an inquiry or complaint at the local level.

Further information and procedures for filing a complaint are available at the website of the Nebraska Equal Opportunity Commission, <http://www.neoc.ne.gov/comp/comp.htm>.

Legal Reference: 29 U.S.C. ** 621-634 (1994).

42 U.S.C. ** 2000e et seq. (1994).

42 U.S.C. ** 12101 et. seq. (1994).

Neb. Statute 48-1101 et seq. (Nebr. Fair Employment Practice Act)

Approved: 8-12-02

Reviewed: 4-12-10, 9-13-21

Revised: 8-10-15

POLICY NO. 4000-B - EMPLOYEE RECORDS

The school district shall maintain personnel records on employees. The records are important for the daily administration of the educational program, for implementing board policy, for budget and financial planning, and for meeting state and federal requirements.

The record shall include, but not be limited to, records necessary for the daily administration of the school district, salary records, evaluations, applications for employment, references, and other items needed to carry out Board Policy. Employee personnel files are school district records and are considered confidential records and therefore are not generally open to public inspection or accessibility. Only in certain limited instances, when the employee has given a signed consent, will employee personnel records be accessible to individuals other than the employee or authorized school officials.

Employees may have access to their personnel files, with the exception of letters of reference, and copy items from their personnel files at a time mutually agreed upon between the Superintendent and the employee. The school district may charge a reasonable fee for each copy made. However, employees will not be allowed access to the employment references written on behalf of the employee. Board members will generally only have access to an employee's file when it is necessary because of an employee related matter before the board.

It shall be the responsibility of the Superintendent to keep employee's personnel files current.

It shall be the responsibility of the Superintendent to develop administrative regulations for the implementation of this policy.

Legal Reference: NE Statute 79-539
NE Statute 84-1201 et seq.

Adopted: 8-17-76

Revised: 8-10-98; 8-12-02

Reviewed: 4-12-10, 9-13-21

POLICY NO. 4001 - CERTIFIED EMPLOYEE QUALIFICATIONS, RECRUITMENT, SELECTION

Persons interested in a certificated position, other than administrative positions which will be employed in accordance with board policies in Series 200. "Administration," shall have an opportunity to apply and qualify for certificated positions in the school district without regard to age, race, creed, color, sex, national origin, religion or disability. Job applicants for licensed positions shall be considered on the basis of the following:

Training, experience, and skill;

Nature of the occupation;

Demonstrated competence; and

Possession of, or ability to obtain, state certificated or license if required for the position.

Announcement of the position shall be in a manner which the superintendent believes will inform potential applicants about the position. Applications for employment may be obtained from and completed application shall be returned to the school district administrative office. Whenever possible, the preliminary screening of applicants shall be conducted by the administrator who will be directly supervising and overseeing the person being hired.

In the initial employment process, including on the initial application, the applicant shall not be asked to disclose, orally or in writing, information concerning the applicants criminal record or history, until it has been determined that the applicant meets the minimum employment qualifications. This does not prohibit the requirement to disclose an applicant's criminal record or history relating to sexual or physical abuse. Following a determination that the applicant meets minimum employment qualifications, a criminal history information check and questions regarding the applicant's criminal record or history are allowed.

It shall be the general policy of the Board of Education to employ as teachers new to the system only those who hold a Bachelor's Degree, or above, granted by an accredited, standard college. The board shall employ certificated employees after receiving a recommendation from the superintendent. However, the superintendent shall have the authority to employ a certificated employee on a temporary basis until a recommendation can be made and action can be taken by the board on the position.

The requirement stated in the Negotiated Contract between employees in that certified collective bargaining unit and the board regarding qualifications, recruitment and selections of

Such employees shall be followed.

Legal Reference: 29 U.S.C. **621-634 (1994); 42 U.S.C. **2000e et seq. (1994);
42 U.S.C. **12101 et seq.(1994).

Adopted: 8-17-76

Reviewed : 9-13-21

Revised: 8-10-98, 8-12-02, 5-10-10, 8-11-14

POLICY NO. 4002 - PERMANENT PERSONNEL – CERTIFICATION

Each teacher must hold a Nebraska teacher certificate of the proper class for the position for which they have been employed. The certificate must be registered in the office of the Bayard Public Schools Superintendent of Schools before any salary will be issued. Any contract is subject to cancellation if these requirements are not met.

Adopted: 8-17-76

Revised: 8-13-01

Reviewed: 4-12-10, 9-13-21

POLICY NO. 4003 - ANTI-DISCRIMINATION, ANTI-HARASSMENT AND ANTI-RETALIATION

A. Elimination of Discrimination.

The [Name] Public Schools hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The [Name] Public Schools does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. Reasonable accommodations will be provided to employees with disabilities and to those who are pregnant, have given birth, or have a related medical condition, as required by law. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Secondary Principal, 726 4th Avenue, Bayard, NE 69334 (308) 586-1700.

Employees and Others: Superintendent, 726 4th Avenue, Bayard, NE 69334 (308) 586-1325

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

B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.

1. Purpose:

The [Name] Public Schools is committed to offering employment and educational opportunities to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment or retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Visual displays, such as cartoons, posters, or electronic images,
- h. Threats or intimidating or hostile conduct,
- i. Physical acts of aggression, assault, or violence, or
- j. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,

- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled "Grievance Procedures," below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

2. Anti-retaliation:

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they

are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

3. Grievance (or Complaint) Procedures:

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination. If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

i. Level 1 (Investigation and Findings):

Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will promptly investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts

and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will aim to complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant, unless the alleged victim agrees to a longer timeline.** Periodic status updates will be given to the parties, when appropriate.

The District's investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.
- d. A review of the evidence using a "preponderance of the evidence" standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,

- b. Findings regarding whether discrimination, harassment or other inappropriate conduct occurred, and
- c. If a finding is made that discrimination, harassment or other inappropriate conduct occurred, the recommended remedy or remedies necessary to eliminate such discrimination, harassment or other inappropriate conduct.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made. The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District will send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within **one (1) working day** after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Sec. 11232g; 34 C.F.R. Part 99, permits the District to disclose relevant information to a student who was discriminated against or harassed.

ii. Level 2 (Appeal to the Superintendent):

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within **five (5) working days** after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal **within ten (10) working days** after receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

iii. Level 3 (Appeal to the Board):

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education **within five (5) working days** after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at a Board meeting to present his or her appeal. The party will be allowed to address the Board at the Board's next regularly scheduled Board meeting (unless the Board receives the appeal within one week of the next

regularly scheduled Board meeting) or at a time and date agreed to by the Board, designated compliance officer and the party. The Board will issue a written determination about the appeal **within thirty (30) days** after the party addresses the Board. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

4. Confidentiality:

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted.

5. Training:

The District will ensure that relevant District employees are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive training to promptly and effectively investigate and respond to complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

6. Designated Compliance Coordinators:

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.

- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

7. Preventive Measures:

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Legal Reference: Title VI, 42 U.S.C. Sec. 2000d, Title VII, 42 U.S.C. Sec. 2000e, Title IX; 20 U.S.C. Sec. 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. Sec. 48-1101 et seq.

Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. Sec. 621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. Sec. 48-1001 et seq.;

Americans with Disabilities Act (ADA), 42 U.S.C. Sec. 12101 et seq.

Section 504 of the Rehabilitation Act of 1973 (Section 504)

Pregnancy Discrimination Act, 42 U.S.C. Sec. 2000e(k)

Uniform Service Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Sec. 4301 et seq.

Neb. Rev. Stat. Sec. 79-2,115, et seq

Adopted: 7-11-11

Reviewed: 9-13-21

Revised: 9-13-21

POLICY NO. 4003A – NOTICE OF NONDISCRIMINATION

Notice of Nondiscrimination

The Bayard Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: Secondary Principal, 726 4th Avenue, Bayard, NE 69334 (308) 586-1700.

Employees and Others: Superintendent, 726 4th Avenue, Bayard, NE 69334 (308) 586-1325

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

Adopted: 9-13-21

POLICY NO. 4003B – COMPLAINT FORM – DISCRIMINATION, HARASSMENT OR RETALIATION

Complaint Form

Discrimination, Harassment or Retaliation

The Bayard Public School District does not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status, in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy 4003 and/or 5401 for the particulars of the complaint and grievance process. You may attach additional materials to this form if needed.

The applicable coordinator may be contacted if you have questions about filling out this complaint form:

Students: Secondary Principal, 726 4th Avenue, Bayard, NE 69334 (308) 586-1700.

Employees and Others: Superintendent, 726 4th Avenue, Bayard, NE 69334 (308) 586-1325

Name: _____

Date: _____

(1) Description of the complaint: _____

_____.

(2) Names of any witnesses to the matter being complained about: _____

_____.

(3) Identify and attach any document supporting the complaint: _____

_____.

(4) Confidentiality: I ____ do____ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.

(5) Relief requested (what I want done in response to this complaint):

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Received by: _____ Signature: _____
Date: _____

Adopted: 9-13-21

POLICY NO. 4004 -PERMANENT PERSONNEL – PHYSICAL EXAMINATIONS

Physical examinations of teachers may be required at the option of the Board of Education to be paid for at the School District expense.

Adopted: 8-17-76

Revised: 8-10-98

Reviewed: 4-12-10, 9-13-21

POLICY NO. 4005 - 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 79-822 to 79-849.

Adopted: 8-17-76

Revised: 11-8-82; 8-14-00

Reviewed: 4-12-10, 9-13-21

POLICY NO. 4005-A - CERTIFICATED EMPLOYEE REDUCTION IN FORCE

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

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

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

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

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

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

Notwithstanding anything herein to the contrary, no permanent employee shall be reduced while a probationary employee is retained to render a service which the permanent employee is qualified by certification and endorsement to perform or where certification is not applicable, by reason of college credits in the teaching area.

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

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

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

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

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

Cross Reference Policy 4008

Adopted: 8-14-78

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

Reviewed: 4-12-10, 9-13-21

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. Late resignations place 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, 6-9-08

Reviewed: 4-12-10, 9-13-21

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

Reviewed: 9-13-21

POLICY NO. 4017 – CLASSIFIED STAFF QUALIFICATIONS, RECRUITMENT, AND SELECTION

Managing the qualifications, recruitment and selection of candidates for these positions shall be the responsibility of the superintendent or designee who shall confer with principals and other supervisory personnel in making a selection.

Persons interested in a classified staff position shall have an opportunity to apply and qualify for support staff positions in the school district without regard to age, race, creed, color, sex, national origin, religion or disability. Job applicants for support staff positions shall be considered on the basis of the following:

- Training, experience, and skill;
- Nature of the occupation;
- Demonstrated competence; and
- Possession of, or ability to obtain, state or other license or certificate, if required, for the position.

Announcement of the position shall be through means the superintendent believes will inform potential applicants about the position. Applications for employment may be obtained from, and completed applications shall be returned to the school district administration office. Whenever possible, the preliminary screening of applicants shall be conducted by the administrator who will be directly or indirectly supervising and overseeing the person being hired.

In the initial employment process, including on the initial application, the applicant shall not be asked to disclose, orally or in writing, information concerning the applicant's criminal record or history, until it has been determined that the applicant meets the minimum employment qualifications. This does not prohibit the requirement to disclose an applicant's criminal record or history relating to sexual or physical abuse. Following a determination that the applicant meets minimum employment qualifications, a criminal history information check and questions regarding the applicant's criminal record or history are allowed.

Prior to hiring any person, the district may conduct background checks regarding the applicant's fitness for employment.

The superintendent shall notify the board of new support staff hires.

Legal Reference: Nebraska Statute 79-501
79-802

Cross Reference: 402.01 Equal Opportunity Employment
402.02 Employee Orientation
404 Employee Health and Well-Being

Adopted: 8-11-14

Reviewed: 10-11-21

POLICY NO. 4018 - PERSONNEL

Fair Labor Standards Act (Minimum Wage & Overtime)

Work Week: The work week for overtime purposes shall be 12:00 a.m. Sunday until 11:50 p.m. Saturday. The administration may establish a different 7 day period workweek from time to time for specified employees or employee groups.

Overtime: Overtime will be paid to non-exempt employees as required by law. Compensatory pay in-lieu of overtime pay may be implemented in accordance with law. A non-exempt employee shall not work overtime without the express approval of the employee's supervisor.

Salaried Basis: The District's policy is to not permit improper deductions from the salary of exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. (Teaching professionals are not subject to the "salaried basis" test). An employee who feels an improper deduction affecting exemption status has occurred may submit a complaint to the Superintendent's designee, who shall promptly investigate the complaint. Reimbursement shall be made and a good faith commitment to comply in the future will be given in the event it is determined that an improper deduction affecting overtime exemption has been made.

The District's policy is to authorize unpaid disciplinary suspensions of a full day or more for infractions of workplace conduct rules and to apply such policy uniformly to all similarly situated employees, including exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. Unpaid disciplinary suspensions of a partial day or of a full day or more may be implemented for infractions of safety rules of major significance. Deductions of pay of a partial day or a full day or more may be made for FMLA leaves and in the first and last weeks of employment. In addition, based on principles of public accountancy, deductions from pay of a partial day or of a full day or more will be made for absences for illness, injury or personal reasons when accrued leave is not used or not available, and for absences due to any budget-required furlough.

Legal Source: Fair Labor Standards Act, 29 U.S.C. §201 et seq.;

29 CFR § 541.303; 541.602; 541.603, 541.710; 553.20-28; 771.105.

Adopted: 8-9-04

Reviewed: 4-12-10, 10-11-21

POLICY NO. 4019 - NON-CERTIFICATED (CLASSIFIED) PERSONNEL

Part-Time Non-Certificated Employees

A part-time non-certificated employee is one who works less than 30 hours per week.

Full-Time School Year Non-Certificated Employees

A full-time school year non-certificated employee is one who works a minimum of 30 hours per week for less than twelve months per year.

Full-Time Fiscal Year Non-Certificated (Classified) Employees

A full-time fiscal year non-certificated employee is one who works a minimum of 30 hours per week for twelve months per year.

Role of Non-Certificated Personnel

The primary role of non-certificated personnel is to support and enhance the efforts of certified staff. The following is a list of non-certificated (classified) positions:

1. Bus drivers and transportation manager
2. Food service personnel
3. Clerical personnel
4. Custodial and maintenance personnel
5. Teacher aides
6. Accompanist

The number of employees in each supportive area shall be determined by the superintendent, who shall make recommendation for employment to the Board of Education for approval.

Condition of Employment

Non-certificated employees are at will employees subject to all applicable policies of the Board of Education and the administrative rules and regulations which may apply.

No acts of discrimination in hiring practices shall be made because of race, color, creed, religion, national origin, sex, disability, or marital status. Assignment and duties shall be at the discretion of the superintendent or his designee.

Assignment or Transfer

The superintendent or his/her designee can transfer non-certificated personnel according to his/her judgment.

Fringe Benefits

1. Part-Time Non-Certificated Employees

Long Term Disability Insurance

Retirement

2. Full-Time School Year Non-Certificated Employees

Single Health Insurance paid by the district

Long Term Disability Insurance

Retirement

Sick Leave Days as per Board Policy No.4061

3. Full-Time Fiscal Year Non-Certificated Employees

Single Health Insurance or Family Health Insurance (whichever is applicable) paid by the district

Long Term Disability Insurance

Retirement

Sick Leave Days as per Board Policy No. 4061

Vacation as per Board Policy No. 4103

Nine and a half (9.5) paid holidays per year [New Years (1.5 days), Easter (1.5 days) Memorial Day (1 day), Fourth of July (1.5 days), Labor Day (1 day), Thanksgiving Day (1.5 days), Christmas Day (1.5 days)]

Two (2) Personal days

Jury Duty

All non-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.

Monthly Payment

Monthly payments are made on or before the 20th of each month. New pay rates begin with the first payment following the start of the fiscal year (September).

Effective June 21, 2020: Payroll periods begin with the first workday of the month and end with the last workday of the month. During the transition of the payment cycle in the summer of 2020, pay for June 21 through June 30, 2020 will be added to the August payroll for staff working those dates. Thereafter, pay for the work period is made on the 20th following the previous month's last workday. The September payroll will reflect days worked in August. The check will be small for staff that did not work all possible August days.

Adopted: 7-11-05

Reviewed: 4-12-10

Revised: 11-11-13, 3-9-20, 10-11-21

POLICY NO. 4020 - CLASSIFIED STAFF PAY POLICY

Classified staff compensation will be based on the attached salary schedule. The placement and advancement of employees on the salary schedule shall be at the discretion of the superintendent of schools.

Adjustments to the salary schedule may be made through approval of the Board of Education.

Classified staff shall be evaluated by their immediate supervisor annually using the attached Performance Management Program.

Adopted: 10-9-06

Reviewed: 4-12-10, 10-11-21

Revised: 8-13-12

Affirmed: 9-10-12

STEP		GRADE 1		GRADE 2	GRADE 3	GRADE 4	GRADE 5
1	1.000 0	7.25		9.00	10.00	12.00	16.00
2	1.035 0	7.50		9.32	10.35	12.42	16.56
3	1.070 0	7.76		9.63	10.70	12.84	17.12
4	1.105 0	8.01		9.95	11.05	13.26	17.68
5	1.140 0	8.27		10.26	11.40	13.68	18.24
6	1.175 0	8.52		10.58	11.75	14.10	18.80
7	1.210 0	8.77		10.89	12.10	14.52	19.36
8	1.245 0	9.03		11.21	12.45	14.94	19.92
9	1.280 0	9.28		11.52	12.80	15.36	20.48
10	1.315 0	9.53		11.84	13.15	15.78	21.04
11	1.350 0	9.79		12.15	13.50	16.20	21.60
12	1.385 0	10.04		12.47	13.85	16.62	22.16
13	1.420 0	10.30		12.78	14.20	17.04	22.72
14	1.455 0	10.55		13.10	14.55	17.46	23.28
15	1.490 0	10.80		13.41	14.90	17.88	23.84
16	1.525 0	11.06		13.73	15.25	18.30	24.40

17	1.550 0	11.24		13.95	15.50	18.60	24.80
18	1.575 0	11.42		14.18	15.75	18.90	25.20
19	1.600 0	11.60		14.40	16.00	19.20	25.60
20	1.625 0	11.78		14.63	16.25	19.50	26.00
21	1.650 0	11.96		14.85	16.50	19.80	26.40
22	1.675 0	12.14		15.08	16.75	20.10	26.80
23	1.700 0	12.33		15.30	17.00	20.40	27.20
24	1.725 0	12.51		15.53	17.25	20.70	27.60
25	1.750 0	12.69		15.75	17.50	21.00	28.00
26	1.775 0	12.87		15.98	17.75	21.30	28.40
27	1.800 0	13.05		16.20	18.00	21.60	28.80
28	1.825 0	13.23		16.43	18.25	21.90	29.20
29	1.850 0	13.41		16.65	18.50	22.20	29.60
30	1.875 0	13.59		16.88	18.75	22.50	30.00
31	1.890 0	13.70		17.01	18.90	22.68	30.24
32	1.905 0	13.81		17.15	19.05	22.86	30.48
33	1.920 0	13.92		17.28	19.20	23.04	30.72
34	1.935 0	14.03		17.42	19.35	23.22	30.96

35	1.950 0	14.14		17.55	19.50	23.40	31.20
36	1.965 0	14.25		17.69	19.65	23.58	31.44
37	1.980 0	14.36		17.82	19.80	23.76	31.68
38	1.995 0	14.46		17.96	19.95	23.94	31.92
39	2.010 0	14.57		18.09	20.10	24.12	32.16
40	2.025 0	14.68		18.23	20.25	24.30	32.40

GRADE 1: Custodial Assistants

GRADE 2: Cooks, Para-Educators, Secretaries

GRADE 3: Custodians

GRADE 4: Bus Mechanic/Transportation Supervisor, Head Cook, Head Custodian/Maintenance Supervisor, Piano Accompanist

GRADE 5: Bookkeeper

BAYARD PUBLIC SCHOOLS
CLASSIFIED STAFF
PERFORMANCE MANAGEMENT PROGRAM

EMPLOYEE'S NAME:

DATE:

DEPARTMENT :

LOCATION :

POSITION:

INSTRUCTIONS

GENERAL

The purpose of the "Classified Staff Performance Management Program" is to bring about a mutual understanding of how the employee's performance is viewed by his/her supervisor. By doing so, appropriate recognition is given to the employee's performance accomplishments and required/desired improvements can be identified and undertaken. While not intended to be a salary action discussion, the results of the "Classified Staff Performance Management Program" are an important factor in the Salary Review Process. A "Classified Staff Performance Management Report" must be prepared within the 60 day period preceding the employee's merit review date.

THE 'PERFORMANCE MANAGEMENT' PROCESS

Step 1. Review the employee's performance over the preceding review period, making preliminary notes in the appropriate sections.

Step 2. Review these judgments with the employee's supervisor/administrator.

Step 3. Discuss the various performance areas with the employee, providing your evaluation of the employee's performance and seeking his/her input. Attempting to reach mutual understanding is an important part of the process.

Step 4. Appropriate sections should be completed in final form, required signatures affixed and forwarded

to the Superintendent's Office for inclusion in the individual's personnel records. A copy of the "Performance Management" form may be provided to the employee for future reference.

RESPONSIBILITY AREAS

(Review the employee's performance in the indicated areas, check 1-4 to indicate: 1. Below Standard, 2. Satisfactory, 3. Good, 4. Commendable/outstanding) and provide a brief comment for each item. Comments on areas receiving 1 or 2 ratings should include a development/corrective recommendation. Attach additional pages if necessary.

Q U A N T I T Y	Amount of Work Performed	1		Comments:
		2		
		3		
		4		
	Work Completed on Schedule	1		Comments:
		2		
		3		
		4		
Q U A L I T Y	Accuracy of Work	1		Comments:
		2		
		3		
		4		
	Thoroughness of Work	1		Comments:
		2		
		3		
		4		
	Neatness of Work	1		Comments:
		2		
		3		

		4		
	Written/Oral Expression	1		Comments:
		2		
		3		
		4		
<u>C</u> <u>O</u> <u>M</u> <u>P</u> <u>L</u> <u>I</u> <u>A</u> <u>N</u> <u>C</u> <u>E</u> <u>W</u> <u>I</u> <u>T</u> <u>H</u> <u>W</u> <u>O</u> <u>R</u> <u>K</u> <u>I</u> <u>N</u> <u>G</u> <u>I</u> <u>N</u> <u>S</u> <u>T</u> <u>R</u> <u>U</u> <u>C</u> <u>T</u> <u>I</u> <u>O</u> <u>N</u> <u>S</u>	Attendance	1		Comments:
		2		
		3		
		4		
	Promptness	1		Comments:
		2		
		3		
		4		
	Compliance of Written/Verbal Directions	1		Comments:
		2		
		3		
		4		
	Working Relationships	1		Comments:
		2		
		3		
		4		

RESPONSIBILITY AREAS (Continued)

<u>A</u> <u>D</u> <u>A</u> <u>P</u> <u>T</u> <u>A</u> <u>B</u> <u>I</u> <u>L</u> <u>I</u> <u>T</u> <u>Y</u>	Performance in New Situations	1		Comments:
		2		
		3		
		4		
	Performance with Minimum Instructions	1		Comments:
		2		
		3		
		4		
	Flexibility	1		Comments:
		2		
		3		
		4		
<u>J</u> <u>O</u> <u>B</u> <u>K</u> <u>N</u> <u>O</u> <u>W</u> <u>L</u> <u>E</u> <u>D</u> <u>G</u> <u>E</u>	Technical Knowledge of Job	1		Comments:
		2		
		3		
		4		
	Knowledge of Related Activities	1		Comments:
		2		
		3		
		4		
	Factors Unique to This Position. Specify:	1		Comments:
		2		
		3		
		4		

SECTION II – GENERAL STATEMENT OF EMPLOYEE PERFORMANCE

<u>Strengths</u>

Development Needs:

General Statement of Employee Performance:

OVER-ALL PERFORMANCE RATING

Satisfactory

Below Standard

___ Commendable

___ Good

SECTION III – REVIEW AND ACKNOWLEDGEMENT

PREPARED BY: _____

(Date)

(Supervisors Signature)

(Date)

REVIEWED BY: _____

(Superintendent)

I acknowledge receipt of a copy of this appraisal and the opportunity to attach my comments as to my agreement/disagreement with it.

Employee Signature

Date

POLICY NO. 4020A - REGULAR AND SUBSTITUTE BUS DRIVER PAY AND BENEFITS POLICY

Substitute bus driver compensation is established at \$17.00 per hour for bus routes.

Compensation for activity trips is established at \$15.00 per hour for regular drivers and substitute drivers.

Regular bus driver compensation will be based on the following salary schedule. The placement and advancement of bus drivers on the salary schedule shall be at the discretion of the superintendent of schools.

Adjustments to the salary schedule may be made through approval of the Board of Education.

Classified staff shall be evaluated by their immediate supervisor annually using the attached Performance Management Program.

Rodney Olson

Vacation Leave 20 days (160 hours) no more the 25 days	Dates	Hours
	7/1/2022	8
	7/8/2022	8
	7/28/2022	8
	7/29/2022	8
	9/16/2022	8
	9/23/2022	4
	9/24/2022	8
	11/23/2022	8
	11/25/2022	8
	3/10/2023	8
	4/7/2023	8
	4/10/2023	8
	5/25/2023	8
	5/26/2023	8
	6/1/2023	8
	6/9/2023	8
		124 Total used

Sick Leave 10 days (80 hours) no more then 60 days	Dates	Hours
	9/1/2022	8 Sick Bank
	10/10/2022	8
	11/28/2022	8
	1/6/2023	8
	1/13/2023	8
	1/30/2023	8
	1/31/2023	3
	4/28/2023	8
		59 Total used