

**Board of Education Regular Meeting
Monday, May 13, 2024 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, May 13, 2024 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
 - I.F. Pledge of Allegiance
- II. Approval of Agenda
- III. Introduction of Guests
- IV. Recognition of Student Achievements
- V. Public Comments
- VI. Consent Agenda
 - VI.A. Minutes of Previous Meeting
 - VI.B. Bills
 - VI.C. Board Member Reports
 - VI.D. Reports and Correspondence Requiring No Action
 - VI.D.1. General Reports and Financial Reports
 - VI.D.2. Reports for Information Only
 - VI.E. Adoption of Policies on First Reading
 - VI.F. Adoption of Policies on Second Reading
 - VI.G. Approval of Contracts within Policy Guidelines
- VII. Student Board Representative Report
- VIII. Invited Presentations and Discussions with Presenters
 - VIII.A. Presentation on the Pathfinder Program
 - VIII.B. Presentation on the Aulick Partnership Program
- IX. Principals and District Administrators
- X. Curriculum and Instruction
- XI. Superintendent
- XII. Board Committee Reports and Recommendations
- XIII. Discussion Items
 - XIII.A. Discussion to Finalize Plan for District Summer Improvements
 - XIII.B. Discussion Regarding Extra-Duty Assignments
 - XIII.C. Discussion Regarding Superintendent Evaluation
 - XIII.D. Review and Discussion of Policies 1000 through 1414 in the 1000 series.
- XIV. Action Items

- XIV.A. Discuss, Consider, and Take All Necessary Action to the Approval of Certified Staff Resignations
- XIV.B. Discuss, Consider, and Take All Necessary Action to the Employment of Gina Doughty as a Math Teacher
- XIV.C. Discuss, Consider, and Take All Necessary Action to the Approval of 2024-2025 Student Parent Handbook
- XIV.D. Discuss, Consider, and Take All Necessary Action to Recognize BEA as the 2025-2026 Bargaining Unit.
- XIV.E. Discuss, Consider, and Take All Necessary Action in Regards to Classified Staff Pay
- XV. Set Next Meeting Date
- XVI. 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
<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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
<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * 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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Board of Education Regular Meeting

Monday, April 8, 2024 7:00 PM

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

I. Opening the Meeting

I.A. Call to Order

The regular meeting of Bayard Public Schools Board of Education was called to order by President Burry at 07:00p.m. President Burry 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 Administrators present: Superintendent Olson, Principals Ehler and Rice, and Director Nesbitt.

I.E. Status of Absent Board Members

I.F. Pledge of Allegiance

II. Approval of Agenda

Motion Passed: Motion to approve the agenda passed with a motion by Donna Stuart 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

III. Introduction of Guests

The guests introduced themselves to the board.

IV. Recognition of Student Achievements

The following students were recognized:

WTC Honor Band

Zach Araujo and Haley Edmunds

Henry Dueker was 10th place at the state math counts competition in Lincoln.

EdRising

Amy Albro-8th Non-Core Teaching Careers

Carlie McKibbin and Emily Bennett—1st PreK Literature

Shelbie McKibbin and Kali Hopkins—1st K-3 Literature

Emily Bennett also earned a state officer position—Vice President of Development

JH quiz bowl won MAC--Henry, Bree, Holdyn, Orren, Krista, Cole, Kinlee, Bailey

HS got 2nd--Zach, Scarlett, Logan, Nate, Jaycek, Zach, Connor

Zach & Scarlett made all-conference in MAC and all-tourney at our meet.

V. Public Comments

VI. Consent Agenda

Motion Passed: Motion to approve the Consent Agenda passed with a motion by Donna Stuart 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**

VI.A. Minutes of Previous Meeting

VI.B. Bills

VI.C. Board Member Reports

VI.D. Reports and Correspondence Requiring No Action

VI.D.1. General Reports and Financial Reports

VI.D.2. Reports for Information Only

VI.E. Adoption of Policies on First Reading

VI.F. Adoption of Policies on Second Reading

VI.G. Approval of Contracts within Policy Guidelines

VII. Student Board Representative Report

Student Board Representative Zach Araujo provided his report to the board. Student Activities: WTC Honor Band was held in Gordon-Rushville. Zachary Araujo and Isabelle Maag played alongside other WTC schools. The Bayard Quiz Bowl meet was held and both Zachary Araujo and Scarlett Norman received All-Tourney. The Winter Awards Banquet was held on March 14. Track kids who wished to go went to Chadron for the indoor meet. No places are given out at this meet. Henry Dueker went to State Math Counts and got 10th place individually. MAC Quiz Bowl was held in Creek Valley in which the Junior High team received first place and the High School team received second place. Zachary Araujo and Scarlett Norman got All-Conference. Freshmen, Sophomores, and some Juniors went on a trip around Nebraska traveling to several colleges. The Junior High Dance was held on March 22nd. The Track team went to Morrill for their first meet this year and came home with a lot of hardware. For boys: Kolby Houchin 2nd in 400m and 3rd in pole vault, Nate Barker 4th in 1600m & 3200m, Caleb Leonard 5th in pole

vault, Jacob Carrizales 6th in pole vault, The 4x100 (Sam Ferrero, Kolby Houchin, Noah Manka, & Jacob Carrizales) 4th, and the 4x800 (Nate Barker, Trenton Carrizales, Jacob Carrizales, & Zachary Araujo) 2nd. For girls, Dani Harter 5th in 100m, Emilee Houchin 2nd in 1600m, Lexi Fiscus 4th in shot put & 2nd in discus, Jordyn Reish 6th in shot put, Danika Hassel 1st in long jump & 2nd in triple jump, Joslyn Hopkins 2nd in long jump, the 4x100 (Dani Harter, Carlie McKibbin, Shelbie McKibbin, & Danika Hassel) 2nd, the 4x400 (Shayleigh West, Emilee Houchin, Shelbie McKibbin, & Carlie McKibbin) 5th. The girls' track team got third overall. The MAC Music Contest was held at Garden County High School. The Bayard Tigers had a very good showing here. Shayleigh West won 3rd in her singing solo, Taylor Peterson got 2nd in her singing solo, Zachary Araujo got 2nd in his instrumental solo, Zachary Araujo and Amy Albro got 1st in their instrumental duet, Haley Edmunds, Lilie Posey, and Harmony Zepeda got 1st in their trio. The Bayard Concert Choir got 1st, the Bayard Show Choir got 1st, and Bayard Jazz Band got 1st. WTC Quiz Bowl was held in Gordon- Rushville and Zachary Araujo got All-Conference. The Bayard CD track meet was on March 28th. With the boys team, Brock Burry got 5th in the 100m, Kolby Houchin got 6th in the 200m, 4th in the 400m and 3rd in pole vault, Jacob Carrizales got 5th in the 800m, Nate Barker got 3rd in the 1600m & 4th in the 3200m, Caleb Leonard got 5th pole vault, the 4x100m (Sam Ferrero, Jacob Carrizales, Brock Burry, & Kolby Houchin) got 3rd, and the 4x800m (Nolan Dueker, Zachary Araujo, Nate Barker, & Trenton Carrizales) got 2nd. For the girls, Dani Harter got 2nd in the 100m, 3rd in the 200m and 3rd in high jump, Emilee Houchin got 6th in the 3200m and 5th in pole vault, Jordyn Reish got 6th in shot put, Lexi Fiscus got 3rd in discus, Danika Hassel got 1st in long jump & 1st in triple jump, Joslyn Hopkins got 2nd in long jump & 5th in triple jump, the 4x100m (Danika Hassel, Carlie McKibbin, Shelbie McKibbin, & Dani Harter) got 3rd. The girls finished 2nd as a team. The boys' golf team went to Skyview Golf Course for their first meet. After Easter Break, the track team traveled to Mitchell. Starting with the boys, Jacob Carrizales got 3rd in the 800m, Kolby Houchin got 3rd in pole vault, Brock Burry got 6th in pole vault, the 4x400m (Kolby Houchin, Brock Burry, Noah Manka, & Jacob Carrizales) got 6th. For the girls, Dani Harter got 5th in high jump, Emilee Houchin got 5th in pole vault, Danika Hassel got 2nd in long jump, Joslyn Hopkins got 3rd in long jump and 2nd in triple jump, the 4x400m (Dani Harter, Danika Hassel, Shelbie McKibbin, & Emilee Houchin) got 5th. While in Lincoln for FFA, several teams did well. Floriculture got a white ribbon with Amy Albro getting a red ribbon, Scarlett Norman getting a blue ribbon, and Zachary Araujo getting a blue ribbon. In Environmental & Natural Resources, Amy Albro got a white ribbon and Taylor Peterson got a red ribbon. In Nursery & Landscape, the team received a red ribbon, Maisea Chase got a white ribbon, Zachary Araujo got a red ribbon, and Scarlett Norman got a blue ribbon. To finish up, Agricultural Communications got third as a team, Sam Ferrero got a red ribbon, Ashley Garza got a blue ribbon, Scarlett Norman got a purple ribbon and 3rd place individually, and Zachary Araujo got a purple ribbon and 2nd place individually. Other Pertinent Student Information/Feedback from students: There has been no feedback from students. Progress on Student Board Representative Initiative: We have all of the equipment. We are now just asking businesses.

VIII. Invited Presentations and Discussions with Presenters

IX. Principals and District Administrators

Mrs. Ehler provided her report to the board: Academics: We are testing NSCAS, NWEA, and DIBELS this month. We have seen increased test scores throughout this year and are excited to see the final results. Summer School planning has begun as well as Summer Pathfinders. Academic scheduling and course planning is underway. We will focus on small group instruction as much as possible, including a revamping of how we monitor interventions and progress in core classes. We had a positive report from NDE with our SPED monitoring. BPS was commended on good practices and compliance with regulations. 7 students completed the ELPA21 Assessment for our English Learner students. Leadership: Student showcase is coming up May 2. Each grade level and content area is planning displays or presentations. We will also have our annual basket auction, items for sale made by our HAL students, Pathfinders projects, and much more! To celebrate our Lighthouse Status achievement, we will be having a Penny Carnival on April 17 for all our students to enjoy. Our 5th-grade students participated in the Nebraska Duck Stamp contest this year. We haven't received word if we have any awards yet. Engagement: Bingo Night was another huge success. The Student Lighthouse team organized the event and we had 165 people in attendance and raised over \$1200. We had wonderful support from our community as all of our prizes were donated. Baseball Day was held on March 20 with a baseball themed

lunch and students allowed to wear their baseball gear to school. This was the opening day for Major League Baseball. We held Kindergarten Round-Up and Preschool Registration in March. Ms. Halverson, Mrs. Stuart, Mrs. Ehler, and Mr. Olson met with representatives from Morrill Public Schools to offer suggestions and guidance on how they can learn from our setup with the Preschool and Childcare center. Mrs. Reish, Ms. Halverson, and Mrs. Ehler are meeting with representatives from Leyton Public Schools as they start to develop plans for their own preschool.

Dr. Rice provided her report to the board: Academics: NWEA and NSCAS testing has begun. We have seen some positive growth throughout the year and look forward to our Spring results. Scheduling for next year is still a work in progress as we are solidifying staffing for next year. Mrs. Rafferty is working on notification letters for students not on track to graduate. The goal is to notify students and families by May 1 so that students have the opportunity to finish their work in advance of summer school. Mrs. Klassen submitted 18 works of art from our HS artists to the Visionaries Art Show and Competition at the WNAC that will be on display most of April. The first official WTC Art Show and Competition will be hosted this month at Mitchell on April 13th. We will have several HS artists competing in this pop-up show during the track meet. All are welcome to drop in and see the show. The Juniors will take the ACT on April 9th. Results are expected by the end of May. Adri Foote qualified for NSAA State Journalism with her editorial writing. The state competition will be on April 22nd. 78% of the secondary students have made the 3rd Quarter Honor Roll. 28% were on the Principal's Honor Roll (95%-100%), 30% were on the High Honor Roll (90%-94.9%), and 20% were on Honor Roll (85%-89.5%). Leadership: We are beginning to organize our community clean-up on May 10th. The staff members are collectively creating a list of projects that need to be completed in our buildings and throughout our campus. Mr. Rafferty and our Sophomore Ag class are to be commended for getting the greenhouse up and running. They will open their doors on May 3rd during the BCD Track Meet. Engagement: The Senior Class will participate in County Government Day on April 12th. The Secondary Student Showcase will be held on Tuesday, April 16th beginning at 5 PM. I would like to encourage our board members to attend and see the great things our students have accomplished throughout the year. The Secondary Music Concert will be held in conjunction with the Student Showcase on April 16th. I have visited with 3 families this month in regards to optioning their students to Bayard next year. Community: Mrs. Rafferty and Mrs. Ferguson took 20 sophomores and juniors on a two-day trip and visited 4 college campuses. We will be hosting our Career Exploration Day on April 10th beginning at 8:00AM. I would like to commend Mrs. Rafferty for organizing this event. Our National Honor Society induction will be held on April 10th at 2:30 PM. I would like to invite the board to join us for both events.

Mr. Nesbitt provided his report to the board: Academics: Each week started checking the eligibility list, and so far, every student has been working hard to maintain their grades so they can participate. We had less on this list the previous 2 weeks, which is some growth into the end of the year. Leadership: FFA: State FFA was April 3rd- 5th in Lincoln. We hope to hear back as they get home with results and our state degree recipients. CGD: County Government Day will be on April 12th, 2024. Girls and Boys Track: Off to a good start, March 28th was our Bayard CD track meet. We had a few hiccups but it went well. The JH Track Meet is on April 8, 2024. We have 20 teams signed up so far. We also have many track meets upcoming and have multiple athletes looking to qualify for the Best of the West meet in Scottsbluff on April 23rd. Boys' Golf: We had to cancel our dual with Alliance due to weather and numbers before Easter. MAC

Music was in March: The following are our results Concert Choir 1st Jessi Kappen 1st High Vocal Solo Shay West 3rd High Vocal Solo Taylor Petersen 2nd Low Vocal Solo Zach A. 2nd Woodwind solo Amy A and Zach A 1st Woodwind Duet Haley, Lilie, and Harmony - first place trio. WTC Quiz Bowl was on March 27th. DI went to state on April 5th and 6th. It was a great experience and they are learning a lot. Lots of growth to come. District Music will be April 17th in Alliance. National Honor Society is on April 10th at 2:45 pm in the Auditorium after career day. Engagement: We are utilizing social media to inform and have gotten great responses for track help. Zach is working on his project for getting TV's to some of our local businesses that would get more information to more community members. He should be ready to roll some TV's out this week. Community: Youth volleyball is up and running. They have their first tourneys this weekend in Gering. Sports Physicals have been set with MCCH and will be on May 6th, 2024 this year. This is a great service for our kids in partnering with MCCH. BCD Track Meet May 3rd, 2024 along with our blood drive and opening of the greenhouse. JH/HS Spring Concert April 16th, 2024 6:30 pm with the showcase at 5 pm. Elementary Spring Concert is April 25th, 2024. Elementary show case is May 2nd, 2024. Field days are as follows: K-3 is on May 6th and 4-6 is on May 7th. We have backup dates if needed, but hoping won't have to use them. One Acts will be having their fundraiser which is a trivia night on April 26th, 2024. At this time we have raised \$5500 of the \$11,000 for the track timing system.

X. Curriculum and Instruction

XI. Superintendent

MS Pieper has taken a position at Spalding Academy and formally resigned. We are now advertising for a combined position that will include Media Specialist and Technology Coordinator duties. We are unable to fill either position from within. We are advertising for both positions on the NDE "Teach in NE" website and on our school website. Breakdown of staffing and other changes at this point: Don't replace one elementary position opened due to resignation. Don't replace one central office staff position vacated due to retirement. Absorb with current staff the birth through age 5 Special Education needs which is currently provided for by ESU 13. Absorb with current staff the Licensed Mental Health Practitioner services currently provided by ESU 13. Continue to discuss, with neighboring school districts, the possibility of shared services and interlocal agreements. Continue to work with the NE School Board Association concerning financial planning, multidistrict agreements and patron communication.

XII. Board Committee Reports and Recommendations

XIII. Discussion Items

XIII.A. Review and Discussion of Policies 9000 through 9341 in the 9000 series.

The board reviewed policies 9000 through 9341 in the 9000 series.

XIV. Action Items

XIV.A. Discuss, Consider, and Take All Necessary Action to the Approval FFA to Attend the National FFA Convention in Indianapolis, Indiana held October 23th-26th 2024.

Motion Passed: Motion to approve the FFA to attend the National FFA Convention in Indianapolis, Indiana held October 23-26 2024 passed with a motion by Donna Stuart and a second by Joe Applegate.

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

XIV.B. Discuss, Consider, and Take All Necessary Action to the Approval of the 2025-2026 Collective Bargain Entity

No action taken

XIV.C. Discuss, Consider, and Take All Necessary Action to the Approval of the Pathfinder's After-School Program and the Bayard Tiger Cub Preschool Handbooks.

Motion Passed: Motion to approve the Pathfinders After-School Program and the Bayard Tiger Cub Preschool handbooks 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

XIV.D. Discuss, Consider, and Take All Necessary Action in Regard to Policy 5088 Random Illegal Drug, Alcohol, and Nicotine Testing Program

Motion Passed: Motion to repeal policy 5088 Random Illegal Drug, Alcohol, and Nicotine Testing Program passed with a motion by Bill Ferrero and a second by Donna Stuart.

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

XIV.E. Discuss, Consider, and Take All Necessary Action to the Removal of Policy No 8108 Committee on American Civics

Motion Passed: Motion to the removal of policy 8108 Committee on American Civics passed with a motion by Bill Ferrero and a second by Donna Stuart.

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

XIV.F. Discuss, Consider, and Take All Necessary Action to the Resignation of Certificated Staff.

Motion Passed: Motion to approve the retirement of Ms. Laurie Bauer and thank her for her 41 years of service to Bayard Public Schools, approve the resignation of Mrs. Jenny Gier and thank her for her 12 years of service to Bayard Public Schools, and approve the resignation of Ms. Barbara Pieper and thank her for her 5 years of service to Bayard Public Schools 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

XIV.G. Discuss, Consider, and Take All Necessary Action to the Approval of Lacey James as an Elementary Teacher.

Motion Passed: Motion to approve Mrs. Lacey James as an Elementary Teacher passed with a motion by Donna Stuart 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

XIV.H. Discuss, Consider, and Take All Necessary Action to the approval of Sharon Schluterbusch as Certified Media Specialist/Technology Coordinator.

Motion Passed: Motion to approve Sharon Schullerbusch as Certified Media Specialist/Technology Coordinator passed with a motion by Donna Stuart 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

XIV.I. Discuss, Consider, and Take All Necessary Action Regarding the Compensation of Classified Staff.

No action taken

XIV.J. Discuss, Consider, and Take All Necessary Action Regarding the Compensation of the Activities Director and Principals.

Motion Passed: Motion to leave compensation as is and decrease contracted days from 210 to 205 passed with a motion by Donna Stuart and a second by Bill Ferrero.

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

XIV.K. Discuss, Consider, and Take All Necessary Action on Superintendent Job Performance and Contract

Motion Passed: Motion to go into closed session at 8:06p.m. for the purpose of discussing the job performance of the Superintendent which is necessary to prevent needless injury to the reputation of the Superintendent passed with a motion by Donna Stuart and a second by Joe Applegate.

President Kim Burry advised the board has notified the Superintendent that we intend to go into closed session and he has not requested an open session.

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

President Kim Burry advised closed session will now be held for the purpose of discussing the job performance of the Superintendent which is necessary to prevent needless injury to the reputation of the Superintendent. The Superintendent has not requested that the issue be discussed in open session.

:

Motion Passed: Motion to come out of executive session at 8:49p.m. passed with a motion by Donna Stuart 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

XV. Set Next Meeting Date

Next meeting set for May 13, 2024 at 7:00p.m.

XVI. Adjournment

Motion Passed: Motion for adjournment at 8:50p.m. passed with a motion by Bill Ferrero 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

Secretary

Board of Education Work Session

Monday, April 8, 2024 5:30 PM

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

I. Opening the Meeting

I.A. Call to Order

The special meeting of Bayard Public Schools Board of Education was called to order by President Burry at 5:34p.m. President Burry 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
Administrators present: Superintendent Olson, Principals Ehler and Rice, and Director Nesbitt.

I.E. Status of Absent Board Members

II. Pledge of Allegiance

III. Approval of Agenda

Motion Passed: Motion to approve the agenda passed with a motion by Donna Stuart and a second by Randy Eirich

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

IV. Introduction of Guests

V. Discussion Items

V.A. Discussion with Carl Dietz, Northland Securities, Regarding Multi-Year Financial Planning

Carl Dietz from Northland Securities presented to the board regarding multi-year financial planning.

V.B. Discussion with Jim Luebbe, Nebraska School Board's Association, Regarding Inter-Local Agreements, Unified Districts, and Merged Districts.

Jim Luebbe from NASB presented to the board regarding inter-local agreements unified districts, and merged districts.

V.C. Discussion with Marsha Herring, Nebraska School Board's Association, Regarding Communication with the Community and Receiving Community Feedback

Marsha Herring from NASB presented to the board regarding communication with the community and receiving community feedback

VI. Adjournment

Motion Passed: Motion for adjournment at 6:53p.m. passed with a motion by Bill Ferrero and a second by Carolyn Applegate

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

Secretary

Bayard Public Schools

5/13/2024

GENERAL FUND

Vendor Name	GL Acct #	Description	Amount	
AL'S MARKET	01 6968 610 002 002 2	Items for rice crispies	9.67	
	01 6968 610 002 002 2	cooking club	9.94	
	01 6968 610 002 002 2	cooking club	6.29	
	01 6968 610 002 002 2	Paper Plates	4.69	
	01 6968 610 002 002 2	cooking club	<u>65.72</u>	
	Total		96.31	
ALARM SECURITY TECHNICIANS	01 2620 352 002 002 2	ast monitoring	28.95	
	01 2620 352 001 001 1	ast monitoring	<u>28.95</u>	
	Total		57.90	
Amazon Capital Services	01 2620 610 002 002 2	Venstar Commercial thermostat	419.37	
	01 2620 610 002 002 2	North Star RO filter system	445.50	
	01 6968 610 002 002 2	2 Buckets of Fuse Beads, 46,000 pcs	45.99	
	01 6968 610 002 002 2	21 Sets DIY Birdhouse Kit for Kids to Bu	36.98	
	01 1100 610 000 000 0	Replacement for MacBook Air 13.3"	184.99	
	01 6998 610 000 000 0	summer workbooks	1,271.65	
	01 6998 610 000 000 0	summer workbooks	199.18	
	01 1100 610 000 000 0	Padarsey Replacement US Layout	41.99	
	01 1100 610 001 001 1	science supplies	57.86	
	01 1100 610 000 000 0	New Touchpad Trackpad with Flex Cable	79.99	
	01 2620 610 002 002 2	LaCrosse Atomic Analog wall clock	<u>62.85</u>	
		Total		2,846.35
	BAYARD AUTOMOTIVE	01 2710 610 000 000 0	sealed beams	16.01
01 2710 610 000 000 0		wipers	7.22	
01 2710 610 000 000 0		standard mini dielect	14.98	
01 2730 610 000 000 0		Bus #03A Belt for Air Conditioner Compre	22.62	
01 1100 610 001 001 1		zip ties to put shade cloth on	9.57	
01 2610 610 001 001 1		chain	27.28	
01 2710 610 000 000 0		2 gallons of anti-freeze for Charter	35.48	
01 2710 610 000 000 0		4 cans of spray paint for 2 rims-bus 09C	34.80	
01 2730 352 000 000 0		Computer Diagnostic Check bus 09C	35.00	
01 2710 610 000 000 0		Auto Interior Cleaning Products for Subu	50.86	
01 2730 352 000 000 0		service bus 05	<u>1,222.63</u>	
		Total		1,476.45
BAYARD PUBLIC SCHOOLS - ACTIVITY		01 2310 610 000 000 0	board recognition coupons 152	8.00
	01 2310 610 000 000 0	board recognition coupons 121	5.00	
	01 2310 610 000 000 0	board recognition coupons 102	<u>2.00</u>	
	Total		15.00	
BAYARD TRANSCRIPT	01 2310 540 000 000 0	publications	8.25	
	01 2310 540 000 000 0	publications	<u>378.00</u>	
	Total		386.25	
BENZEL PEST CONTROL	01 2620 352 001 001 1	pest control	110.78	
	01 2620 352 002 002 2	pest control	<u>110.77</u>	
	Total		221.55	
BLACK HILLS ENERGY	01 2610 621 000 000 0	#267959 heating fuels	291.61	
	01 2610 621 002 002 2	#462419 heating fuels	1,308.25	
	01 2610 621 001 001 1	#242155 heating fuels	<u>3,447.86</u>	
	Total		5,047.72	
BLUUM USA INC	01 6992 610 004 000 0	82W20002US Lenovo 300e G4, MTK	614.88	
	01 6992 610 004 000 0	CROSSWDISEDUNEW Google Chrome	<u>114.00</u>	
	Total		728.88	
BRADY, DEE	01 1100 382 001 001 1	accompanist	384.25	
	01 1100 382 001 001 1	mileage	<u>147.40</u>	
	Total		531.65	
CANNON FINANCIAL SERVICES	01 1100 810 001 001 1	copier lease	142.45	
	01 1100 810 002 002 2	copier lease	142.45	
	01 1100 610 000 000 0	copier rental	<u>284.90</u>	
	Total		569.80	
CARDMEMBER SERVICE	01 2510 810 000 000 0	canva	<u>12.99</u>	
	Total		12.99	
CENTURY LINK	01 2510 382 000 000 0	#1510 telephone	150.21	
	01 2510 382 000 000 0	telephone	<u>48.32</u>	
	Total		198.53	
CITY OF BAYARD	01 2610 621 001 001 1	#75400 electric	5,680.37	
	01 2610 410 001 001 1	#75400 utilities	1,026.25	
	01 2610 621 000 000 0	#31200	37.00	
	01 2610 621 002 002 2	#75600 electric	460.59	
	01 2610 410 002 002 2	#75600 utilities	<u>1,311.25</u>	
	Total		8,515.46	

Computer Information Concepts	01 2510 330 000 000 0	2 hours of training- oliverius	300.00
	Total		300.00
COMPUTER INFORMATION CONCEPTS	01 1100 810 001 001 1	student management system	4,107.50
	01 1100 810 002 002 2	student management system	4,107.50
	Total		8,215.00
CONNECTING POINT	01 1100 810 001 001 1	copier service contract	657.02
	01 1100 810 002 002 2	copier service contract	657.01
	01 1100 352 001 001 1	copier service contract	632.87
	01 1100 352 002 002 2	copier service contract	632.86
	Total		2,579.76
CRABLE, BOB	01 2730 352 000 000 0	mechanical work	2,429.31
	Total		2,429.31
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	mar 24 network	267.63
	Total		267.63
E3 DIAGNOSTICS	01 1160 591 000 000 0	Calibration of Audiometer	222.00
	Total		222.00
EAKES OFFICE SOLUTIONS	01 2610 610 002 002 2	vacuum bags	9.75
	01 2610 610 002 002 2	Proforce Upright vacuum	526.46
	Total		536.21
EDUCATIONAL SERVICE UNIT #13	01 1200 591 003 001 1	panhandle beginnings	965.70
	01 1160 591 000 000 0	mips	80.00
	01 1160 591 000 000 0	mips	40.00
	01 1100 330 002 002 2	midwinter conference	350.00
	01 1100 330 001 001 1	midwinter conference	275.00
	01 1200 330 003 002 2	midwinter conference	150.00
	01 1160 330 000 000 0	midwinter conference	175.00
	01 1100 810 001 001 1	science fair reg	180.00
	01 1160 591 000 000 0	valts 2nd quarter	4,000.00
	01 1100 382 001 001 1	dl	826.00
	01 1100 382 001 001 1	erate	350.00
	01 1160 591 000 000 0	neva	708.33
	01 1292 591 003 000 0	0-2 instructional prek	92.50
	01 1292 591 003 000 0	sup 0-2 instructional prek	7.40
	01 1292 591 003 000 0	sup esu programs 0-2	9.96
	01 1292 591 003 000 0	sped sup 0-2	6.77
	01 2153 591 003 000 0	0-2 speech	124.44
	01 2161 591 003 002 2	elem ot	2,039.64
	01 2161 591 003 001 1	secondary ot	299.00
	01 2171 591 003 001 1	secondary pt	105.30
	01 2181 591 003 002 2	elem low vision	526.50
	01 2163 591 003 000 0	0-2 ot	84.64
	01 1200 330 003 002 2	sped inservice	67.20
	01 1200 591 003 002 2	sup homeschool esu programs	9.96
	01 1200 591 003 002 2	sup esu programs s/a	1,064.73
	01 1200 591 003 001 1	sup meridian speech	21.06
	01 1200 591 003 001 1	meridian program a	2,199.00
	01 1200 591 003 000 0	sped consultation	1,300.00
	01 1200 591 003 002 2	sup elem ot	163.17
	01 1200 591 003 001 1	sup secondary pt	8.42
	01 1200 591 003 002 2	sup elem low vision	42.12
	01 1200 591 003 001 1	sup secondary ot	23.92
	01 1291 591 003 000 0	sup 3-5 ot	61.31
	01 1291 591 003 000 0	3-5 instructional prek	856.92
	01 1291 591 003 000 0	sup 3-5 instructional prek	68.55
	01 1291 591 003 000 0	3-5 sup esu programs	110.04
	01 2162 591 003 000 0	3-5 ot	766.36
	01 2152 591 003 000 0	3-5 speech	1,375.48
	01 2151 591 003 001 1	meridian speech	263.25
	01 2151 591 003 001 1	secondary speech	290.36
	01 2151 591 003 002 2	elem speech	5,952.37
	01 2151 591 003 002 2	elem homeschool speech	124.44
	01 2141 591 003 002 2	elem psych	2,277.85
	01 2141 591 003 001 1	secondary psych	4,721.45
	01 1200 591 003 001 1	panhandle beginnings	965.70
	01 2190 591 000 000 0	mips	40.00
	01 1160 591 000 000 0	counseling non sped elem	2,502.78
	01 1160 591 000 000 0	counseling non sped secondary	233.31
	01 2190 591 000 000 0	dl	826.00
	01 2190 591 000 000 0	erate	350.00
	01 1160 591 000 000 0	neva	708.33
	01 1292 591 003 000 0	0-2 instructional prek	234.58
	01 1292 591 003 000 0	sup 0-2 instructional prek	18.77

	01 1292 591 003 000 0	sup esu programs 0-2	2.47
	01 2153 591 003 000 0	0-2 speech	30.83
	01 2161 591 003 002 2	elem ot	1,065.36
	01 2161 591 003 001 1	secondary ot	76.36
	01 2171 591 003 001 1	secondary pt	22.50
	01 2181 591 003 002 2	elem low vision	101.25
	01 1200 330 003 000 0	sped inservice	67.20
	01 1200 591 003 002 2	elem sup esu programs - homeschool	14.68
	01 1200 591 003 000 0	sup sa esu programs	831.42
	01 1200 591 003 001 1	sup meridian speech	14.58
	01 1200 591 003 001 1	meridian a	2,199.00
	01 1200 591 003 000 0	district sped consultation	1,300.00
	01 1200 591 003 001 1	secondary pt sup	1.80
	01 1200 591 003 002 2	elem ot sup	85.23
	01 1200 591 003 002 2	elem low vision sup	8.10
	01 1200 591 003 001 1	secondary ot sup	6.11
	01 1291 591 003 000 0	3-5 ot sup	60.13
	01 1291 591 003 000 0	3-5 instructional prek	1,067.08
	01 1291 591 003 000 0	3-5 instructional prek sup	85.37
	01 1291 591 003 000 0	sped sup esu programs	127.24
	01 2162 591 003 000 0	3-5 ot	751.64
	01 2152 591 003 000 0	3-5 speech	1,590.45
	01 2151 591 003 001 1	secondary meridian speech	182.25
	01 2151 591 003 002 2	elem homeschool speech	183.48
	01 2151 591 003 002 2	elem speech	5,633.71
	01 2151 591 003 001 1	secondary speech	428.62
	01 2141 591 003 001 1	secondary psych	1,597.54
	01 2141 591 003 002 2	elem psych	<u>2,665.67</u>
	Total		59,243.68
FAIRFIELD INN & SUITES BY MARRIOTT-	01 2410 580 002 002 2	lodging-schuller	269.90
	01 2510 580 000 000 0	lodging-oliverius	269.90
	01 2220 580 002 002 2	lodging-schluterbush	269.90
	Total		809.70
FNBO CARD	01 2510 330 000 000 0	training req-stuart	175.00
	01 2410 330 002 002 2	training reg-ehler	175.00
	01 1200 330 003 002 2	orton gillingham training-james	1,500.00
	01 2510 531 000 000 0	postage	8.97
	01 2510 531 000 000 0	postage	8.45
	01 2510 531 000 000 0	mailchimp	13.00
	01 2510 580 000 000 0	data conf trav-oliverius, schuller, schl	74.90
	01 2510 580 000 000 0	data conf trav-oliverius, schuller, schl	30.51
	01 2510 580 000 000 0	data conf trav-oliverius, schuller, schl	49.16
	01 2510 580 000 000 0	data conf trav-oliverius, schuller, schl	54.01
	01 3540 610 002 002 2	https://1000booksbeforekindergarten.org/	45.00
	01 3535 610 000 000 0	HAL Supplies	10.00
	01 2410 610 002 002 2	penny carnival supplies	20.59
	01 2510 810 000 000 0	fees	251.75
	01 2310 610 000 000 0	credit correction	<u>41.23</u>
	Total		2,457.57
FranklinCovey	01 2211 810 000 000 0	custom coaching subscription	3,500.00
	01 2211 330 002 002 2	7 habits consultants	3,500.00
	01 2211 810 000 000 0	annual school membership	<u>5,100.00</u>
	Total		12,100.00
IDEAL LINEN SUPPLY	01 2610 610 001 001 1	ruqs mops raqs	308.20
	01 2610 610 002 002 2	ruqs mops raqs	<u>659.86</u>
	Total		968.06
IDEAL/BLUFFS FACILITY SOLUTIONS	01 2610 610 002 002 2	toilet paper	280.00
	01 2610 610 002 002 2	paper and chemical for restrooms	<u>622.99</u>
	Total		902.99
J W PEPPER & SON INC.	01 1100 610 001 001 1	Vikings Victorious Score	15.00
	01 1100 610 001 001 1	The Curse of Tutankhamun Score	<u>30.00</u>
	Total		45.00
JIRDON AGRI CHEMICALS INC.	01 2610 610 001 001 1	Seed and Fertilizer	<u>899.50</u>
	Total		899.50
JOHNSON CONTROLS	01 2620 352 001 001 1	24/25 planned service agreement	7,931.38
	01 2620 352 002 002 2	24/25 planned service agreement	<u>7,931.37</u>
	Total		15,862.75
JOSTENS	01 2310 610 000 000 0	grad outfit payment correction	<u>45.00</u>
	Total		45.00
KUSKIE STATION LLC	01 2710 626 000 000 0	fuel	5,237.97
	01 2610 626 001 001 1	fuel	45.00
	01 2610 626 001 001 1	custodial fuel	110.09
	01 2710 626 000 000 0	bus fuel	<u>4,632.66</u>
	Total		10,025.72

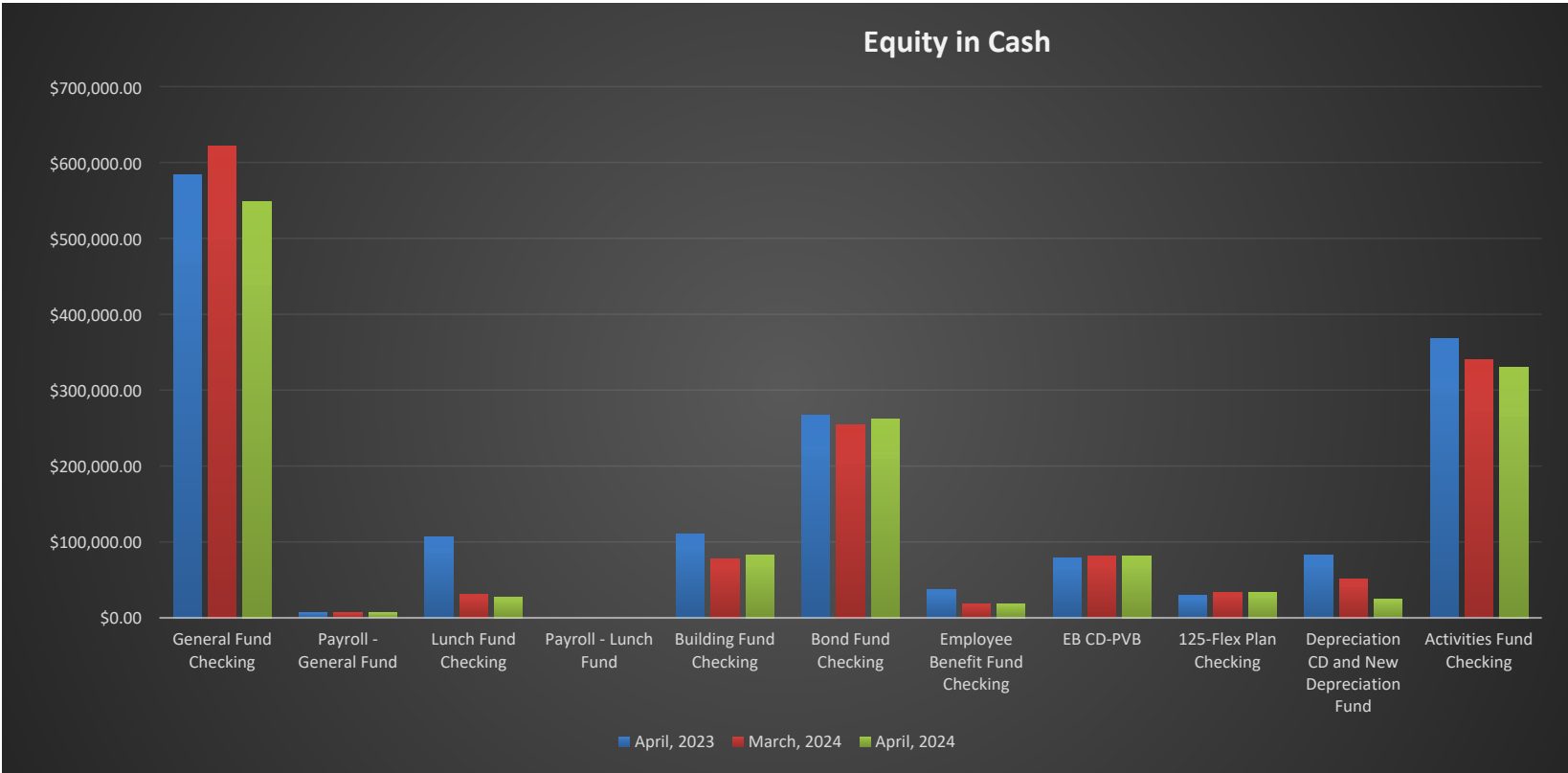
Leever, Larry	01 2710 610 000 000 0	reimburse supplies	32.98
	Total		32.98
Loqoz	01 2310 352 001 001 1	class yoke embroidery	10.00
	Total		10.00
MCI COMM SERVICE	01 2510 382 000 000 0	telephone	41.53
	Total		41.53
MENARDS	01 1100 610 001 001 1	wood for 8th grade stools	360.14
	01 2610 610 002 002 2	Water softener pellets	90.58
	01 1100 610 001 001 1	3" screws	20.96
	01 1100 610 001 001 1	items for container project	24.82
	01 1100 610 001 001 1	credit	(57.09)
	Total		439.41
MID-AMERICAN RESEARCH CHEMICAL	01 2610 610 002 002 2	Big bad orange	840.00
	01 2610 610 002 002 2	Concentrated Neutralizing Agent	350.00
	01 2610 610 002 002 2	Super strip	551.00
	01 2610 610 002 002 2	Thermolock wax	2,066.25
	01 2610 610 002 002 2	Sealer	1,695.75
	Total		5,503.00
NE COLORADO CELLULAR, INC	01 1100 382 000 000 0	hotspots	286.65
	Total		286.65
NE COUNCIL OF SCHOOL	01 2510 810 000 000 0	Membership Renewal-Oliverius	125.00
	01 2510 810 000 000 0	Membership Renewal-Stuart	435.00
	01 2510 810 000 000 0	stuart renewal dues 24-25	435.00
	Total		995.00
NE SAFETY CENTER	01 2710 330 000 000 0	driver training	125.00
	01 2710 330 000 000 0	driver classes	620.00
	Total		745.00
NEBRASKA ASSOCIATION OF SCHOOL	01 2320 330 000 000 0	law conf-olson	185.00
	Total		185.00
NEBRASKA CENTRAL EQUIPMENT INC.	01 2710 610 000 000 0	parts	205.97
	Total		205.97
ONE SOURCE	01 2710 810 000 000 0	driver background checks	29.00
	Total		29.00
PAPER101	01 1100 610 000 000 0	paper pallets	5,444.80
	Total		5,444.80
PIPE WORKS PLUMBING LLC	01 2620 352 002 002 2	plumbing elementary	1,244.36
	Total		1,244.36
PROTEX CENTRAL INC.	01 2620 352 001 001 1	fix fire system program	255.00
	Total		255.00
QUADIENT FINANCE USA, INC	01 2510 531 000 000 0	postage	46.80
	Total		46.80
QUADIENT LEASING	01 2510 531 000 000 0	postage meter lease	158.97
	Total		158.97
R & M PRODUCTIONS	01 2310 610 000 000 0	3 Large Pictures 4 Small Pictures	1,240.00
	Total		1,240.00
SANDBERG IMPLEMENT	01 2610 610 001 001 1	Weed eater repairs	165.00
	Total		165.00
SCHOLASTIC INC.	01 1100 810 001 001 1	science world	11.99
	01 3540 610 002 002 2	Scholastic magazine	126.50
	01 1100 610 002 002 2	Let's Find Out Mag.	171.88
	Total		310.37
SHERWIN WILLIAMS	01 2620 610 001 001 1	Bleacher Paint	230.96
	Total		230.96
SIGN GLASSES LLC	01 1200 591 003 002 2	remote interpreting	2,268.00
	01 1200 591 003 002 2	remote interpreting	3,822.00
	01 1200 591 003 002 2	remote interpreting	2,016.00
	01 1200 591 003 002 2	remote interpreting	2,100.00
	01 1200 591 003 002 2	remote interpreting	2,730.00
	Total		12,936.00
SIMMONS OLSEN LAW FIRM P.C.	01 2330 317 000 000 0	legal fees	850.00
	Total		850.00
SOAR PEDIATRIC THERAPY, LLC	01 2173 591 003 000 0	0-2 pt	321.07
	01 2172 591 003 000 0	3-5 pt	1,359.89
	01 2171 591 003 002 2	s/a pt	1,429.15
	Total		3,110.11
STEPH'S STUDIO	01 2310 610 000 000 0	senior banners	1,428.00
	Total		1,428.00
STUDENT ASSURANCE SERVICES, INC.	01 1100 810 001 001 1	student accident insurance	452.00
	01 1100 810 002 002 2	student accident insurance	452.00
	Total		904.00
TIME MANAGEMENT SYSTEMS	01 2510 810 000 000 0	timeclock	185.25
	Total		185.25
TREMAIN, KURT	01 2710 330 000 000 0	class b cdl	400.00

UNIVERSITY OF NEBRASKA MEDICAL	Total		<u>400.00</u>
	01 6968 352 002 002 2	after school program observation and fee	<u>500.00</u>
	Total		500.00
VALLEY AUTO LOCATORS	01 2730 610 000 000 0	11chevy repairs	<u>415.88</u>
	Total		415.88
VERITAS ATHLETIC PERFORMANCE	01 1100 330 001 001 1	veritas training	<u>510.00</u>
	Total		<u>510.00</u>
		General Fund Total	177,561.16
		Building	0.00
		Payroll	435,589.57

Bayard Public Schools

Equity in Cash
April 30, 2024

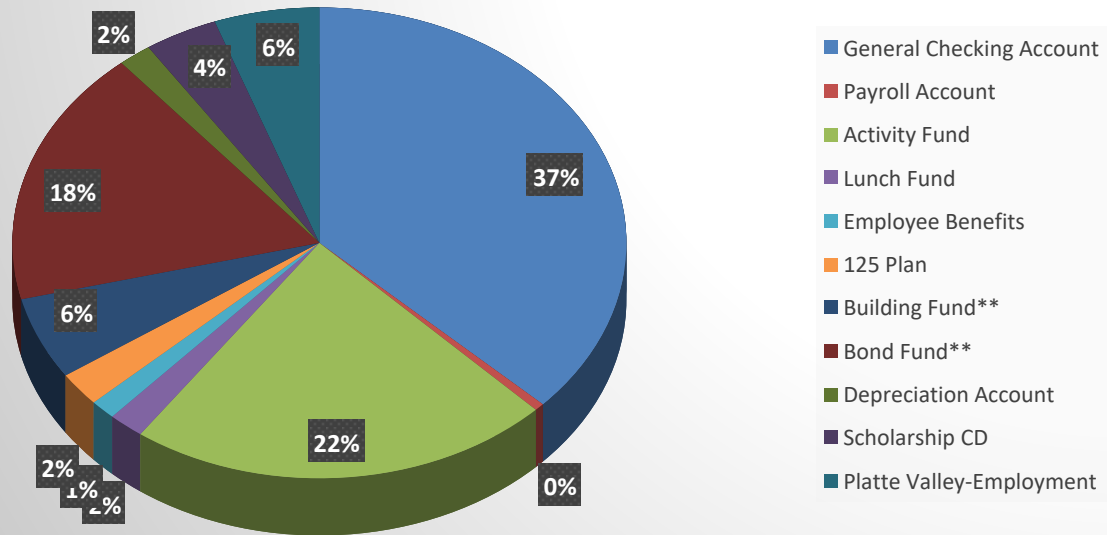
Fund	Fund #	April, 2023 PRIOR YEAR BALANCE	March, 2024 PRIOR MONTH BALANCE	April, 2024 REVENUES	April, 2024 EXPENSES	April, 2024 ENDING BALANCE
General Fund Checking	01-101	\$585,004.26	622,964.48	442,088.17	(516,154.18)	\$548,898.47
Payroll - General Fund	01-104	\$7,812.34	\$7,705.81	414,162.03	(414,176.03)	\$7,691.81
Lunch Fund Checking	02-101	\$108,378.94	32,080.33	21,679.84	(25,855.57)	\$27,904.60
Payroll - Lunch Fund	02-104	\$0.00	0.00	10,499.38	(10,499.38)	\$0.00
Building Fund Checking	03-101	\$111,329.14	79,256.74	4,752.66	0.00	\$84,009.40
Bond Fund Checking	04-101	\$267,470.64	255,024.01	7,358.24	0.00	\$262,382.25
Employee Benefit Fund Checking	05-101	\$38,534.31	20,027.32	51.64	0.00	\$20,078.96
EB CD-PVB	05-106-1000	\$80,537.10	82,079.42	0.00	0.00	\$82,079.42
125-Flex Plan Checking	05-107	\$30,493.03	34,979.02	4,324.98	(4,616.60)	\$34,687.40
Depreciation CD and New Depreciation Fund	06-101	\$84,479.33	52,014.52	53.57	(26,046.00)	\$26,022.09
Activities Fund Checking	07-101	\$369,409.75	341,228.46	24,487.54	(34,185.48)	\$331,530.52
Scholarship CD	07-114	\$61,396.71	57,214.75	0.00	0.00	\$57,214.75
TOTAL		\$1,744,845.55	\$1,584,574.86	\$929,458.05	\$(1,031,533.24)	\$1,482,499.67



BAYARD PUBLIC SCHOOL
 TREASURER REPORT
 BANK STATEMENT BALANCES as of April 2024

General Checking Account	\$	548,898.47	
Payroll Account	\$	7,691.81	
Activity Fund	\$	331,530.52	
Lunch Fund	\$	27,904.60	
Employee Benefits	\$	20,078.96	
125 Plan	\$	34,687.40	
Building Fund**	\$	84,009.40	
Bond Fund**	\$	262,382.25	
Depreciation Account	\$	26,022.09	
Scholarship CD	\$	57,214.75	
Platte Valley-Employment	\$	82,079.42	
	\$		1,482,499.67

Account Percentages



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>		
Check Number: 1649		Check Type: Check	Check Date: 04/02/2024	Vendor: ALSMARKET	AL'S MARKET	Check Total:	228.06
7803	03/26/2024	24-000951	Food	07 2900 610 103 000 0	32.64		
8268	03/27/2024	24-000962	Hospitality for CD track meet - Al's Mar	07 2900 610 102 000 0	195.42		
Check Number: 1650		Check Type: Check	Check Date: 04/02/2024	Vendor: SYNCB	Amazon Capital Services	Check Total:	382.98
11qv-76lf-1prm	03/12/2024	24-000852	Shuttle Art Washable Dot Markers 26 Colo	07 2900 610 146 000 0	67.96		
11qv-76lf-1prm	03/12/2024	24-000852	1 on Blue Bingo Paper Card Sheets (500 S	07 2900 610 146 000 0	17.98		
1fh6-lgp6-cvlc	03/21/2024	24-000922	5x7 envelopes 200	07 2900 610 225 000 0	15.99		
1fh6-lgp6-cvlc	03/21/2024	24-000922	Andersons White Flame retardant gossamer	07 2900 610 225 000 0	34.99		
1fh6-lgp6-cvlc	03/21/2024	24-000922	Luceinvita 12" x 50 Yards Organza Fabric	07 2900 610 225 000 0	16.99		
1fh6-lgp6-cvlc	03/21/2024	24-000922	Polyester stuffing 30 lb bag high loft	07 2900 610 225 000 0	135.60		
1fh6-lgp6-cvlc	03/21/2024	24-000922	JMEXSUSS 2 Pack 100 LED Blue String Ligh	07 2900 610 225 000 0	25.99		
1fh6-lgp6-cvlc	03/21/2024	24-000922	AimtoHome Paper Lanterns Set, 10 Pcs Chi	07 2900 610 225 000 0	14.99		
1fh6-lgp6-cvlc	03/21/2024	24-000922	Prestee 100 Clear Disposable Champagne F	07 2900 610 225 000 0	37.50		
1fh6-lgp6-cvlc	03/21/2024	24-000922	60 Pieces LED Light up Balloons White Gl	07 2900 610 225 000 0	14.99		
Check Number: 1651		Check Type: Check	Check Date: 04/02/2024	Vendor: SYNCB	Amazon Capital Services	Check Total:	77.45
1fh6-lgp6-cvlc	03/21/2024	24-000922	ZAUGONTW Artificial Cloud Props, Imitati	07 2900 610 225 000 0	29.95		
1fh6-lgp6-cvlc	03/21/2024	24-000922	shipping	07 2900 610 225 000 0	25.12		
1fh6-lgp6-cvlc	03/21/2024	24-000922	promotions	07 2900 610 225 000 0	(11.59)		
1mgg-h6cd-d6w3 #2	03/29/2024	24-000934	track spikes	07 2900 610 104 000 0	14.99		
1wtr-qqd3-1tc	03/21/2024	24-000899	King Crown for Men Crystal Pearl Wedding	07 2900 610 225 000 0	18.98		
Check Number: 1652		Check Type: Check	Check Date: 04/02/2024	Vendor: AMERHEART	AMERICAN HEART ASSOCIATION	Check Total:	210.00
20240402	04/02/2024	24-000980	Need jump rope for heart checks turned i	07 2900 610 102 000 0	210.00		
Check Number: 1653		Check Type: Check	Check Date: 04/02/2024	Vendor: ANDAMA	Amanda Anderson	Check Total:	157.73
20240312	03/12/2024	24-000848	reimb foldable tables and chairs for Spe	07 2900 610 101 000 0	157.73		
Check Number: 1654		Check Type: Check	Check Date: 04/02/2024	Vendor: BRISCH	BRIDGEPORT PUBLIC SCHOOLS	Check Total:	50.00
20240402	04/02/2024	24-000977	HS Boys Golf Entry Fee 4/11/24	07 2900 810 102 000 0	50.00		
Check Number: 1655		Check Type: Check	Check Date: 04/02/2024	Vendor: WALMARTC	Capital One	Check Total:	357.20
20240329	03/29/2024	24-000813	FFA week snacks	07 2900 610 124 000 0	245.12		
20240329-0001	03/29/2024	24-000828	Cookies & punch supplies	07 2900 610 103 000 0	112.08		
Check Number: 1656		Check Type: Check	Check Date: 04/02/2024	Vendor: ERDJEFF	Jeff Erdman	Check Total:	153.90

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>	
20240327	03/27/2024		reimburse supplies for track camera wire	07 2900 610 102 000 0	153.90	
Check Number: 1657	Check Type: Check		Check Date: 04/02/2024 Vendor: FAIRLARAMI	FAIRFIELD-LARAMIE	Check Total:	672.35
<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>	
4336u00006643	03/22/2024		lodging ski trip	07 2900 580 124 000 0	672.35	
Check Number: 1658	Check Type: Check		Check Date: 04/02/2024 Vendor: FERGMIM	KIM FERGUSON	Check Total:	27.67
<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>	
20240327	03/27/2024	24-000961	meals	07 2900 580 147 000 0	27.67	
Check Number: 1659	Check Type: Check		Check Date: 04/02/2024 Vendor: FNBOCARD	FNBO CARD	Check Total:	1,252.98
<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>	
20240402	04/02/2024	24-000881	Meal at BWW-Plant trip	07 2900 580 124 000 0	276.45	
20240402-0001	04/02/2024	24-000880	Meal at Pizza Ranch-plant trip	07 2900 580 124 000 0	251.82	
20240402-0002	04/02/2024	24-000924	Ski meal at TR	07 2900 580 124 000 0	235.44	
20240402-0003	04/02/2024	24-000925	Ski meal at TR	07 2900 580 124 000 0	283.75	
20240402-0004	04/02/2024	24-000911	Dilly Bars	07 2900 610 133 000 0	97.30	
20240402-0006	04/02/2024	24-000929	Fertilizer/marketing pens	07 2900 610 124 000 0	108.22	
Check Number: 1660	Check Type: Check		Check Date: 04/02/2024 Vendor: FNBOCARD	FNBO CARD	Check Total:	634.78
<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>	
20240402-0007	04/02/2024	24-000928	State FFA Degree Chains	07 2900 610 124 000 0	36.00	
20240402-0008	04/02/2024	24-000838	bball sweatshirts for youth boys	07 2900 610 158 000 0	504.33	
20240402-0009	04/02/2024	24-000885	Boards	07 2900 610 121 000 0	85.43	
20240402-0009	04/02/2024	24-000885	return	07 2900 610 121 000 0	(49.96)	
20240402-0009	04/02/2024	24-000885	return tax	07 2900 610 121 000 0	(0.07)	
20240402-0009	04/02/2024	24-000885	smaller boards	07 2900 610 121 000 0	48.93	
20240402-0012	04/02/2024	24-000905	Tie Down stakes for new high jump pit	07 2900 610 102 000 0	10.12	
Check Number: 1661	Check Type: Check		Check Date: 04/02/2024 Vendor: FNBOCARD	FNBO CARD	Check Total:	861.76
<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>	
20240402-0013	04/02/2024	24-000906	awards banquet	07 2900 610 102 000 0	32.15	
20240402-0014	04/02/2024	24-000908	awards banquet	07 2900 610 102 000 0	100.00	
20240402-0015	04/02/2024	24-000909	awards banquet hospitality	07 2900 610 102 000 0	125.00	
20240402-0016	04/02/2024	24-000962	Hospitality for CD track meet - Sams Clu	07 2900 610 102 000 0	154.07	
20240402-0016	04/02/2024	24-000962	Hospitality for CD track meet - Walmart	07 2900 610 102 000 0	200.55	
20240402-0017	04/02/2024	24-000858	batteries	07 2900 610 126 000 0	249.99	
Check Number: 1662	Check Type: Check		Check Date: 04/02/2024 Vendor: FNBOCARD	FNBO CARD	Check Total:	1,391.58
<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>	
20240402-0018	04/02/2024	24-000952	Food	07 2900 580 147 000 0	203.70	
20240402-0019	04/02/2024	24-000955	Activity	07 2900 610 133 000 0	199.02	
20240402-0020	04/02/2024	24-000953	Visit to the Archway	07 2900 610 133 000 0	120.00	

Detail Check Register

Checking Account: 7		Student Activity				
20240402-0021	04/02/2024	24-000954	Food	07 2900 580 147 000 0	267.94	
20240402-0022	04/02/2024	24-000957	Popcorn supplies	07 2900 610 146 000 0	7.00	
20240402-0023	04/02/2024	24-000940	Items for BINGO Prize and Candy items to	07 2900 610 146 000 0	593.92	
Check Number: 1663	Check Type: Check	Check Date: 04/02/2024	Vendor: FNBOCARD	FNBO CARD	Check Total: 2,602.69	
<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>	
20240402-0024	04/02/2024	24-000941	BINGO prizes and candy to sell.	07 2900 610 146 000 0	72.60	
20240402-0026	04/02/2024	24-000843	tigercare boys pants	07 2900 610 138 000 0	75.79	
20240402-0027	04/02/2024	24-000904	Fall Scripts One Act	07 2900 610 131 000 0	192.50	
20240402-0029	04/02/2024	24-000932	\$200 gift card - Nolte, Korell, Bauer	07 2900 610 120 000 0	600.00	
20240402-0029	04/02/2024	24-000932	\$100 gift card - Tavenner	07 2900 610 120 000 0	100.00	
20240402-0030	04/02/2024		food fuel	07 2900 580 152 000 0	1,252.51	
20240402-0030	04/02/2024		prom supplies Andersons	07 2900 610 225 000 0	309.29	
Check Number: 1664	Check Type: Check	Check Date: 04/02/2024	Vendor: FNBOCARD	FNBO CARD	Check Total: 1,944.71	
<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>	
20240402-0030	04/02/2024		math counts travel	07 2900 580 111 000 0	71.10	
20240402-0030	04/02/2024		ski trip travel	07 2900 580 124 000 0	498.27	
20240402-0030	04/02/2024		snowy range tickets	07 2900 810 124 000 0	1,375.34	
Check Number: 1665	Check Type: Check	Check Date: 04/02/2024	Vendor: HULLGLA	HULLINGER GLASS & LOCKS INC.	Check Total: 79.08	
<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>	
35619	04/01/2024		glass for woods 1-13-2022	07 2900 610 126 000 0	79.08	
Check Number: 1666	Check Type: Check	Check Date: 04/02/2024	Vendor: MCGDON	DON MCGHGHY	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>	
20240326	03/26/2024	24-000950	Prom DJ	07 2900 610 225 000 0	250.00	
Check Number: 1667	Check Type: Check	Check Date: 04/02/2024	Vendor: MEN	MENARDS	Check Total: 208.89	
<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>	
98764	03/12/2024	24-000872	stain	07 2900 610 126 000 0	25.94	
98831	03/13/2024	24-000879	Greenhouse supplies	07 2900 610 124 000 0	182.95	
Check Number: 1668	Check Type: Check	Check Date: 04/02/2024	Vendor: MITCHELL	Mitchell Public Schools	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>	
20240402	04/02/2024	24-000978	HS Boys Golf Entry Fee 4/9/24	07 2900 810 102 000 0	60.00	
Check Number: 1669	Check Type: Check	Check Date: 04/02/2024	Vendor: MORRILLSCH	MORRILL PUBLIC SCHOOLS	Check Total: 50.00	
<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>	
20240402	04/02/2024	24-000976	HS Boys Golf Entry Fee 4/16/24	07 2900 810 102 000 0	50.00	
Check Number: 1670	Check Type: Check	Check Date: 04/02/2024	Vendor: NEWVICTORI	New Victorian Inn & Suites	Check Total: 699.90	
<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>	
18306	03/29/2024		college visit lodging	07 2900 580 147 000 0	699.90	

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>		
20240419	04/19/2024	24-001050	reimburse suitcae	07 2900 610 134 000 0	69.99		
20240419	04/19/2024	24-001050	reimburse ice machine	07 2900 610 134 000 0	89.98		
Check Number: 1681	Check Type: Check	Check Date: 04/22/2024	Vendor: CUTTCAMER	CAMERON CUTTLERS	Check Total:	550.00	
20240422	04/22/2024	24-001066	district track starter	07 2900 352 102 000 0	550.00		
Check Number: 1682	Check Type: Check	Check Date: 04/22/2024	Vendor: NEBFFA	GRAFTON & ASSOCIATES, PC	Check Total:	576.00	
2821	04/19/2024	24-001041	FFA Convention registration	07 2900 810 124 000 0	576.00		
Check Number: 1683	Check Type: Check	Check Date: 04/22/2024	Vendor: HEMINFORD	HEMINGFORD PULIC SCHOOLS	Check Total:	270.00	
20240422	04/22/2024	24-001060	HS Footballs	07 2900 610 102 000 0	270.00		
Check Number: 1684	Check Type: Check	Check Date: 04/22/2024	Vendor: JONSCH	JONES SCHOOL SUPPLY CO. INC.	Check Total:	141.00	
2078185	04/19/2024	24-001043	Certificates	07 2900 610 102 000 0	8.50		
2078185	04/19/2024	24-001043	Certificates	07 2900 610 102 000 0	8.50		
2078185	04/19/2024	24-001043	Certificates	07 2900 610 102 000 0	8.50		
2078185	04/19/2024	24-001043	Certificates	07 2900 610 102 000 0	8.50		
2078185	04/19/2024	24-001043	Certificates	07 2900 610 102 000 0	8.50		
2078185	04/19/2024	24-001043	Certificates	07 2900 610 102 000 0	8.50		
2078185	04/19/2024	24-001043	Neck Ribbons	07 2900 610 102 000 0	80.00		
2078185	04/19/2024	24-001043	shipping	07 2900 610 102 000 0	10.00		
Check Number: 1685	Check Type: Check	Check Date: 04/22/2024	Vendor: KIMBALL	Kimball Public Schools	Check Total:	125.00	
20240419	04/19/2024	24-001032	JH track entry fee	07 2900 810 102 000 0	125.00		
Check Number: 1686	Check Type: Check	Check Date: 04/22/2024	Vendor: MAXMED	MAXWELL MEDALS & AWARDS	Check Total:	116.00	
3188921-in	04/19/2024	24-000979	awards - Maxwell Medals	07 2900 610 102 000 0	95.00		
3188921-in	04/19/2024	24-000979	SHIPPING	07 2900 610 102 000 0	21.00		
Check Number: 1687	Check Type: Check	Check Date: 04/22/2024	Vendor: MITCHELL	Mitchell Public Schools	Check Total:	150.00	
20240419	04/19/2024	24-001033	HS track entry fee Mitchell	07 2900 810 102 000 0	150.00		
Check Number: 1688	Check Type: Check	Check Date: 04/22/2024	Vendor: PITSCO	PITSCO	Check Total:	9.99	
24-000005516shipping	04/19/2024		shipping for co2 cartridges	07 2900 610 126 000 0	9.99		
Check Number: 1689	Check Type: Check	Check Date: 04/22/2024	Vendor: RICEKELL	KELLEY RICE	Check Total:	39.85	

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>		
20240419	04/19/2024		reimburse for hospitality	07 2900 610 102 000 0	39.85		
Check Number: 1690	Check Type: Check	Check Date: 04/22/2024	Vendor: SCBSCHOOL	SCOTTSBLUFF PUBLIC SCHOOLS	Check Total:	125.00	
20240422	04/22/2024	24-001069	Best of the West Entry fees for HS	07 2900 810 102 000 0	70.00		
20240422-0001	04/22/2024	24-001068	Best of the West Entry fees for middle s	07 2900 810 102 000 0	55.00		
Check Number: 1691	Check Type: Check	Check Date: 04/22/2024	Vendor: SPS	SCOTTSBLUFF PUBLIC SCHOOLS	Check Total:	150.00	
20240419	04/19/2024	24-001034	HS track entry fee Scottsbluff Twilight	07 2900 810 102 000 0	150.00		
Check Number: 1692	Check Type: Check	Check Date: 04/22/2024	Vendor: UNLCAREER	UNIVERSITY OF NEBRASKA LINCOLN	Check Total:	245.00	
20240419	04/19/2024	24-001042	Contest fees for State	07 2900 810 124 000 0	245.00		
Check Number: 1693	Check Type: Check	Check Date: 04/22/2024	Vendor: WEBERTOM	THOMAS WEBER	Check Total:	550.00	
20240422	04/22/2024	24-001067	district track starter	07 2900 352 102 000 0	550.00		
Check Number: 1694	Check Type: Check	Check Date: 04/22/2024	Vendor: WPCI	WPCI	Check Total:	708.00	
0069157	04/19/2024		student testing	07 2900 352 102 000 0	708.00		
Check Number: 1695	Check Type: Check	Check Date: 04/29/2024	Vendor: GUERUEJ	Josh Guerue	Check Total:	1,200.00	
20240429	04/29/2024	24-001079	athletic.net track official	07 2900 352 102 000 0	1,000.00		
20240429	04/29/2024	24-001079	mileage	07 2900 352 102 000 0	200.00		
Check Number: 1696	Check Type: Check	Check Date: 04/29/2024	Vendor: KIDZ	KIDZ	Check Total:	2,088.00	
20240429	04/29/2024	24-001078	NED	07 2900 610 122 000 0	2,088.00		
Check Number: 1697	Check Type: Check	Check Date: 04/29/2024	Vendor: MORRILLSCH	MORRILL PUBLIC SCHOOLS	Check Total:	100.00	
20240429	04/29/2024	24-001076	JH track entry fee Morrill	07 2900 810 102 000 0	100.00		
Check Number: 1698	Check Type: Check	Check Date: 04/29/2024	Vendor: NORTHROCK	NORTH OF THE ROCK DESIGNS	Check Total:	1,808.00	
285	04/29/2024	24-000982	Field day shirts	07 2900 610 122 000 0	1,808.00		

*Denotes Expensed Invoice Item

Checking Account ID: 7

Total without Voids: 34,123.86

NASB BOARD NOTES

A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



Leadership

Innovation

Vision

Engagement

#liveNASB

#weLIVEhere

1,960,000 Nebraskans

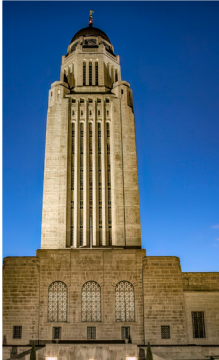
324,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

Snapshots



IN THIS EDITION OF BOARD NOTES ...

A RECAP OF THE LEGISLATURE'S "FIRST" 60 DAYS ...

AT THE BOARD TABLE

NASB MEMBER GOLF OUTING - JUNE 12

SCHOOL LEADERS & LAW ... COMING THIS JUNE

TEAM BUILDING, SELF-ASSESSMENT, PROTOCOLS & MORE AT THE NASB LEADERSHIP WORKSHOP

NASB IS HIRING AN IT SPECIALIST!

YOUR 2024 NASB AFFILIATES

THIS MONTH IN ... AND MUCH MORE!

The NASB provides programs, services, and advocacy to strengthen public education for all Nebraskans. Learn more at www.NASBonline.org

TRAINING, NETWORKING, ENGAGEMENT & EVENTS



Leadership

Innovation

Vision

Engagement

#liveNASB

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

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

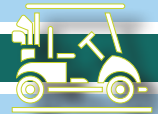
Now Hiring! NASB is hiring an IT Specialist ... visit the About Us page to learn more.



NASB Leadership Workshop - June 5-6 - Lincoln

NASB Member Golf Outing - June 12 - Kearney

School Leaders & Law Conference - June 12-13 - Kearney



Call for Legislative Proposals - Due July 1

Legislative Proposals for 2025 can be submitted at any time between now and July 1 at <https://members.nasbonline.org/government-relations/legislative-proposals>



Board Candidate Workshop - July 9 - Ogallala

Board Candidate Workshop - July 10 - Hastings

Board Candidate Workshop - July 11 - Ord

Board Candidate Workshop - July 16 - Milford

ALICAP Summer Workshop - July 10 - Gering

ALICAP Summer Workshop - July 11 - Kearney

ALICAP Summer Workshop - July 12 - Lincoln



Area Membership Meetings - August & September

North Platte, Gering, Valentine, Kearney, York, Norfolk, Nebraska City, Omaha & Fremont

To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'. If you do not have an email and password to log in or have forgotten it, please contact NASB at 800-422-4572 for assistance.

A RECAP OF THE LEGISLATURE'S "FIRST" 60 DAYS ...

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<https://nasb.envisiams.com/legislative-bills>

We are through 60 days of a 60-Day Session, but as we heard from Governor Pillen, it is going to take a little more time. Here is what we know through the "first half", and how it impacts your schools, and your role as a locally elected community leader serving on the school board.

Special Session 1329 1284 71 388 1029 1402 Interim Studies

"It has been an honor to work with Colby and so many local school board members who work so hard for their communities and students!" - Senator Lynne Walz

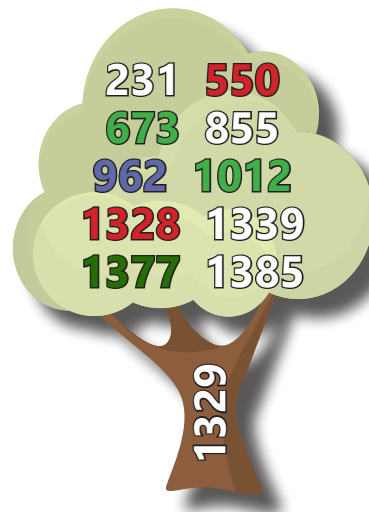
SPECIAL SESSION

Per Governor Pillen, property tax relief was not achieved and therefore he will call a special session. We will communicate the details of the session when it's known. Our legislative committee will be discussing how we will weigh in on any proposals impacting school finance.

LB 1329

Approved by Governor on April 16. Amended bills include: LBs 231, 550, 673, 855, 962, 1012, 1328, 1339, 1377, 1385.

LB 1329 would modify specific sections of the Nebraska Career Scholarship Act. The bill would alter the definition of "first-time freshman" to include high school graduates who earned a credential through dual enrollment while still in high school. Adjusts the ACT's reporting dates and guidelines to be in line with census data to take into account all eligible programs of study, retention data, and graduation data. The bill would shift the administration of the Scholarship from the Department of Economic Development to the Coordinating Commission for Postsecondary Education. The bill would allow for Scholarship eligibility to be based on a high school grade-point average of 3.0 or greater on a four-point scale. Includes ROTC as an eligible program of study.



LB 231 changes to absence policy, requiring services to address barriers to attendance to be provided upon 20 days of absence. Provides for an educational evaluation if agreed to determine additional barriers to attendance.

LB 550 allows for additional option enrollment opportunities, once each in elementary, middle, and high school.

LB 673 would provide consistency in the types of maps provided to first responders and law enforcement by Nebraska's schools and grant funding to schools who apply to update their maps with emergency response mapping data. Specific requirements would ensure all data is similar and current. First responders would be able to enter emergency situations in confidence.

LB 855 prohibits a school board or board of education of a school district to use a debt collection agency to collect or attempt to collect, directly or indirectly, debts due or assessed to be owed for

Bills that Passed in 2024

LB 25

LB 43

LB 71

LB 198

LB 287

LB 299

LB 304

LB 1017

LB 1027

LB 1029

LB 1074

LB 1092

LB 1284

LB 1306

LB 1317

LB 1329

LB 1402

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outstanding debts on a school lunch or breakfast account at such school district. It also prohibits collecting any interest, fees, or other monetary penalties for outstanding debts on a school lunch or breakfast account of a student at such school district.

LB 962 would require public schools to use only the Gall-Peters or AuthaGraph projection map for teaching purposes in the classroom. The standard Mercator projection map would still be allowed only in comparison to the other maps. There is an added provision that schools would have to adopt policy and no books/materials would have to be disposed of.

LB 1012 would allow the Qualified Capital Purpose Undertaking Fund, which schools currently have for abatement projects, to address school safety infrastructure concerns.

LB 1328 expands district classification from 3 to 5. Firearm provisions only apply to the newly created Class I and II.

LB 1339 would eliminate a conflict in Nebraska statutes relating to the possession of firearms by off-duty and qualified retired law enforcement officers. This conflict of laws would be resolved by this bill in favor of officers being able to legally possess and carry firearms on school grounds and at school-sponsored events. It would authorize the governing bodies of Class II and I schools to adopt a written policy to utilize armed staff, faculty, or contractors for school security. Any such policy would be required to address personal qualifications, training, appropriate firearms and ammunition, and appropriate use of force. The bill leaves adoption of such a policy to local control. It also directs NDE to work with the State Patrol on a model policy.

LB 1377 gives discretion to boards on the training length required by district employees.

LB 1385 introduces provisions to streamline the application process for teaching certificate approval and creates reciprocity between states for the issuance of teaching certificates.

LB 1284 (as amended)

Approved by Governor on April 16.

Amended bills include: LBs 964, 985, 986, 1005, 1014, 1050, 1253, 1254.

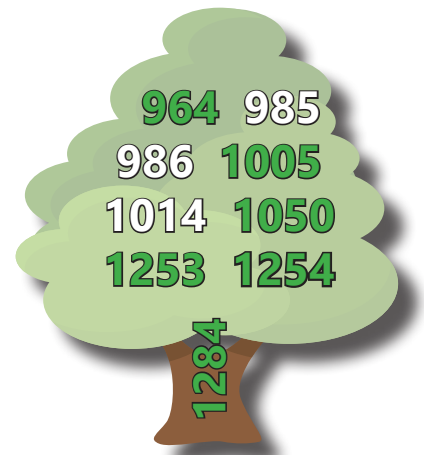
The big change made was amending the Education Future Fund to fund the financial ask through that vs an appropriation for the literacy, dyslexia research grant, computer science and menstrual products aspects. The other change was amending LB 964 to just allow special education teaching students to be eligible for the Career Scholarships at the University, to drop the administrative cost.

LB 1284 provides state funding with matching private dollars for the professional development of teachers to successfully carry out the computer science and technology graduation requirement passed under LB 1112 in 2022.

LB 964 provides forgivable loans to individuals who commit to teaching in Nebraska following their certification as a teacher with a special education endorsement. The program is limited to 25 students per state institution.

LB 985 cleans up a portion of the Nebraska Recruitment and Retention Act, passed in 2023. The new bill language requires that teachers endorsed to become certified in SPED, STEM, or Dual Credit must also contract to teach in their field of endorsement in order to receive the high-need retention grant.

LB 986 terminates loan repayment assistance provided under the Teach in Nebraska Today Act and replaces it with a grant program.



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It also creates additional requirements, such as having a teacher be within their first five years of teaching and the teacher's income being less than \$55,000 per year.

LB 1005 simply cleans up a portion of what was passed in LB 705 in 2023. It provides the statutory framework for a forgivable loan to student teachers of up to \$3,000 a semester or \$6,000 a year with money already set aside.

LB 1014 allows special education reimbursement to school districts and ESUs for these services. Currently, schools contract with outside agencies to cover required services of school psychologists.

LB 1050 creates a pilot program administered by the Department of Education to provide school districts with free menstrual products with priority given to schools that include a needs improvement school; or in which 40% of students are in poverty.

LB 1253 creates the Dyslexia Research Grant Program to promote dyslexia research. The grant funds will go to Nebraska-based companies that are researching artificial intelligence-based writing assistance programs for individuals with dyslexia.

LB 1254 provides funding for and creates reading improvement mentorship programs. The programs will focus on developing family literacy, along with employing regional literacy coaches to assist teachers with instructional skills.

LB 71

LB 71 amends the parent involvement policy statutes. The bill updates mandated policy language related to excused absences from instruction or activities, how districts will seek input from parents and provide access to various learning materials. This bill may require a policy change at the district level.

LB 388

With the failure of LB 388, there will be no changes to school finance unless it's done through the pending special session.

LB 1029

LB 1029 adds mental health to physical health as a excused absence.

LB 1402

LB 1402 changes the previous scholarship tax credit (LB 753) statutes to a direct appropriation of \$10 million dollars for scholarships for use in non-public schools.

INTERIM STUDIES

Education

- LR 303 (Murman) - Examine the viability of adopting the Classical Learning Test as an option for meeting admissions requirements at the University of Nebraska and the Nebraska state colleges



CONTINUED ON PAGE 6

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Education (continued)

- LR 319 (Conrad) - Determine whether student-to-teacher ratio requirements should be considered or implemented in Nebraska by statute or regulation
- LR 320 (Conrad) - Examine changes to the enrollment option program to ensure students with disabilities have an increased ability to access enrollment opportunities
- LR 321 (Conrad) - Determine the scope and use of student surveillance, monitoring, and tracking technology by school officials in Nebraska
- LR 333 (Conrad) - Interim study to determine whether legislation similar to the model Hunger-Free Campus Bill is needed to address hunger and basic needs insecurity of Nebraska college students
- LR 341 (McKinney) - Interim study to determine the scope and use by school districts of a ban and bar action, banning and barring individuals from school property
- LR 365 (Day) - Interim study to examine school guidelines and policies relating to LGBTQ bullying prevention
- LR 368 (Day) - Interim study to examine the process for school districts to change the boundaries of individual schools within their districts
- LR 378 (Murman) - Interim study to examine the viability of selling land managed by the Board of Educational Lands and Funds
- LR 382 (McDonnell) - Interim study to examine the governance and representation of the Board of Regents of the University of Nebraska
- LR 383 (Hughes) - Interim study to examine improvements to TEEOSA and potential alternative funding mechanisms for Nebraska public schools
- LR 385 (Linehan) - Interim study to examine state standardized testing required in elementary and secondary public schools and the (AQuESTT) system used to classify schools under the Quality Education Accountability Act
- LR 419 (Hughes) - Interim study to examine school meal programs in Nebraska
- LR 425 (Murman) - Interim study to examine the challenges faced by families with special needs students in enrolling such students as option students in other school districts under the enrollment option program
- LR 439 (McKinney) - Interim study to explore whether the size of school districts has contributed to historical student underachievement within the Class V school district
- LR 440 (McKinney) - Interim study to examine how to close the educational achievement gap in the Class V school district

Revenue

- LR 349 (Linehan) - Interim study to examine the funding sources, including tax incentives and other methods, used for early childhood education programs in Nebraska
- LR 367 (Day) - Interim study to examine mechanisms to slow the rise of property tax valuations during periods of rapid property value increases
- LR 384 (Linehan) - Interim study to examine nonprofit organizations, their nonprofit status, the way they use their nontaxable income, and the ways they use their nontaxable income for political purposes
- LR 418 (Dover) - Interim study to examine the current property tax valuation process

Government

- LR 426 (Conrad) - Interim study relating to public records requests to determine whether reports of the resistance of government entities to public record requests are representative or isolated

Judiciary

- LR 347 (Dungan) - Interim study to examine the frequency of claims brought under the Political Subdivisions Torts Claims Act and the State Tort Claims Act and the frequency of tort claims brought against other states

Retirement

- LR 408 (McDonnell) - Interim study to examine the Nebraska Public Employees Retirement Systems administered by the Public Employees Retirement Board
- LR 409 (McDonnell) - Interim study to carry out the provisions of section 13-2402, which requires the Nebraska Retirement Systems to monitor underfunded defined benefit plans administered by political subdivisions



AT THE BOARD TABLE

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BOARD AGENDA ITEMS FOR YOUR MONTHLY MEETINGS

<https://members.nasbonline.org/board-leadership>



Each month, this space reflects recommended regular board meeting agenda items to include in the upcoming board meeting agenda. Please contact Marcia at mherring@NASBonline.org if you have questions or recommendations for improving the Board Meeting Annual Calendar.

MAY BOARD AGENDA ITEMS

Please see the April 15 email from mherring@NASBonline.org and shiggins@NASBonline.org for the draft of the May Board Meeting Agenda. If you have questions or need us to resend the email, please feel free to contact Marcia at 402-450-5152 or Stacie at 402-209-1608.

UPCOMING NASB BOARD LEADERSHIP EVENTS

2024 Candidate Workshops

July 9 - Candidate Workshop - Ogallala Library

July 10 - Candidate Workshop - Hastings - ESU 9

July 11 - Candidate Workshop - Ord High School

July 16 - Candidate Workshop - Milford - ESU 6

***Additional Sites to be added, updates will be posted at www.NASBonline.org*

2024 NAEP STATE CONVENTION RECAP

128 Administrative Assistants, Board Secretaries, and Bookkeepers from 96 districts gathered for the 2024 NAEP State Convention in Kearney for a day and a half of professional and personal development. Aside from the networking and conversations with other peer professionals, the robust agenda included breakout sessions covering effective board meetings, annual board calendar, board agenda, document retention, budget and finance, Google productivity tools, co-workers and conflict, positive school climate, self-care, and SPARQ meetings and negotiations. The keynote provided an inspirational and engaging message on YOU vs. YOU – To truly serve others, we must serve ourselves first - where members learned practical strategies and mindsets to facilitate personal growth. For questions or to become a member of the NAEP community, please feel free to reach out to Katie Corfield, Evaluation and Assessment Specialist at kcorfield@nasbonline.org or to Marcia at mherring@nasbonline.org.



SCHOOL LEADERS & LAW ... COMING THIS JUNE

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<https://members.nasbonline.org/events/school-leaders-and-law-conference>

NASB SCHOOL LEADERS & LAW CONFERENCE

JUNE 12-13 - KEARNEY

WEDNESDAY, JUNE 12

12:30 PM - NASB Member Golf Outing

Kearney Country Club

\$79 - (Includes lunch provided by ALICAP)

Email sendorf@NASBonline.org to register for golf

6:30 to 11:00 PM - Networking Reception

Younes South Conference Center

Join us for an evening of networking that will include prizes from the golf outing, a light dinner buffet, live music, and a hospitality suite. Open to golfers, vendors, and School Leaders & Law Conference attendees.

TO REGISTER

\$185 Member Registration

\$110 NCOSA Member Registration

Registration Deadline is June 6

\$25 Cancellation fee

15 Awards of Achievement points

<https://nasb.enviseams.com/>

THURSDAY, JUNE 13

9:00 to 10:00 AM - Opening General Session

From Crossing Paths to Collaboration: How Understanding the Processes of your County Attorney can Improve Collaboration

10:30 to 11:15 AM - Breakouts Sessions

"Board's Role in Teacher Hearings/Judge & Jury"

"Legislative and Election Update"

"Best Practices in School Safety & Security"

11:45 AM to 12:30 PM - Breakout Sessions

"Special Ed Developments: What Board Members and Administrators Need to Know"

"Creators, Cultivators, Connectors:

Roles of School and Community Leadership"

"Technology in Schools is Evolving Daily?"

12:30 PM - Lunch

1:15 to 2:00 PM - Finance General Session

Changes to School Finance by the 108th Legislature, Second Session

2:15 to 3:15 PM - Closing General Session

Hot Topics in School Law



NASB Member Golf Outing - June 12 - Kearney Country Club

Email sendorf@NASBonline.org to sign up, \$79 per player

TEAM BUILDING, SELF-ASSESSMENT, PROTOCOLS & MORE

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

2024 NASB LEADERSHIP WORKSHOP



You're invited to a FREE

SUMMER WORKSHOP
HOSTED BY ALICAP

Wednesday, July 10 - Gering Civic Center

Thursday, July 11 - Kearney Holiday Inn

Friday, July 12 - Lincoln Wilderness Ridge



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... FOUNDATION

The Nebraska Public Leadership Foundation (NPLF) recently awarded two \$1,000 scholarships to two high school seniors who are pursuing higher education to become a teacher in a Nebraska public school system.

This year's recipients are:

Lauren Schnoonveld
Mullen High School

Lauren will be attending UNL, majoring in Elementary Education!

Harrison Sjuts

Doniphan-Trumbull High School
Harrison will be attending Doane, majoring in Elementary Education!

Look for a more in-depth feature on both in the May edition of Board Notes! You can learn more about NPLF and this annual scholarship at www.nepublicleadership.org

Applications were due March 1st, and NPLF had over 80 individual applicants. Congrats Lauren and Harrison!



... BOARD LEADERSHIP

Check out "At the Board Table" on page 7.

Marcia, Kari, Katie,
Caden, Stacie, Ben & Stephanie

... ALICAP & INSURANCE

ALICAP's Summer Workshops have been scheduled. All ALICAP member district are requested to attend one of the following events:

Wednesday, July 10th in Gering
Thursday, July 11th in Kearney
Friday, July 12th in Lincoln

Mark your calendars!
Registration details coming soon!
Thanks, Megan!

... ADVOCACY & GOVERNMENT RELATIONS

See how everything shook out via the NASB Bills Page at <https://nasb.envisiams.com/legislative-bills> and right here on Pages 3-6. Stay engaged between now at the special session, and submit any proposal ideas between now and July 1st for the 2025 Session at <https://members.nasbonline.org/government-relations/legislative-proposals>

Call Colby & Matt with questions any time!

... EDUCATION LEADERSHIP SEARCH

We are updating our interim list. Let us know if you might be interested in serving as an interim.

Contact Shari Becker with questions sbecker@NASBonline.org

... DATA ANALYTICS

Trying to make sense of your students' NSCAS standardized test scores can be confusing. The state provides percent proficient data with a comparison to state averages, but there may be more helpful comparisons to consider. NASB's Data Analytics can help you to compare your proficiency scores and average scale scores along with other relevant data to nearby districts or to districts of a similar size to better evaluate your students' academic achievement.

Contact Jim to learn more!

... AWARDS OF ACHIEVEMENT

An email reminder will be coming in May to check points. Contact Shari at sbecker@NASBonline.org

... GALLUP STRENGTHS

Adaptability allows people high in this strength to find ways to keep moving forward when the unexpected happens. If you have Adaptability, during times of high pressure, help your colleagues find productive ways to relieve the pressure and make progress.

Contact Shari at sbecker@NASBonline.org

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... NOW HIRING

NASB is hiring an IT Specialist
<https://members.nasbonline.org/about-us>

If you or someone you know might be interested in this position, please submit your Cover Letter and Resume, References, College Transcript, and the Application for Employment to Sallie Horky at shorky@NASBonline.org by May 10th.



... ENERGY PURCHASING

The supplier selection periods will have ended by the time most of you read this, and our natural gas marketing consultants will be monitoring markets daily to watch for weakness in gas supply futures. Spot prices have been low for a few months but prices for next winter have not dropped similarly due to very bullish expectations for next winter's gas usage. Thanks for your continuing support of our NJUMP and CJUMP gas programs since they were begun nearly two decades ago.



Paul Grieger
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Cody Wickham
Senior Vice President,
Public Finance
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cwickham@dadco.com



Andy Forney
Senior Vice President,
Public Finance
402-392-7988
aforney@dadco.com

Building a Better Future with Nebraska's Public Finance Partner

D.A. Davidson & Co. has long been a leader in innovative debt financing for school districts. What we're most proud of are the relationships we've nourished and the strong community improvements that are made as a result.

Our public finance professionals take a personal interest and a hands-on approach, carrying our deals from start to finish. Because you deserve solutions tailored to fit you.

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- Lease-Purchase Financing
- QCPUF Bonds
- Refinancing Bond Issues



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... POLICY

We will be sending a Policy Update next month to cover the changes made to education law by the recent legislative session. The changes weren't as numerous as last year, but they include a detailed expansion to some parental protections, staff gun possession in small schools, and for the cartographers out there, a ban upon reliance on the old-fashioned rectilinear Mercator projection maps. Contact Jim to learn more!

... MEMBER ENGAGEMENT

I look forward to seeing everyone throughout the Summer starting with Leadership Workshop, NASB Golf Outing, and School Leaders & Law Conference! July stays busy with the ALICAP and Board Candidate Workshops as well. Before we know it, Area Membership Meetings will be here too!

- Sharon -

YOUR NASB BOARD OF DIRECTORS & STAFF

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Dundy County Stratton



Stacy Jolley - President-Elect
Millard



Brad Wilkins - Vice President
Ainsworth



Kim Burry - Past President
Bayard

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<https://members.nasbonline.org/board-of-directors>



Region 1 - Neal Kanel
HTRS



Region 2 - Sarah Centineo
Bellevue



Region 3 - Renee Vokt
Elkhorn



Region 4 - Elizabeth Kumru
Ralston



Region 5 - Shavonna Holman
Omaha



Region 6 - Ricky Smith
Omaha



Region 7 - Tracy Casady
Omaha



Region 8 - Bob Rauner
Lincoln



Region 9 - Annie Mumgaard
Lincoln



Region 10 - Ed Swotek
Malcolm



Region 11 - Jim Vlach
Lyons-Decatur Northeast



Region 12 - Lisa Wagner
Central City



Region 13 - Marilyn Bohn
ESU 10



Region 14 - Steve Koch
Hershey



Region 15 - Allison Sandman
Wauneta-Palisade



Region 16 - Suzanne Sapp
Ashland-Greenwood



Region 17 - Michelle Reikofski
Osmond



Region 18 - Susan Ernest
Leyton



Region 19 - Amanda McGill Johnson
Millard



John Spatz
Executive Director

YOUR NASB STAFF

<https://members.nasbonline.org/about-us/nasb-staff>

Ben Anderjaska
Board Leadership Data
and Support Specialist



Makenzie Barry
ALICAP Data &
Financial Specialist



Shari Becker
Director of Education
Leadership Search Service



Matt Belka
Director of Marketing,
Communications & Advocacy



Megan Boldt
Associate Executive Director
Director of ALICAP



Craig Caples
Director of Technology



Colby Coash
Associate Executive Director
Dir. of Government Relations



Katie Corfield
Board Leadership Associate



Abi Dettmer
Event & Search Service
Associate



Sharon Endorf
Director of
Member Engagement



Caden Frank
Board Leadership Community
Engagement Specialist



Marcia Herring
Director of Board Leadership



Stacie Higgins
Board Leadership Specialist



Sallie Horky
Chief Operating Officer



Rachel Horstman
Business Manager



Kem Loecker
Executive Administrative
Assistant



Jim Luebke
Director of Policy Services



Kari Stephens
Board Leadership Development
& Learning Specialist



Stephanie Summers
Board Leadership Specialist



Lindsey Wooton
Administrative Specialist



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View the full, detailed listings with contact info at:

<https://members.nasbonline.org/about-us/affiliate-members>

YOUR 2024 PLATINUM AFFILIATES

YOUR 2024 GOLD AFFILIATES

YOUR 2024 NASB AFFILIATES

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ACCOUNTING

Watts and Hershberger, P.C.

ARCHITECTS

Alley Poyner Macchietto Architecture

BCDM Architects
PLATINUM LEVEL AFFILIATE

BVH Architecture
PLATINUM LEVEL AFFILIATE

Carlson West Povondra Architects
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Hausmann Construction
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MCL Construction
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Project Control

Sampson Construction
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Outdoor Recreation Products
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Nebraska Liquid Asset Fund
PLATINUM LEVEL AFFILIATE

Northland, (First National Capital Markets)
PLATINUM LEVEL AFFILIATE

Piper Sandler
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NATIONAL COUNTY GOVERNMENT MONTH



APRIL 2024

April is National County Government Month, a time to celebrate the vital role of local governments. The Nebraska Association of County Officials is thrilled to announce the launch of a dedicated landing page on our website titled **"How Nebraska Counties Work."** This comprehensive resource hub features the innovative '93 Explorer', granting Nebraska students and families access to valuable information about their respective counties. They can even delve into the specific roles of each county office, and even watch videos highlighting their important functions.



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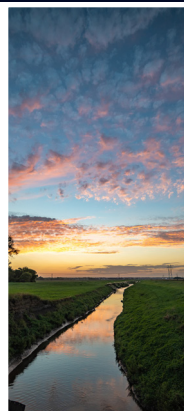
1,960,000 Nebraskans

324,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA



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Nebraska Council of School Administrators

NCSA Final Legislative Report
108th Legislature, Second Session

Convened, January 3, 2024
 Adjournment sine die, April 18, 2024

Prepared by
Dr. Michael Dulaney
NCSA Executive Director
April 24, 2024

<i>Bill</i>	<i>Sponsor</i>	<i>Committee</i>	<i>Status</i>	<i>Subject Matter</i>	<i>Pg.</i>
LB 43	Sanders	Government	Signed into law 3/27/24	Adopt the First Freedom Act and the Personal Privacy Protection Act, authorize tribal regalia to be worn by students, change provisions relating to withholding records from the public, provide requirements for interpretation of statutes, rules, and regulations, and prohibit state agencies from imposing certain requirements on charitable organizations	1
LB 71	Sanders	Education	Signed into law 4/15/24	Change provisions relating to parental involvement in and access to learning materials in schools and provide a process for repeating a grade upon request	5
LB 147	Kauth	Revenue	Signed into law 3/5/24	Change procedures for property tax refunds	8
LB 198	McDonnell	Retirement	Signed into law 3/18/24	Change provisions relating to participation in and implementation of public retirement provisions	8
LB 287	Brewer	Government	Signed into law 4/16/24	Eliminate obsolete provisions relating to the 2020 federal decennial census and provide, change, and eliminate provisions relating to petitions, conflicts of interest, voter registration and voting as prescribed in the Election Act, and notice and virtual conferencing requirements under the Open Meetings Act	10
LB 299	Linehan	Education	Signed into law 2/13/24	Require approval by the voters of a school district or educational service unit for the issuance of certain bonds under the Interlocal Cooperation Act	13
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LB 1027	Clements	Education	Signed into law 4/15/24	Change provisions relating to schools which elect not to meet accreditation and approval requirements	14

<i>Bill</i>	<i>Sponsor</i>	<i>Committee</i>	<i>Status</i>	<i>Subject Matter</i>	<i>Pg.</i>
LB 1029	Conrad	Education	Signed into law 4/15/24	Change provisions relating to compulsory school attendance regarding illness	15
LB 1284	Walz	Education	Signed into law 4/16/24	Provide for and change teacher incentive programs, provide for a pilot program to distribute menstrual products in schools, a Dyslexia Research Grant Program, a professional learning system relating to instruction in reading, and a statewide computer science education expansion program, create and change authorized use of certain funds, and change provisions relating to school psychologists and certain scholarship programs	16
LB 1300	Bostar	Government	Signed into law 4/16/24	Adopt the Pacific Conflict Stress Test Act, the Foreign Adversary Contracting Prohibition Act, the Nebraska Nonprofit Security Grant Program Act, and the Wildland Fire Response Act, create the Commission on Asian American Affairs, provide security requirements for chemical facilities, require approval of voters for certain salary increases, and change provisions relating to veterans aid programs	22
LB 1306	Education Com.	Education	Signed into law 4/16/24	Eliminate the Professional Practices Commission and provide, change, and eliminate provisions relating to standards for and conduct of teachers and administrators	26
LB 1329	Murman	Education	Signed into law 4/16/24	Change provisions relating to handguns and firearms in school environments, classification of school districts, excessive absenteeism, the enrollment option program, certain educational certificates, permits, and endorsements, certain tax levy and bonding authority of school districts, and the Nebraska Career Scholarship Act, provide for grants relating to school mapping data, and prohibit certain debt collection activities and the use of certain maps for schools	27
LB 1402	Linehan	Appropriations	Signed into law 4/24/24	Require the State Treasurer to establish education scholarships and repeal the Opportunity Scholarships Act	36

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LB 43	<i>Sponsor</i>	<i>Committee</i>	<i>Signed</i>	<i>Subject</i>
	Sanders	Government	3/27/24 Passed 39-0 w/E clause	Adopt the First Freedom Act and the Personal Privacy Protection Act, authorize tribal regalia to be worn by students, change provisions relating to withholding records from the public, provide requirements for interpretation of statutes, rules, and regulations, and prohibit state agencies from imposing certain requirements on charitable organizations

<i>Sections of LB 43</i>	<i>Subject Matter</i>	<i>Operative</i>
1-5	First Freedom Act (LB 277, Brewer)	July 19, 2024
6-7	Tribal Regalia (LB 277, Brewer)	July 1, 2025
8-12*	Public Records Law (LB 366, Conrad)	July 19, 2024
11*	Cybersecurity Records (LB 650, McDonnell)	July 19, 2024
13-14	Administrative Procedures Act (LB 43, Sanders)	July 19, 2024
15	Administrative Procedures Act (LB 41, Hansen)	July 19, 2024
16**	[Citation for Administrative Procedure Act] (LB 297, Sanders)	July 19, 2024
17-20	Personal Privacy Protection Act (LB 297, Sanders)	January 1, 2025
21	Open Meetings Act (LB 637, Albrecht)	July 19, 2024

* Both LB 366 and LB 650 amended Section 11 of LB 43.

** Section 16 places the Personal Privacy Protection Act within the Administrative Procedure Act.

LB 43 was designated as a Government Committee priority measure. The measure was introduced by Senator Sanders to provide changes to the Administrative Procedures Act and later become a package bill for the committee.

<i>Subject Matter</i>	<i>Sections</i>	<i>Operative</i>
First Freedom Act	1-5	July 19, 2024

LB 43 includes the provisions of LB 277 (Brewer) to provide that a person or religious organization whose exercise of religion or religious service has been burdened or restricted, or is likely to be burdened or restricted, in violation of the First Freedom Act, may bring a civil action or assert such violation or impending violation as a defense in a judicial or administrative proceeding.

<i>Subject Matter</i>	<i>Sections</i>	<i>Operative</i>
Tribal Regalia	6-7	July 1, 2025

LB 43 includes the provisions of LB 277 (Brewer) to provide that a person who is a member of an indigenous tribe of the U.S. or another country and is a student attending an approved or accredited public school may wear tribal regalia in any public or private location where the person is otherwise authorized to be on such school grounds or at any school function.

The provisions of the measure are not meant to limit the authority of administrative and teaching personnel to regulate student behavior or the authority of a school to regulate student behavior to further school purposes or to prevent interference with the educational process.

The measure permits but does not require a school to adopt a policy to accommodate this legislation. The policy may specify the characteristics of any garment, jewelry, other adornment, or object that such school finds will endanger the safety of a student or others or interfere with school purposes or the educational process if worn by a student during a specified activity.

The measure defines “tribal regalia” as traditional garments, jewelry, other adornments, or similar objects of cultural significance worn by members of an indigenous tribe of the U.S. or another country. *Tribal regalia does not include any firearm or other dangerous weapon.* Tribal regalia also does not include, except in compliance with an appropriate federal permit, any object that is otherwise prohibited by federal law.

<i>Subject Matter</i>	<i>Sections</i>	<i>Operative</i>
Public Records Law	8-12.....	July 19, 2024

LB 43 includes the provisions of LB 366 (Conrad) to amend the Public Records Law. The provisions apply to public records requests generally, and references to “citizens” are removed and replaced with “residents.”

The measure would also create a bifurcated fee structure for obtaining public records, with residents receiving more favorable treatment than nonresidents, though all news media requesters would be considered as “residents” for this purpose.

Under current law, the first four hours spent “searching, identifying, physically redacting, or copying” in response to a records request cannot be charged to the requester, but a service charge may be assessed for requests that exceed that amount of time. This measure would move that threshold to eight hours for residents of Nebraska. Nonresident requesters would be charged for the actual added cost of fulfilling the request.

No special service charge or fee may be charged for copies of blank forms or pages with all meaningful information redacted.

The measure would require a public custodian’s estimate for fulfilling a voluminous public records request requiring more than four days to be “attested to under oath” before being provided in writing to the requester.

<i>Subject Matter</i>	<i>Section</i>	<i>Operative</i>
Cybersecurity Records	11	July 19, 2024

LB 43 includes the provisions of LB 650 (McDonnell) to amend the Public Records Law.

The measure permits the withholding of records relating to the nature, location, or function of cybersecurity by the State of Nebraska or any of its political subdivisions, including, but not limited to, devices, programs, or systems designed to protect computer, information technology, or communications systems against terrorist or other attacks.

The Nebraska Information Technology Commission is required to adopt and promulgate rules and regulations to implement the provisions of the bill.

<i>Subject Matter</i>	<i>Sections</i>	<i>Operative</i>
Administrative Procedures Act	13-14.....	July 19, 2024

The original provisions of LB 43 (Sanders) direct hearing officers and judges in their interpretation of state statutes or regulations when hearing a contested case under the Administrative Procedures Act. The adjudicators would be instructed not to defer to a state agency’s interpretation and instead interpret such language de novo on the record. That means that the adjudicator could rely on the findings of fact from the agency but would not rely on the agency’s legal conclusions or interpretations when analyzing the dispute.

The measure would also provide that any doubt in interpreting statutes or regulations should be resolved in favor of an interpretation that “limits agency power and maximizes individual liberty.”

<i>Subject Matter</i>	<i>Section</i>	<i>Operative</i>
Administrative Procedures Act	15	July 19, 2024

LB 43 includes the provisions of LB 41 (Hansen) to include legislative findings providing that burdens on charitable grantmaking should be free from “intrusive or politically motivated regulation.” The measure defines “agency” broadly to include nearly all state executive branch agencies, the courts, and the Legislature. Such agencies would be broadly prohibited from imposing additional filing or reporting requirements on charitable organizations beyond those required by state law. Agencies could impose such filing or reporting requirements if they can show a compelling state interest and a narrowly tailored means for serving that interest. The committee amendment revises the bill to provide that agency information requests are authorized when required due to a federal funding requirement.

<i>Subject Matter</i>	<i>Section</i>	<i>Operative</i>
Citation for Administrative Procedure Act	16	July 19, 2024

Note: The introduced version of LB 297 (Sanders) amended Section 84-920 to include the Personal Privacy Protection Act within the Administrative Procedure Act for purposes of citation. Section 16 of LB 43 addresses this provision.

Section 16 also references Sections 13-15 to be cited under the Administrative Procedure Act.

<i>Subject Matter</i>	<i>Sections</i>	<i>Operative</i>
Personal Privacy Protection Act	17-20.....	January 1, 2025

LB 43 includes the provisions of LB 297 (Sanders) to create the Personal Privacy Protection Act and applies to political subdivisions, including school districts and ESUs.

Note: Section 16 of LB 43 incorporates the Personal Privacy Protection Act within the Administrative Procedure Act for purposes of statutory citation.

The bill prohibits all public agencies from:

- (a) Requiring any individual to provide personal information or otherwise compelling the release of personal information;
- (b) Requiring any nonprofit organization holding a certificate of exemption under section 501(c) of the Internal Revenue Code to provide the public agency with personal information or otherwise compelling the release of personal information;
- (c) Releasing, publicizing, or otherwise publicly disclosing personal information in the possession of the public agency; or
- (d) Requesting or requiring a current or prospective contractor or grantee to provide such public agency with a list of nonprofit organizations holding certificates of exemption under section 501(c) of the Internal Revenue Code to which such contractor or grantee has provided financial or nonfinancial support.

“Personal information” is defined as any list, record, register, registry, roll, roster, or other compilation of data that directly or indirectly identifies a person as a member, supporter, or volunteer of, or donor of financial or nonfinancial support to, any nonprofit organization holding a certificate of exemption under section 501(c) of the Internal Revenue Code.

The legislation does not prohibit the following:

- (a) Any report or disclosure required by the Nebraska Political Accountability and Disclosure Act;
- (b) Any report or disclosure by a public agency regarding testimony received at a public hearing conducted by such public agency;
- (c) Any lawful warrant, subpoena, or order issued by a court of competent jurisdiction for the production of personal information;
- (d) Any lawful request for discovery of personal information in litigation if both of the following conditions are met: (i) The requestor demonstrates a compelling need for such personal information by clear and convincing evidence; and (ii) The requestor obtains an order barring disclosure of such personal information to any person not named in the litigation;
- (e) Admission of personal information as relevant evidence before a court of competent jurisdiction. However, no court may publicly reveal personal information absent a specific finding of good cause;
- (f) Any report or disclosure required by state or federal law or regulation for an employee of the University of Nebraska or any state college. Except as otherwise required by law, no such report or disclosure shall be subject to release under the state public records laws;
- (g) Any report or disclosure required by a conflict of interest, conflict of commitment, or outside income policies for an employee of the University of Nebraska or any state college. Except as otherwise required by law, no such report or disclosure shall be subject to release under the state public records laws;

- (h) Any document required or permitted to be filed with the Secretary of State disclosing the identity of any director, officer, incorporator, or registered agent of a nonprofit organization; or
- (i) Any examination undertaken by the Auditor of Public Accounts pursuant to state statute. Personal information obtained during the course of such examination may not be disclosed except to a county attorney or the Attorney General in connection with an investigation made or action taken in the course of the official duties of a county attorney or the Attorney General.

<i>Subject Matter</i>	<i>Section</i>	<i>Operative</i>
Open Meetings Act	21	July 19, 2024

LB 43 includes the provisions of LB 637 (Albrecht) to amend the Open Meetings Act by eliminating existing language in the Act stating that a body may not be required to allow citizens to speak at each meeting, but it may not forbid public participation at all meetings.

The measure adds new language stating that, except for closed sessions, a public body must allow members of the public an opportunity to speak at each meeting.

LB 71	<i>Sponsor</i>	<i>Committee</i>	<i>Signed</i>	<i>Subject</i>
	Sanders	Education	3/5/24 Passed 46-0	Change provisions relating to parental involvement in and access to learning materials in schools and provide a process for repeating a grade upon request

<i>Sections of LB 71</i>	<i>Subject Matter</i>	<i>Operative</i>
1-7	Parental Involvement Act	July 19, 2024
8-10	Age Requirement for Attending a Public Preschool	July 19, 2024
11	Repeat a Grade Level	July 19, 2024

The original intent of LB 71 is to strengthen the level of parental involvement and participation by parents, guardians, and educational decisionmakers in the public school system. The measure was amended to include the provisions of LB 1193 (repeat of grade level) and LB 1201 (age requirement for attending a public preschool).

<i>Subject Matter</i>	<i>Sections</i>	<i>Operative</i>
Parental Involvement Act	1-7.....	July 19, 2024

Policy: The measure maintains the existing requirement for a local school board policy to involve parents, guardians, or educational decisionmakers in the education of their children and the rights of each parent, guardian, or educational decisionmaker to:

- (a) Access testing information and curriculum; and
- (b) Request that a child be excused from specific instruction or activities.

“Educational decisionmaker” is defined as a person designated or ordered by a court to make educational decisions on behalf of a child.

The former district policy would remain in effect until a new policy is developed and adopted by July 1, 2025.

The new policy must include the following:

- (a) How the school district will provide access to parents, guardians, or educational decisionmakers concerning (i) textbooks; (ii) tests; (iii) activities information; (iv) digital materials; (v) websites or applications used for learning; (vi) training materials for teachers, administrators, and staff; (vii) procedures for the review and approval of training materials, learning materials, and activities; and (viii) other curriculum materials used in the school district;
- (b) How the school district will accommodate requests by parents, guardians, or educational decisionmakers to attend and monitor courses, assemblies, counseling sessions, and other instructional activities;
- (c) Under what circumstances parents, guardians, or educational decisionmakers may ask that their children be excused from testing, classroom instruction, learning materials, activities, guest speaker events, and other school experiences the parents, guardians, or educational decisionmakers may find objectionable;
- (d) How the school district will provide access to records of students;
- (e) What the school district's testing policy will be; and
- (f) How the school district participates in surveys of students and the right of parents, guardians, or educational decisionmakers to remove their children from such surveys.

The measure provides intent not to require disclosure of information in violation of the federal Family Educational Rights and Privacy Act (FERPA) or any federal regulations and applicable guidelines as existed on January 1, 2024.

Public Hearing: The policy must be developed with input from parents, guardians, and educational decisionmakers and must be the subject of a public hearing before the school board before adoption by the board. The policy must be reviewed annually and either altered and adopted as altered or reaffirmed by the board following a public hearing. The public hearing must include a reasonable opportunity for public comments.

Access to Policy: By August 1, 2025, each school district must make the policy accessible on the school district's public website. The policy must be accessible by a prominently displayed link on such website. If the policy is altered, the new version of the policy must be made accessible within a reasonable time.

Learning Materials: To the extent practicable, each public school district must make a reasonable effort to make any learning materials, including original materials, available for inspection by a parent, guardian, or educational decisionmaker upon request.

Enforcement: If the Commissioner of Education determines that any school district has intentionally refused, in a material manner, to comply with the Parental Involvement Act, the commissioner must notify the district of the noncompliance and allow a reasonable time to comply. If the commissioner determines, after the time has elapsed, that the school district is not in compliance and has not made a good-faith attempt to comply, the commissioner must take appropriate remedial action within the commissioner's authority, up to and including qualifying the noncompliance as a violation of the rules and regulations for the accreditation of schools.

<i>Subject Matter</i>	<i>Sections</i>	<i>Operative</i>
Age Requirement to Attend Public Preschool	8-10.....	July 19, 2024

LB 71 includes the contents of LB 1201 (Hardin) to change the age requirement for attending a public preschool. The measure would allow children to remain in a public pre-school until the mandatory kindergarten entrance age. As a result, eligible five- and six-year-olds could now access public pre-kindergarten. This could result in additional need and, therefore, additional costs. This particular provision would also add five-year-old students to the formula student count under the TEEOSA calculation of state aid.

<i>Subject Matter</i>	<i>Section</i>	<i>Operative</i>
Repeat of Grade Level	11	July 19, 2024

LB 71 includes the contents of LB 1193 (Conrad) to provide that a parent or guardian would have the right to have the parent’s or guardian’s child repeat a grade in kindergarten through fourth grade due to (i) academic needs, (ii) illness, or (iii) excessive absenteeism.

In addition, a parent or guardian would have the right to have the parent’s or guardian’s child repeat a grade in fifth through twelfth grade due to excessive absenteeism.

The bill defines the following terms:

- (i) “Academic needs” means that a child is at least one year below grade level and behind the child’s typically developing peers in reading, English, and language arts such that the child does not possess the necessary academic skills required to succeed in reading, English, and language arts at grade level for the next grade the student would otherwise advance to;
- (ii) “Illness” means that the child experienced a severe mental or physical illness resulting in hospitalization of two or more weeks during the school year; and
- (iii) “Excessive absenteeism” means that the child was absent 50% or more of the school year and includes excused absences, unexcused absences, and absences due to suspension or expulsion. Absences due to approved school-related activities, such as field trips, competitions, athletic events, and testing, are not included.

A parent or guardian requesting that the child repeat a grade must have a meeting with the school district superintendent or the superintendent’s designee to discuss the parent’s or guardian’s decision to have the child repeat a grade. The parent or guardian must provide evidence of

academic needs, illness, or excessive absenteeism that would authorize the parent or guardian to have the child repeat a grade.

At the meeting, the superintendent or designee must identify any alternative educational opportunities, including remedial instruction if applicable, and verify any special education supports available to the child. If the child’s parent or guardian still intends to have the child repeat a grade, the parent or guardian must complete a form prescribed by NDE and return the form to the school district. Upon completion of the form and if all requirements are met, the school district must have the child repeat the child’s grade for the next school year.

LB 147	<i>Sponsor</i>	<i>Committee</i>	<i>Signed</i>	<i>Subject</i>
	Kauth	Revenue	3/5/24 Passed 41-0	Change procedures for property tax refunds

Current provisions of law relevant to property tax refunds (§ 77-1736.06) require that, within 30 days from the date the county assessor certifies the amount of the refund, the county treasurer must notify each political subdivision, including any school district receiving a distribution, of its respective share of the refund, except that, for any political subdivision whose share of the refund is \$200 or less, the county board may waive this notice requirement.

LB 147 provides that, for any political subdivision whose share of the refund is \$1,000 or less, the governing body of the political subdivision may waive the notice requirement by notifying the county treasurer in writing.

Notification would be by (i) first-class mail, postage prepaid, to the last-known address of record of the political subdivision or (ii) electronic means if requested in writing by the governing body of the political subdivision.

LB 147 would become operative on July 19, 2024.

LB 198	<i>Sponsor</i>	<i>Committee</i>	<i>Signed</i>	<i>Subject</i>
	McDonnell	Retirement	3/18/24 Passed 47-0 w/E clause	Change provisions relating to participation in and implementation of public retirement provisions

LB 198 is a significant bill for both the School Employees and Class V (OPS) Plans and clarifies issues related to termination of employment, issues related to prospective employees lawfully present in the U.S., and personnel issues at NPERS. LB 198 contained the emergency clause and became operative on March 19, 2024.

Termination of Employment

Background

In the 2022 Session, Nebraska school advocates united around LB 147, which allowed retired educators to substitute teach more often without jeopardizing their retirement benefits. In the current teacher shortage, schools sought more, not less, flexibility in finding help. LB 147

provided this needed leeway by specifying that a retired teacher can now substitute teach for up to eight days during their 180-day break in service without losing any retirement benefits.

At some point after LB 147 was signed into law, NPERS (State Retirement Agency) interpreted its “termination of employment” rules in a new way. For reference, the retirement statutes define “termination of employment” as an event when “the member experiences a bona fide separation from service of employment with the member’s employer... .” A “termination of employment” triggers various requirements, including the general rule that the employee cannot work for 180 days.

However, as early as August, NPERS began informing schools that a school employee typically cannot work for 180 days after the employee terminates employment for nearly any reason. This new interpretation (for example) would prevent a teacher who leaves at semester to stay home to care for her ill parents to avoid employment with a public school for 180 days after the semester break.

A workgroup comprised of NCSA, NSEA, and OPS representatives, school attorneys, NPERS officials, and legislative aides worked over a period of months in 2022 to formulate a solution to the problem. It’s taken a few years to get the legislation passed, but the measure will provide much-needed clarification.

The Solution

LB 198 was introduced with language painstakingly prepared by the workgroup. The bill amends both the School Plan and the OPS (Class V) Plan.

Under the bill, a member who experiences a separation from service with the member’s employer but has not submitted a retirement application or a request for distribution, or received a retirement benefit, disability retirement benefit, or distribution from the retirement system, may return to work as a (i) temporary employee, (ii) substitute employee, or (iii) volunteer for any employer participating in the retirement system.

Prospective Employees Lawfully Present in the U.S.

Prior to LB 198, there was no clear direction for school districts and ESUs to demonstrate through documentation that a prospective employee is lawfully present in this country and, therefore, upon employment, may be a member of the School Plan or the Class V (OPS) Plan. There are several types of documents that could be used, and rather than requiring just one form of documentation, NPERS was requiring a list of them.

LB 198 resolves this problem at long last. The measure clarifies that no employee of a state agency or political subdivision would be authorized to participate in any government-sponsored retirement system unless the employee is lawfully present in the United States.

The employing state agency or political subdivision and the employee must maintain at least one of the following documents to demonstrate lawful presence in the U.S. as of the employee’s date of hire and produce any such document so maintained upon request of the Public Employees Retirement Board (PERB) or the Nebraska Public Employees Retirement Systems (NPERS):

- (a) A state-issued driver's license;
- (b) A state-issued identification card;
- (c) A certified copy of a birth certificate or delayed birth certificate issued in any state, territory, or possession of the United States;
- (d) A Consular Report of Birth Abroad issued by the U.S. Department of State;
- (e) A United States passport;
- (f) A foreign passport with a United States visa;
- (g) A U.S. Certificate of Naturalization;
- (h) A U.S. Certificate of Citizenship;
- (i) A tribal certificate of Native American blood or similar document;
- (j) A U.S. Citizenship and Immigration Services Employment Authorization Document, Form I-766;
- (k) A U.S. Citizenship and Immigration Services Permanent Resident Card, Form I-551; or
- (l) Any other document issued by the U.S. Department of Homeland Security or the U.S. Citizenship and Immigration Services granting employment authorization in the United States and approved by the PERB.

The measure further provides that, for any applicant who is not a United States citizen but who has attested that the applicant is lawfully present in the United States, eligibility for public benefits must be verified through the Systematic Alien Verification for Entitlements Program operated by the U.S. Department of Homeland Security or an equivalent program designated by the United States Department of Homeland Security.

NPERS Technical/Substantive Cleanup Provisions

LB 198 was amended to include the contents of LB 1365 (McDonnell). LB 1365 is a technical/substantive bill related to the Omaha School Employees' Retirement System (OSERS) and the hiring of employees at the Nebraska Public Employees Retirement Systems (NPERS).

The bill would essentially accomplish three objectives:

- Allow OSERS one ex-officio non-voting seat on the Public Employees Retirement Board (PERB) until the permanent member is selected,
- eliminate the restriction that OSERS members must be age 50 to attend NPERS retirement seminars, and
- allow NPERS to hire multiple deputies and assistants.

LB 198 contained the emergency clause and became operative on March 19, 2024.

LB 287	<i>Sponsor</i>	<i>Committee</i>	<i>Signed</i>	<i>Subject</i>
	Brewer	Government	4/16/24 Passed 46-0 w/E clause	Eliminate obsolete provisions relating to the 2020 federal decennial census and provide, change, and eliminate provisions relating to petitions, conflicts of interest, voter registration and voting as prescribed in the Election Act, and notice and virtual conferencing requirements under the Open Meetings Act

<i>Relevant Sections of LB 287</i>	<i>Subject Matter</i>	<i>Operative</i>
5.....	Legal notices/proof of publication *	April 17, 2024
7-64.....	Election Act *	Various Dates
65.....	Nebraska Political Accountability and Disclosure Act *	July 19, 2024
72.....	Educational Service Units Act *	April 17, 2024
74.....	Open Meetings Act *	April 17, 2024

* Provisions that have an impact on schools, ESUs, and/or educational personnel

LB 287 was designated as a Government Committee priority measure. LB 287 is an omnibus technical cleanup measure but also provides substantive changes to election laws, the Nebraska Political Accountability and Disclosure Act, and the Open Meetings Act.

<i>Subject Matter</i>	<i>Section</i>	<i>Operative</i>
Legal Notices / Proof of Publication	5	April 17, 2024

Section 25-1274 is amended to harmonize with the changes proposed in the Open Meetings Act.

Section 25-1274, as amended, provides that “Publications required by law to be made in a newspaper or on a statewide website established and maintained as a repository of public notices by a majority of Nebraska newspapers, may be proved by affidavit of any person having knowledge of the fact, specifying the time when and the paper in which or the website whereon the publication was made, and, if made by publication in a newspaper, that such said newspaper is a legal newspaper under the statutes of the State of Nebraska, but such affidavit must, for the purposes now contemplated, be made within six months after the last day of publication, in the office where the original affidavit of publication is required to be filed.”

<i>Subject Matter</i>	<i>Section</i>	<i>Operative</i>
Election Law: Maps / Additional Information	18	July 19, 2024

The measure amends Section 32-404 to require all political subdivisions, including school districts, ESUs, and the learning community coordinating council, to furnish to the Secretary of State and election commissioner or county clerk any maps and “additional information” that the state and local election officials may require in the proper performance of their duties in the conduct of elections and certification of results.

<i>Subject Matter</i>	<i>Section</i>	<i>Operative</i>
Nebraska Political Accountability and Disclosure Act	65	July 19, 2024

The measure adds new language to an existing statute (§ 49-1499.03) to provide that any employee of a political subdivision whose annual salary and benefits exceed \$150,000 and who would be required to take any action or make any decision in the discharge of his/her official duties that may cause financial benefit or detriment (i) to him/her, (ii) a member of his/her immediate family, or

(iii) a business with which he/she is associated, which is “distinguishable from the effects of the action on the public generally or a broad segment of the public,” must take the following actions as soon as he/she is aware of the potential conflict or should reasonably be aware of the potential conflict, whichever is sooner:

- (a) Prepare a written statement describing the matter requiring action or decision and the nature of the potential conflict;
- (b) Deliver a copy of the statement to the person in charge of keeping records for the government body, who must enter the statement onto the public records of the government body; and
- (c) Except as provided below, abstain from participating in the matter in which the employee has a conflict of interest.

An employee may apply to the Nebraska Political Accountability and Disclosure Commission for an opinion as to whether he/she has a conflict of interest.

The new provision is not meant to prevent an employee from making or participating in the making of a governmental decision to the extent that the employee's participation is legally required for the action or decision to be made.

<i>Subject Matter</i>	<i>Section</i>	<i>Operative</i>
Educational Service Units Act	72	April 17, 2024

Section 79-1218 is amended to harmonize statutory citations consistent with the changes proposed in the Open Meetings Act.

<i>Subject Matter</i>	<i>Section</i>	<i>Operative</i>
Open Meetings Act	74	April 17, 2024

The measure makes two important changes to the Open Meetings Act. First, it amends the section of the Act relating to notice requirements (§ 84-1411). Second, it sunsets much of this portion of the Act on January 1, 2025, and inserts new language on notice requirements.

New Provision - Effective April 17, 2024

A new provision is added to state that, in case of refusal, neglect, or inability of the newspaper to timely publish the notice, the public body must:

- (a) post such notice on its website, if available, and
- (b) post such notice in a conspicuous public place in such public body's jurisdiction.

The public body must keep a written record of the posting. The record of the posting would be evidence that the posting was done as required and must be sufficient to fulfill the requirement of publication.

New Language - Effective January 1, 2025

The measure replaces existing notice requirement provisions in favor of new language, beginning on January 1, 2025.

Each public body must give reasonable advance publicized notice of the time and place of each meeting. The notice must be transmitted to all members of the public body and the public.

In the case of a public body of a political subdivision or the body's advisory committees, including for school districts and ESUs, notice must be given by:

- (1) (a) Publication in a newspaper of general circulation within the public body's jurisdiction that is finalized for printing prior to the time and date of the meeting, (b) posting on the newspaper's website, if available, AND (c) posting on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers. The notice must be placed in the newspaper and on the websites of the newspaper; OR
- (2) (a) Posting to the newspaper's website, if available, AND (b) posting to a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers if no edition of a newspaper of general circulation within the public body's jurisdiction is to be finalized for printing prior to the time and date of the meeting. Such notice shall be placed in the newspaper and on the websites of the newspaper.

In case of refusal or neglect of the newspaper to publish the notice, the public body must:

- (a) post such notice on its website, if available,
- (b) submit a post on a statewide website established and maintained as a repository for such notices by a majority of Nebraska newspapers, and
- (c) post in a conspicuous public place in such public body's jurisdiction.

The public body must keep a written record of the posting. The record of the posting would be evidence that the posting was done as required and must be sufficient to fulfill the requirement of publication.

LB 299	<i>Sponsor</i>	<i>Committee</i>	<i>Signed</i>	<i>Subject</i>
	Linehan	Education	2/13/24 Passed 45-0 w/E clause	Require approval by the voters of a school district or educational service unit for the issuance of certain bonds under the Interlocal Cooperation Act

LB 299 provides that any future joint entity that includes a Nebraska school district or an educational service unit, such joint entity may not issue any bonds until the question of issuing the bonds has been submitted to the qualified electors of each Nebraska school district or educational service unit that is part of the joint entity at an election called for that purpose and, within each such school district or educational service unit, a majority of the qualified electors voting on the question voted in favor of issuing the bonds.

The joint entity must give notice of the election at least 50 days prior to the election. The question of issuing bonds may be submitted at the statewide primary or general election.

The question of bond issues, when defeated, may not be resubmitted in substance for a period of at least six months after the date of the election.

LB 299 passed with the emergency clause attached and became operative on February 14, 2024.

LB 303	<i>Sponsor</i>	<i>Committee</i>	<i>Signed</i>	<i>Subject</i>
	Linehan	Education	3/5/24 Passed 43-0	Change provisions relating to an annual estimate for necessary funding under TEEOSA

LB 303 amends one of the few original sections of LB 1059 (1990), which created the Tax Equity and Educational Opportunities Support Act. This section was last updated in 1999.

Section 79-1031 requires NDE, with assistance from the Property Tax Administrator, the Legislative Fiscal Analyst, and the budget division of the Department of Administrative Services, to annually, by November 15, provide an estimate of the necessary funding level for the next school fiscal year under TEEOSA to the Governor, the Appropriations Committee of the Legislature, and the Education Committee of the Legislature.

LB 303 requires that a legal counsel or research analyst from the Education Committee, and a legal counsel or research analyst from the Revenue Committee be included in the process of providing an estimate on funding level.

LB 303 becomes operative on July 19, 2024.

LB 304	<i>Sponsor</i>	<i>Committee</i>	<i>Signed</i>	<i>Subject</i>
	Linehan	Government	3/18/24 Passed 48-0	Require political subdivisions to disclose membership dues and lobbying fees

LB 304 requires all political subdivisions, including school districts and ESUs, to publicly disclose the following on its website:

- (a) Membership dues paid annually to any association or organization, identifying each association or organization and the dues amounts paid; and
- (b) Fees paid to any individual lobbyist or lobbying firm other than any fees paid for lobbying services that may be included in the membership dues.

For any political subdivision that does not have a website, the information may be made available upon request to any member of the public at the office of the political subdivision.

LB 304 becomes operative on July 19, 2024.

LB 1027	<i>Sponsor</i>	<i>Committee</i>	<i>Signed</i>	<i>Subject</i>
	Clements	Education	4/15/24 Passed 44-1	Change provisions relating to schools which elect not to meet accreditation and approval requirements

Under current law (§ 79-1601), a home school must provide evidence that the school offers a program of instruction leading to the acquisition of basic skills in the language arts, mathematics, science, social studies, and health.

LB 1027 merely requires an assurance rather than evidence. An assurance would be satisfied by a signed statement by the parent, legal guardian, or educational decisionmaker of a student that the education provided complies with Section 79-1601. Rules and regulations that govern procedures are limited to procedures for receiving information from a parent, legal guardian, or educational decisionmaker of a student or a parent representative when the individual files the election not to meet accreditation or approval requirements.

“Educational decisionmaker” is defined as a person designated or ordered by a court to make educational decisions on behalf of a child.

LB 1027 becomes operative on July 19, 2024.

LB 1029	<i>Sponsor</i>	<i>Committee</i>	<i>Signed</i>	<i>Subject</i>
	Conrad	Education	4/15/24 Passed 47-0	Change provisions relating to compulsory school attendance regarding illness

LB 1029 amends the compulsory attendance law (§ 79-201) such that attendance is required unless excused by school authorities or when mental or physical illness or severe weather conditions make attendance impossible or impracticable.

At the public hearing for LB 1029 on February 6, 2024, Senator Conrad explained the rationale for introducing the measure:

This bill was brought to me and to Senator Dungan by a seminar class at the University of Nebraska-Lincoln, who did a great job researching this issue and learning about state government. And they really wanted to highlight this as a potential solution to move forward, to raise awareness about mental health, to advance equity and reduce stigma around mental health, and to ensure that we are limiting our entanglements for kids and families who are struggling with mental illness or other reasons for missing school from being entangled in the justice system through the truancy laws.

Katie Nungesser, representing Voices for Children, testified in support of LB 1029.

LB 1029 would make a significant and overdue change by recognizing mental health absences as equivalent to physical illness absences within our school systems. The importance of mental health and the well-being and educational success of Nebraska's children cannot be overstated. Mental health directly influences a child's ability to learn, think, feel, and act, impacting crucial aspects such as stress management, peer relationships, and decision-making skills.

LB 1029 would become operative three months after the Legislature adjourns sine die.

LB 1284	<i>Sponsor</i>	<i>Committee</i>	<i>Signed</i>	<i>Subject</i>
	Walz	Education	4/16/24 Passed 42-0 w/E clause	Provide for and change teacher incentive programs, provide for a pilot program to distribute menstrual products in schools, a Dyslexia Research Grant Program, a professional learning system relating to instruction in reading, and a statewide computer science education expansion program, create and change authorized use of certain funds, and change provisions relating to school psychologists and certain scholarship programs

<i>Sections of LB 1284</i>	<i>Subject Matter (original bill and sponsor)</i>	<i>Operative Date</i>
1.....	Menstrual Products Provided by Schools [LB 1050, Conrad].....	July 19, 2024
2.....	Dyslexia Research Grant Program [LB 1253, Linehan]	July 19, 2024
3.....	School Psychologists [LB 1014, Walz].....	July 19, 2024
4.....	Nebraska Teacher Recruitment/Retention Act [LB 985, Linehan].....	April 17, 2024
5-11	Teach in Nebraska Today Act [LB 986, Linehan].....	April 17, 2024
12.....	Appropriations from Education Future Fund.....	July 19, 2024
13.....	Nebraska Reading Improvement Act [LB 1254, Linehan]	July 19, 2024
14-16.....	Computer Science/Technology Education Act [LB 1284, Walz]	July 19, 2024
17.....	Nebraska Career Scholarship (Program of Study in Special Education) [Dungan, LB 964]	July 19, 2024
18-20.....	Student-Teacher Loans [LB 1005, Walz]	July 1, 2024

LB 1284 was prioritized by Senator Walz and became a committee package bill. Much of the package consists of bills introduced by Senators Walz and Linehan, but Senators Dungan and Conrad also had measures included.

<i>Subject Matter</i>	<i>Section</i>	<i>Operative</i>
Menstrual Products Provided by Schools	1	July 19, 2024

LB 1284 includes LB 1050 (Conrad) relating to menstrual products and the creation of a pilot program.

Beginning in school year 2025-26 and subject to available appropriations, NDE is required to develop a pilot program to make menstrual products, including both pads and tampons, available to each school district. Priority must be given to each school district:

- (a) That classifies as a needs improvement school under the accountability system developed by the State Board of Education; or
- (b) In which 40% of the students are poverty students.

Note: Section 79-1003(30) defines “poverty students” as the unadjusted poverty students plus the difference of such unadjusted poverty students minus the average number of poverty students for such district, prior to such addition, for the three immediately preceding school fiscal years if such difference is greater than zero.

For school year 2025-26, a school district that receives free menstrual products must ensure that free menstrual products, including both pads and tampons, are available for use in school bathrooms.

NDE is required to submit a report electronically to the Legislature relating to the pilot program for free menstrual products by December 1, 2026.

The measure provides intent to appropriate an amount not to exceed \$250,000 for fiscal year 2024-25 to NDE to carry out the pilot program.

<i>Subject Matter</i>	<i>Section</i>	<i>Operative</i>
Dyslexia Research Grant Program	2	July 19, 2024

LB 1284 includes LB 1253 (Linehan) to create the Dyslexia Research Grant Program, to be administered by NDE.

The Dyslexia Research Grant Program provides that an eligible applicant may apply to NDE for a grant. The department must prescribe the application form that is to be completed when applying for a grant under the Program.

Eligible applicant means a privately owned business based in Nebraska that is in the process of researching artificial-intelligence based writing assistance that can be used to assist individuals with dyslexia.

NDE may award a grant to any eligible applicant, except that the total amount of all grants awarded under the Program may not be more than \$1 million.

All grant money received under the Program must be used only for the purpose of researching the use of artificial intelligence-based writing assistance by individuals with dyslexia. The research must be focused on using aggregate writing analytics to identify writing errors and patterns that can be used by teachers to develop a comprehensive literacy plan for students with dyslexia.

If any grant money received under the Program is used in violation of the intended purpose, NDE must notify the Attorney General of the violation.

The Attorney General must bring a civil action in any court of competent jurisdiction to recoup any money spent in violation of the intended purpose. Any money collected in such civil action would be remitted to the State Treasurer for credit to the General Fund.

<i>Subject Matter</i>	<i>Section</i>	<i>Operative</i>
School Psychologists	3	July 19, 2024

LB 1284 includes LB 1014 (Walz) to amend Section 38-3113 and change the requirements relating to the Psychology Practice Act. LB 1014 would allow school districts to receive reimbursement for school psychologists employed through a service agency with special education programs and rates approved by the Nebraska Department of Education (NDE).

At the public hearing for LB 1014 on January 22, 2024, Senator Walz stated:

[T]here's a workforce shortage among mental health and special education providers in Nebraska. The key player in both of these worlds is a school psychologist. This is amplified with research that tells us that our students receive up to a majority of these services in a school setting. School psychologists are in short supply, and we must do everything we can to build this workforce. LB 1014 is one of the steps we can take to enable schools to be reimbursed if they need to contract with school psychologists to support the tremendous workload seen every day. The bill amends the Psychology Practice Act to include the ability for school districts to receive reimbursements if they contract with special education service agencies for help in delivering services to students. The rates for services are set by the Nebraska Department of Education and would not change whether it's an employed school psychologist or a contracted provider.

<i>Subject Matter</i>	<i>Section</i>	<i>Operative</i>
Nebraska Teacher Recruitment and Retention Act	4	April 17, 2024

LB 985 (Linehan) amends the Nebraska Teacher Recruitment and Retention Act (created in 2023 under LB 705). The act provided a series of grants for teachers who continue in the profession.

Currently, a high-need retention grant of \$5,000 may be awarded to a teacher who obtains an endorsement in special education, mathematics, science, technology, or dual credit AND 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.

LB 985 creates a second option to be eligible for the \$5,000 grant. The bill provides that a high-need retention grant of \$5,000 may be awarded to a teacher who obtains an endorsement in special education, mathematics, science, technology, or dual credit AND signs a contract to complete a school year of full-time employment as a teacher to teach in such endorsement area at a Nebraska school in school year 2024-25, 2025-26, or 2026-27.

<i>Subject Matter</i>	<i>Sections</i>	<i>Operative</i>
Teach in Nebraska Today Act	5-11	April 17, 2024

LB 1284 includes LB 986 (Linehan) to sunset some of the provisions of the Teach in Nebraska Today Program.

Beginning on the effective date of the measure, a revised program would provide a grant to an individual who applies and who:

- a. Is a resident of the State of Nebraska;
- b. Is teaching full-time or has a contract to teach full-time at the time of the application for the program;
- c. Has taught in Nebraska five years or less at the time of the application or renewal; and
- d. Has an individual income that is less than \$55,000 per year.

The amount of a grant awarded to an eligible applicant would be limited to \$5,000 per year. An eligible applicant may be awarded a grant for up to five years.

If the funds available for grants in any year are insufficient to provide grants to all eligible applicants, NDE must establish priorities to award grants with renewal applications given priority over initial applications. For initial applications, priority would be given to applicants who demonstrate financial need.

Applications for a grant must be submitted no later than July 10, 2024, and no later than July 10 thereafter. NDE must determine whether to approve or deny each application and must notify each applicant of such determination no later than October 10, 2024, and no later than October 10 thereafter. Grants awarded under the program must be paid directly to the applicant no later than December 10, 2024, and no later than December 10 thereafter.

The measure increases the appropriation for the program from the current \$5 million to \$10 million.

<i>Subject Matter</i>	<i>Section</i>	<i>Operative</i>
Appropriations from Education Future Fund	12	July 19, 2024

LB 1284 amends Section 79-1021 (Education Future Fund) to recognize potential funding for various programs created or modified under the measure. Transfers may be made:

- (1) To the Computer Science and Technology Education Fund with additional funding for matching funds at the direction of the Legislature;
- (2) To provide funding to develop and implement a professional learning system to help provide sustained professional learning and training regarding evidence-based reading instruction and for a grant program relating to dyslexia research; and
- (3) To provide funding for a pilot project administered by NDE to provide menstrual products to school districts.

<i>Subject Matter</i>	<i>Section</i>	<i>Operative</i>
Nebraska Reading Improvement Act	13	July 19, 2024

LB 1284 includes LB 1254 (Linehan) to amend an existing law (passed in 2018), providing that NDE may provide technical assistance as needed to assist school boards in carrying out the Nebraska Reading Improvement Act (§ 79-2607).

Note: LB 1081 (2018) was an Education Committee bill and created the Nebraska Reading Improvement Act. The passage of this bill in 2018 was largely championed by Senator Linehan.

NDE is required to develop and implement a professional learning system to help provide sustained professional learning and training regarding “evidence-based reading instruction” for teachers who teach children from four years of age through third grade at an approved or accredited

school and teachers employed by an early childhood education program approved by the State Board of Education.

Notes: “Evidence-based reading instruction” is defined as instruction in reading that is in alignment with scientifically based reading research and does not include the “three-cueing system model of reading instruction.”

“Three-cueing system model of reading instruction” is defined as an approach to foundational skills instruction that involves the use of three different types of instructional cues which include semantic, syntactic, and grapho-phonetic.

The professional learning system must include information and tips for teachers related to helping children and families work with local family literacy centers to strengthen home and family literacy programs and better instruct children in reading.

Approved or accredited elementary schools and early childhood education programs approved by the State Board of Education must ensure that teachers who teach children from four years of age through third grade are aware of the professional learning system and are adequately trained regarding evidence-based reading instruction to effectively instruct students in reading.

NDE must work with ESUs to provide regional coaches to approved or accredited elementary schools to provide assistance and job-embedded training relating to evidence-based reading instruction to teachers who teach students in kindergarten through third grade.

By September 30 of each year, the Commissioner of Education must file a report electronically with the Clerk of the Legislature relating to the status and use of the professional learning system implemented.

The measure provides intent to appropriate \$2 million from the Education Future Fund for each fiscal year beginning with fiscal year 2024-25 through 2026-27 to NDE to provide regional coaches and job-embedded training relating to evidence-based reading instruction.

<i>Subject Matter</i>	<i>Sections</i>	<i>Operative</i>
Computer Science/Technology Education Act	14-16.....	July 19, 2024

LB 1284 includes the original provisions of the measure, introduced by Senator Walz, relating to computer science education.

The measure requires NDE to establish a statewide computer science education expansion program to recruit, train, and support teachers in computer science and technology education. The program must include:

- (a) Training for teachers seeking supplemental computer science certification;
- (b) Training designed to support the integration of computer science and technology education into the instructional programs of elementary, middle, and high schools; and

- (c) Support for schools and teachers in the development of computer science instructional plans that are consistent with the academic content standards for computer science and technology education adopted by the State Board of Education.

NDE is required to employ or contract with computer science specialists to develop and deliver computer science educator training. The training must be provided in a manner that every teacher in this state has reasonable access to the training.

The department is also required to annually submit a report electronically to the Governor and the Legislature relating to the statewide computer science education expansion program. The report must include:

- (a) The number of training opportunities held and the format of such training;
- (b) The number of teachers who received training;
- (c) To the extent such information is available, the number of teachers that became certified or received an endorsement in computer science and technology education or began teaching a class in computer science and technology education within three calendar months following completion of training; and
- (d) The costs associated with the training for the fiscal year covered by the report.

The measure creates the Computer Science and Technology Education Fund. The fund would be administered by NDE and consist of money transferred by the Legislature, federal funds, gifts, grants, bequests, or other contributions or donations from public or private entities that have been accepted by the State Board of Education. The fund must be used to provide computer science and technology training and support.

The measure provides intent to transfer \$1 million for fiscal year 2024-25 and \$1 million for fiscal year 2025-26 from the Education Future Fund to the Computer Science and Technology Education Fund to provide computer science and technology education training, support, and incentive and stipend payments.

The measure also provides intent to transfer an additional \$500,000 for fiscal year 2024-25 and each year thereafter from the Education Future Fund to the Computer Science and Technology Education Fund contingent upon the receipt of matching private funds of the same amount.

<i>Subject Matter</i>	<i>Section</i>	<i>Operative</i>
Nebraska Career Scholarship (Program of Study in Special Education)	17	July 19, 2024

At one point, LB 1284 included the provisions of LB 964 (Dungan) to create a Special Education Teacher Forgivable Loan Program Act to address the fact that Nebraska elementary and secondary schools have had difficulty filling open and necessary job positions, including special education teachers.

Prior to passage, due to the overall cost of LB 1284, the Special Education Teacher Forgivable Loan Program Act was removed from the legislation.

The only surviving portion of LB 964 relates to amendments to the Nebraska Career Scholarship Act.

The measure amends Section 85-3004 relating to the Board of Regents of the University of Nebraska and awarding a Nebraska Career Scholarship to eligible university students who are enrolled in an eligible program of study.

Currently, an eligible program of study is designated by the Department of Economic Development, in collaboration with the Board of Regents, based on periodic reviews of workforce needs in the state.

LB 1284 would add a second eligible program of study. Beginning with academic year 2024-25, a program of study in special education would be eligible for a scholarship.

<i>Subject Matter</i>	<i>Sections</i>	<i>Operative</i>
Student Teacher Loans	18-20.....	July 1, 2024

LB 1284 includes the provisions of LB 1005 (Walz), which was viewed as a clean-up bill following the passage of LB 705 (2023). The intent is to provide clarification language for grants and loans to students enrolled in a teacher education program for student teaching semesters found in Section 85-3112. LB 1005 was necessary to carry out this statute as intended.

The measure amends existing provisions of law that authorized the Nebraska Coordinating Commission for Postsecondary Education to award grants to teachers who meet the criteria. The grants would derive from the Excellence in Teaching Cash Fund.

It amends part of the existing law such that, beginning on July 1, 2024, the Commission must allocate on an annual basis up to \$500,000 of the funds exclusively for loans to any eligible student who is enrolling in a “student-teaching semester” during the award year pursuant to the Attracting Excellence to Teaching Program. The funds would be distributed to all eligible institutions according to the distribution formula as determined by rules and regulations. The eligible institutions must act as agents of the Commission in the distribution of the funds to any eligible student for a student-teaching semester.

Under the measure, an eligible student enrolling for a student-teaching semester may apply for an additional loan of up to \$3,000 for the student-teaching semester and receive up to a total of \$6,000 for the year.

LB 1300	<i>Sponsor</i>	<i>Committee</i>	<i>Signed</i>	<i>Subject</i>
	Bostar	Government	4/16/24 Passed 46-0 w/E clause	Adopt the Pacific Conflict Stress Test Act, the Foreign Adversary Contracting Prohibition Act, the Nebraska Nonprofit Security Grant Program Act, and the Wildland Fire Response Act, create the Commission on Asian American Affairs, provide security requirements for chemical facilities, require approval of voters for certain salary increases, and change veterans aid programs

<i>Relevant Sections of LB 1300</i>	<i>Subject Matter</i>	<i>Operative</i>
1-6	Pacific Conflict Stress Test Act.....	April 17, 2024
7-13	Foreign Adversary Contracting Prohibition Act	April 17, 2024

LB 1300 was originally meant to prepare the state’s supply chains and critical infrastructure for the risk of a Pacific conflict. The legislation directs the Department of Administrative Services and the State Treasurer to audit procurement supply chains and state-managed funds in order to assess the risk of disruption in the event of a Pacific conflict, and to create a contingency plan to mitigate the risk of supply chain disruption.

LB 1300 was introduced by Senator Bostar *at the request of the Governor* as a proactive effort toward preparedness in the event of a “Pacific conflict,” defined as:

A declared war or armed conflict between the United States or any of its allies and another nation that occurs in the land, sea, or air area of the Pacific Ocean and threatens or could reasonably escalate to threaten the supply chains, critical infrastructure, safety, or security of the State of Nebraska or the United States.

During the public hearing on February 8, 2024, Senator Bostar presented a lengthy explanation of the purposes of the measure. As Senator Bostar testified:

LB 1300 prepares the state's supply chains and critical infrastructure for the risk of a Pacific conflict that Beijing consistently signals might occur. The bipartisan House Select Committee on the Chinese Communist Party has reported that any invasion of Taiwan would likely include cyberattacks and other disruptions targeted at the U.S. homeland.

LB 1300 eventually became a package bill for the Government Committee and included a variety of pieces, including the (i) Pacific Conflict Stress Test Act and the (ii) Foreign Adversary Contracting Prohibition Act.

<i>Subject Matter</i>	<i>Sections</i>	<i>Operative</i>
Pacific Conflict Stress Test Act	1-6.....	April 17, 2024

The purpose of the Pacific Conflict Stress Test Act is to prepare and secure the State of Nebraska in order to minimize the disruptive impact of a potential conflict precipitated by foreign adversaries against allies, democratic countries, and the U.S. Armed Forces in the Pacific theater.

The Pacific Conflict Stress Test Act requires a number of state agencies to prepare reports to analyze risks and concerns in the event of a Pacific conflict, including the Nebraska Investment Council, which is required to conduct an audit of all state-managed funds. The report must:

- (a) Summarize the investments at risk of substantially losing value or being frozen, seized, or appropriated by foreign adversaries in the event of a Pacific conflict;
- (b) Summarize the investments in any arms industry of a foreign adversary;

- (c) Summarize the investments in state-owned enterprises of a foreign adversary;
- (d) Summarize the investments in companies domiciled within a foreign adversary or owned by a company domiciled within a foreign adversary; and
- (e) Recommend strategies for the immediate and complete divestment of the assets.

Note: Since the duties of the Nebraska Investment Council include investment of funds for the Nebraska Public Employees Retirement Systems (NPERS), the report is particularly significant for public employees under state and local requirement plans.

The measure also creates the Committee on Pacific Conflict. The committee would consist of the following seven voting members:

- (a) The Director of State Homeland Security, who would serve as chairperson;
- (b) The Director of Administrative Services;
- (c) The state investment officer;
- (d) The Adjutant General; and
- (e) Three individuals with applicable knowledge of the threats posed to this state in the event of a Pacific conflict, including at least one individual who represents an entity responsible for the operation and maintenance of critical infrastructure in this state. This individual would be appointed by the Governor.

The committee would also include four members of the Legislature, to be appointed by the Executive Board of the Legislative. The legislative members would be nonvoting members of the committee.

The measure requires the Governor to annually produce and publish a state threat assessment no later than the day prior to the annual address made to the Legislature by the Governor. The annual state threat assessment must provide an overview of the substantial threats to state or national security, state or national economic security, state or national public health, or any combination of such matters occurring within and threatening Nebraska.

<i>Subject Matter</i>	<i>Sections</i>	<i>Operative</i>
Foreign Adversary Contracting Prohibition Act	7-13.....	April 17, 2024

LB 1300 also creates the Foreign Adversary Contracting Prohibition Act, which would be applicable to many “public entities” and private entities, including the state or any department, agency, commission, or other body of state government, including publicly funded institutions of higher education, any political subdivision of the state, and any other public or private agency, person, partnership, corporation, or business entity acting on behalf of any such public entity.

The measure provides that a “scrutinized company” may not bid on, submit a proposal for, or enter into, directly or indirectly through a third party, any contract or contract renewal with any public entity for any technology-related product or service. Scrutinized company is defined as:

- (a) Any company organized under the laws of a foreign adversary or having its principal place of business within a foreign adversary and any subsidiary of any such company;
- (b) Any company owned in whole or in part or operated by the government of a foreign adversary, an entity controlled by the government of a foreign adversary, or any subsidiary or parent of any such company; or
- (c) Any company that sells to a public entity a final technology-related product or service that originates with a company without incorporating that product or service into another final product or service.

“Technology-related product or service” is defined as a product or service used for information systems, surveillance, light detection and ranging, or communications.

“Foreign adversary” is defined as a foreign adversary as determined under 15 C.F.R. 7.4, which states that:

The Secretary of Commerce has determined that the following foreign governments or foreign non-government persons have engaged in a long-term pattern or serious instances of conduct significantly adverse to the national security of the United States or security and safety of United States persons and, therefore, constitute foreign adversaries solely for the purposes of the Executive Order, this rule, and any subsequent rule:

- (1) The People's Republic of China, including the Hong Kong Special Administrative Region (China);
- (2) Republic of Cuba (Cuba);
- (3) Islamic Republic of Iran (Iran);
- (4) Democratic People's Republic of Korea (North Korea);
- (5) Russian Federation (Russia); and
- (6) Venezuelan politician Nicolás Maduro (Maduro Regime).

LB 1300 requires a public entity to require a company that submits a bid or proposal or enters into any contract or contract renewal with any public entity for any technology-related product or service to certify:

- (1) That the company is not a scrutinized company;
- (2) That the company will not subcontract with any scrutinized company for any aspect of performance of the contemplated contract; and
- (3) That any products or services to be provided do not originate with a scrutinized company.

No public entity may enter into any contract or contract renewal that would result in any state or local government funds being transferred:

- (a) To a scrutinized company in connection with any technology-related product or service; or
- (b) To any company in connection with any technology-related product or service that originates with a scrutinized company.

However, a public entity may enter into a contract for goods manufactured by a scrutinized company if:

- (a) There is no other reasonable option for procuring such good; the contract is preapproved by the Nebraska Department of Administrative Services; and not procuring such good would pose a greater threat to the state than the threat associated with the good itself; or
- (b) The purchasing entity is an electric supplier that is not out of compliance with the Critical Infrastructure Protection requirements issued by the North American Electric Reliability Corporation.

Any contract entered into in violation of the Foreign Adversary Contracting Prohibition Act would be null and void.

If a public entity believes that a company has violated the certification, the public entity must give such company notice of the alleged violation. The company would then have 60 days to respond to the notice. The public entity must make a final determination on whether a violation of the certification has occurred within 60 days after receipt of the response from the company. If the public entity determines a violation has occurred, the public entity may refer the matter to the Nebraska Attorney General.

Any individual may act as a whistleblower and report suspected violations or suspected violations of the certification to the Nebraska Attorney General. If the reported violation results in a civil penalty, the whistleblower would be entitled to a reward equal to 30% of the civil penalty assessed.



LB 1306	<i>Sponsor</i> Education Com.	<i>Committee</i> Education	<i>Signed</i> 4/16/24	<i>Subject</i> Eliminate the Professional Practices Commission And provide, change, and eliminate provisions relating to standards for and conduct of teachers and administrators
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Note: Both NCSA and NSEA had prior knowledge of this legislation. The bill was a result of a collaborative effort between NDE, the Education Committee, and stakeholder groups.

LB 1306 eliminates the Professional Practices Commission (PPC) in favor of a new process to address alleged violations by certificated school employees.

It’s important to note that the bill does not change the existing investigatory arm of the PPC. NDE counsel would continue to serve in this capacity.

Rather than a separate, appointed commission, the State Board of Education would employ hearing officers to hold hearings and make recommendations to the State Board concerning alleged violations of standards of professional ethics and practices by persons holding a teacher’s or administrator’s certificate.

LB 1306 becomes operative on July 19, 2024.

LB 1329	<i>Sponsor</i>	<i>Committee</i>	<i>Signed</i>	<i>Subject</i>
	Murman	Education	4/16/24 Passed 40-0	Change provisions relating to handguns and firearms in school environments, classification of school districts, excessive absenteeism, the enrollment option program, certain educational certificates, permits, and endorsements, certain tax levy and bonding authority of school districts, and the Nebraska Career Scholarship Act, provide for grants relating to school mapping data, and prohibit certain debt collection activities and the use of certain maps for schools

<i>Sections of LB 1329</i>	<i>Subject Matter</i>	<i>Operative</i>
1-3	Firearms at School (LB 1339, Brewer)	July 19, 2024
4-7	Reclassification of K-12 Districts (LB 1328, Murman)	July 19, 2024
8	NDE Technical Cleanup (LB 1331, Murman)	July 19, 2024
9-10	Reclassification of K-12 Districts (LB 1328, Murman)	July 19, 2024
11-16	NDE Technical Cleanup (LB 1331, Murman)	July 19, 2024
	[Sec. 15] Excessive Absences (LB 231, Dungan)	July 19, 2024
17-20	Option Enrollment (LB 550, Ballard)	July 19, 2024
	[Sec. 18-20] NDE Technical Cleanup (LB 1331, Murman)	July 19, 2024
21-24	Mandated Times for Training (LB 1377, Walz)	July 19, 2024
25-67	Reclassification of K-12 districts (LB 1328, Murman)	July 19, 2024
68	NDE Technical Cleanup (LB 1331, Murman)	July 19, 2024
69-70	Streamline Certification Process (LB 1385, Kauth)	July 19, 2024
71-72	NDE Technical Cleanup (LB 1331, Murman)	July 19, 2024
73	Reclassification of K-12 Districts (LB 1328, Murman)	July 19, 2024
74	NDE Technical Cleanup (LB 1331, Murman)	July 19, 2024
75-76	Reclassification of K-12 districts (LB 1328, Murman)	July 19, 2024
77	QCPUF, Safety Infrastructure Concerns (LB 1012, Walz)	July 19, 2024
78-80	Reclassification of K-12 Districts (LB 1328, Murman)	July 19, 2024
81-86	NDE Technical Cleanup (LB 1331, Murman)	July 19, 2024
87	Mandated Times for Training (LB 1377, Walz)	July 19, 2024
88-89	Emergency Response Mapping Data (LB 673, Hansen)	July 19, 2024
90	Classroom Projection Maps (LB 962, Wayne)	July 19, 2024
91	Use of Debt Collection Agencies (LB 855, Conrad)	July 19, 2024
92	NDE Technical Cleanup (LB 1331, Murman)	July 19, 2024
93-94	Mandated Times for Training (LB 1377, Walz)	July 19, 2024
	[Sec. 93] NDE Technical Cleanup (LB 1331, Murman)	July 19, 2024
95	NDE Technical Cleanup (LB 1331, Murman)	July 19, 2024
96-100	Nebraska Career Scholarship Act (LB 1329, Murman)	July 19, 2024

LB 1329 was originally introduced as a postsecondary education bill and was later designated as an Education Committee priority measure.

<i>Subject Matter</i>	<i>Sections</i>	<i>Operative</i>
Firearms at School	1-3.....	July 19, 2024

The amended provisions of LB 1339 (Brewer) are included in LB 1329. These provisions amend the Nebraska Criminal Code and would apply to newly designated Class I and Class II school districts (districts with 5,000 or fewer inhabitants). It would apply to private schools, private postsecondary career schools, community colleges, public or private colleges, junior colleges, or the university. It would not apply to Class III, IV, or V school districts or to home schools.

The legislation permits the carrying of firearms by qualified law enforcement officers or qualified retired law enforcement officers. It also permits the possession of a firearm by a person who is employed or contracted by a school to provide school security or school event control services according to a written policy adopted by the school.

Under LB 1329, a school board or other governing body of a school may authorize the carrying of firearms by authorized security personnel in a school, on school grounds, in a school-owned vehicle, or at a school-sponsored activity or athletic event by adopting a written policy governing such conduct. The written policy must, at a minimum, include requirements for:

- (i) personal qualifications,
- (ii) training,
- (iii) appropriate firearms and ammunition, and
- (iv) appropriate use of force.

The State Board of Education is required to, in consultation with the Nebraska State Patrol, develop a model policy relating to the authorization of the carrying of firearms by authorized security personnel. The policy must include, but need not be limited to, the appropriate number of training hours required of security personnel.

<i>Subject Matter</i>	<i>Sections</i>	<i>Operative</i>
School District Classification	4-7, 9-10, 25-67, 73, 75-76, 78-80.....	July 19, 2024

LB 1329 includes the provisions of LB 1328 (Murman) to classify K-12 districts as follows:

- (1) Class I includes any school district embracing territory having a population of fewer than 1,500 inhabitants that maintains both elementary and high school grades under the direction of a single school board;
- (2) Class II includes any school district embracing territory having a population of 1,500 or more but fewer than 5,000 inhabitants;
- (3) Class III includes any school district embracing territory having a population of 5,000 or more but fewer than 200,000 inhabitants;
- (4) Class IV (LPS) includes any school district embracing territory having a population of 100,000 or more inhabitants with a city of the primary class within the territory of the district;

(5) Class V (OPS) includes any school district whose employees participate in a retirement system established pursuant to the Class V School Employees Retirement Act and which embraces territory having a city of the metropolitan class within the territory of the district.

<i>Subject Matter</i>	<i>Section</i>	<i>Operative</i>
Excessive Absenteeism	15	July 19, 2024

LB 1329 includes the provisions of LB 231 (Dungan) relating to excessive absenteeism.

Current law provides that school districts are directed to have a policy regarding excessive absenteeism and a process by which schools are to address excessive absences and requires districts to provide certain services and notice to parents or guardians when children experience absences.

The policy must state the circumstances and number of absences or the hourly equivalent upon which the school must render all services to address barriers to attendance. The services must be provided upon 20 days of absence and must include:

- (a) Written communication by school officials with the person or persons who have legal or actual charge or control of any child; and
- (b) One or more meetings to address (not just attempt to address) the barriers to attendance between, at a minimum, a school attendance officer, a school social worker, or a school administrator or his/her designee, the person who has legal or actual charge or control of the child, the person who is responsible for making educational decisions on behalf of the child if that person is someone other than the person who has legal or actual charge or control of the child, and the child, when appropriate.

The result of the meeting or meetings must be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan must include, if agreed to by the person who is responsible for making educational decisions on behalf of the child, an educational evaluation to determine whether any intellectual, academic, physical, or social-emotional barriers are contributing factors to the lack of attendance.

The plan must also consider:

- (i) The physical, mental, or behavioral health of the child;
- (ii) Educational counseling;
- (iii) Referral to community agencies for economic services;
- (iv) Family or individual counseling;
- (v) Assisting the family in working with other community services; and
- (vi) Referral to restorative justice practices or services.

Note: Section 15 of LB 1329 also includes technical cleanup provisions from LB 1331.

<i>Subject Matter</i>	<i>Sections</i>	<i>Operative</i>
Option Enrollment	17-20.....	July 19, 2024

LB 1329 includes the provisions of LB 550 (Ballard) relating to option enrollment.

Under LB 1329, students can exercise option enrollment once during elementary, once during middle school or junior high, and once during high school, totaling three times before graduation.

Exceptions to the three-time limit include situations such as:

- (i) relocating to a different resident school district,
- (ii) the merging of the option school district with another,
- (iii) completing grades in the originally attended school,
- (iv) continuing current enrollment,
- (v) returning to a previously attended district, or
- (vi) being an open enrollment option student.

The program does not relieve parents or guardians from compulsory attendance requirements. However, it doesn't apply to students residing in a district that has entered into an annexation agreement unless the student transfers to another district accepting option students.

The program allows K-12 students to attend a public school in a district other than their residence, subject to certain conditions. Parents or guardians must submit an application between September 1 and March 15 for attendance in the following school years. Late applications require release approval from the resident or current option school district. The application process involves notifying relevant districts and determining acceptance or rejection by April 1 or within 60 days for late applications.

A student choosing a private or parochial school may return to the original or option district upon completion of the grade levels offered at the private or parochial school.

Note: Sections 18-20 of LB 1329 also include technical cleanup provisions from LB 1331.

<i>Subject Matter</i>	<i>Sections</i>	<i>Operative</i>
Mandated Times for Training	21-24, 87, 93-94.....	July 19, 2024

Background: The Governor asked a group of NCSA members, along with several private school administrators, to produce an analysis of existing mandates on schools. The “Mandates Group” met many times from May to December 2023. The group met with the Governor and his staff several times to discuss its findings. The Governor listened carefully and ultimately asked that we propose legislation for his review. LB 1377 represents one of the topics we brought to his attention—the issue of excessive training requirements for school employees.

LB 1377 weaves into various education-related statutes the phrase, “The length of such training shall be a reasonable amount as determined by each school board.” In many cases, the statutes prescribe one hour or other overly specific requirements. This new training provision would apply to:

- Training for school employees on behavioral intervention, behavioral management, classroom management, and removal of a student from a classroom in schools (§ 79-262.01);
- Dating violence training (§ 79-2,141);

- Mental health training with a focus on suicide awareness and prevention training (§ 79-2,146);
- Training for the members to conduct threat assessments, engage in crisis intervention, increase awareness of concerning behavior among school staff, students, and the public, and interrupt violence in the planning stage to thwart potential harm to persons and property (§ 79-3105);
- Beginning in school year 2026-27, training to ensure that each administrator, teacher, paraprofessional, school nurse, and counselor receives behavioral awareness training (§ 79-3602);
- Behavioral awareness point of contact training, including knowledge of community service providers and other resources available for the students and families in the school district (§ 79-3603);

The measure also amends Section 79-2,145 relating to the permitted authority of the State Board of Education, based on the recommendations of the state school security director appointed to adopt and promulgate rules and regulations establishing minimum school security standards. *LB 1329 specifies that any rules or regulations that create a training requirement must ensure that the training requirement be reasonable in length.*

Note: Sections 93 of LB 1329 also includes technical cleanup provisions from LB 1331.

<i>Subject Matter</i>	<i>Sections</i>	<i>Operative</i>
Streamline Certification Process	69-70.....	July 19, 2024

LB 1329 includes the provisions of LB 1385 (Kauth) to streamline the application process for teaching certificate approval and creates reciprocity between states for the issuance of teaching certificates.

NDE is required to make available on a portal on the agency’s website the option or ability for an individual with a certificate or permit to apply for an endorsement. The portal must also include a list of courses that an individual with a certificate or permit may take to add an endorsement to such certificate or permit. The commissioner must allow an individual with a certificate or permit the following alternative methods of obtaining an endorsement:

- (a) Taking a subject-specific content examination in designated endorsement areas and indicating such subject as an endorsement on such individual's certificate or permit based solely on the passage of the examination; or
- (b) Completing an approved program of equivalent professional education in a designated endorsement area that is provided by an accredited public school.

The State Board of Education must authorize the issuance of a certificate or permit to any applicant for the certificate or permit who:

- (i) Holds a valid certificate or permit to teach in force in another state at the time of application;

- (ii) Is in good standing in all states in which the applicant holds a certificate or permit to teach;
- (iii) Does not have any pending investigation or complaint against any such certificate or permit;
- (iv) Meets all residency and background check requirements otherwise required for a Nebraska certificate or permit; and
- (v) Pays any applicable fees.

Verification: The commissioner must verify that the applicant for a teaching certificate or permit is in good standing in all states where the applicant holds a certificate or permit to teach and does not have any pending investigation or complaint against any such certificate or permit.

The applicant may not be required to meet the human relations training requirement (§ 79-808) to obtain the certification or permit. The certificate or permit must include the same or similar endorsements to teach in all subject areas for which the applicant had been certified to teach in such other state if a similar endorsement is offered in Nebraska.

A conditional permit may be issued to an applicant upon submission of the application, payment of the applicable fees, and the successful completion of the criminal history record information check (§ 79-814.01). The conditional permit must remain in force until the commissioner completes the review and verification of all the requirements noted above and either issues a certificate or permit to teach or notifies the applicant of the reason the certificate or permit cannot be issued.

NDE must make available on a portal on the agency’s website the option or ability for individuals to apply for a certificate to teach.

<i>Subject Matter</i>	<i>Section</i>	<i>Operative</i>
QCPUF, Safety Infrastructure Concerns	77	July 19, 2024

LB 1329 includes the provisions of LB 1012 (Walz) to allow the Qualified Capital Purpose Undertaking Fund (QCPUF) to be used for abatement projects to address school safety infrastructure concerns.

<i>Subject Matter</i>	<i>Sections</i>	<i>Operative</i>
Emergency Response Mapping Data	88-89.....	July 19, 2024

LB 1329 includes the provisions of LB 673 (Hansen) to grant funding to schools that apply to update their maps with emergency response mapping data. First responders would be able to enter emergency situations with improved confidence.

LB 1329 permits a school board or a governing authority of a private school to vote to adopt a policy to provide mapping data to public safety agencies for use in response to emergencies.

- “Mapping data” is defined as maps relating to a school building or school property with data for an efficient emergency response to the school building or school property; and

- “Public safety agency” is defined as a local, county, or state agency consisting of members who serve a public or governmental agency or political subdivision in an official capacity, with or without compensation, as either peace officers, firefighters, or emergency care providers.

Policy

A school board or a governing authority that adopts such a policy must provide mapping data in an electronic or digital format to assist public safety agencies in responding to an emergency at a school. The mapping data must, at a minimum, meet all of the following requirements:

1. Be compatible with and able to be integrated into software platforms used by public safety agencies that provide emergency services to the specific school for which the data is provided without requiring:
 - The purchase of additional software by such public safety agencies; or
 - The integration of third-party software to view the data;
2. Be a finished map product in a file format easily accessible using a standard or open-source file reader, depending on the needs of the school and the public safety agency;
3. Be provided in a printable format;
4. Be verified for accuracy, during production and annually, through a walk-through of the school campus;
5. Give an indication of what direction is true north;
6. Include accurate floor plans overlaid on accurate, verified aerial imagery of the school campus;
7. Contain site-specific labeling that matches the structure of school buildings, including room labels, hallway names, external door or stairwell numbers, locations of hazards, key utility locations, key boxes, automated external defibrillators, and trauma kits using standard labeling rules set by NDE;
8. Contain site-specific labeling that matches the school grounds, including parking areas, athletic fields, surrounding roads, and neighboring properties using standard labeling rules set by NDE; and
9. Be overlaid with a grid and coordinates.

Each school board or governing authority that adopts a policy must annually:

- (a) certify to the appropriate public safety agencies that the mapping data required to be provided is accurate OR
- (b) if the information has changed, provide the appropriate public safety agencies with updated mapping data.

Grants

A school board of a school district that adopts a policy may apply to NDE (in a manner prescribed by the Commissioner) for a grant to cover the costs of providing payment to vendors on behalf of

the school district to facilitate the implementation of mapping data for the school district. The application must include a copy of the appropriate school policy, an estimate from a vendor on the cost of providing the mapping data, and any other information NDE may require.

A private school may apply to and contract with the appropriate ESU in the school's geographical area (in a manner prescribed by the ESU) for purposes of covering the costs of facilitating mapping data.

An ESU may apply to NDE (in a manner prescribed by the Commissioner) for a grant to cover the costs of providing payments to vendors on behalf of a private school that contracts with the ESU to facilitate the implementation of mapping data for the school. The ESU must include with the application the information provided to the ESU by the school, which must include a copy of the appropriate school policy, an estimate from a vendor on the cost of providing such mapping data, and any other information NDE may require.

Funding

LB 1329 includes intent to transfer \$525,000 from the General Fund to the newly created School Emergency Response Mapping Fund for fiscal year 2024-25 for providing grants.

<i>Subject Matter</i>	<i>Section</i>	<i>Operative</i>
Classroom Projection Maps	90	July 19, 2024

LB 962 (Wayne) would require public schools to use only the Gall-Peters or AuthaGraph projection map for teaching purposes in the classroom.

Beginning in school year 2024-25, a public school may not allow the use of a Mercator projection map in school. A school may only use the Gall-Peters projection map or AuthaGraph projection map for display or use in the classroom.

Exception: A Mercator projection map may be used in a classroom in conjunction with other projection maps in a teaching exercise to demonstrate that all maps are flawed in some way and that different map projections serve different functions and may affect how an individual views the world.

The school board of each public school district must adopt a policy to implement the requirements of these provisions.

Notes:

- The Gall–Peters projection is a rectangular, equal-area map projection. Like all equal-area projections, it distorts most shapes. It is a cylindrical equal-area projection with latitudes 45° north and south as the regions on the map that have no distortion.
- The AuthaGraph World Map is made by dividing a spherical surface into 96 triangles and then transferring it to a tetrahedron while keeping the area's proportions.

<i>Subject Matter</i>	<i>Section</i>	<i>Operative</i>
Use of Debt Collection Agencies	91	July 19, 2024

LB 1329 includes the provisions of LB 855 (Conrad) to prohibit a school board or board of education of a school district from using a debt collection agency to collect or attempt to collect, directly or indirectly, debts due or assessed to be owed for outstanding debts on a school lunch or breakfast account at the school district.

“Debt collection agency” is defined as any person or entity that collects or attempts to collect, directly or indirectly, debts due or asserted to be owed or due to another. Debt collection agency does not include the Department of Revenue or any programs administered by the department or a school, school district, or school board.

A school board of a school district may not:

- (a) Use a debt collection agency to collect or attempt to collect, directly or indirectly, debts due or assessed to be owed for outstanding debts on a school lunch or breakfast account of a student at such school district; or
- (b) Assess or collect any interest, fees, or other monetary penalties for outstanding debts on a school lunch or breakfast account of a student at such school district.

<i>Subject Matter</i>	<i>Sections</i>	<i>Operative</i>
Nebraska Career Scholarship Act	96-100	July 19, 2024

The original provisions of LB 1329 are retained in the legislation. The measure amends the Nebraska Career Scholarship Act by transferring administration of the scholarship program from the Department of Economic Development to the Coordinating Commission for Postsecondary Education.

The Board of Trustees of the Nebraska State Colleges can grant a Nebraska Career Scholarship, not to exceed \$15,000 per year, to eligible state college students covering tuition, fees, tools, equipment, and room and board. The scholarship is renewable for up to four years.

The Board of Regents of the University of Nebraska can award Nebraska Career Scholarships ranging from \$10,000 to \$25,000 to eligible university students covering eligible expenses. The scholarship can be renewed for up to four years.

The Coordinating Commission for Postsecondary Education collaborating with community colleges and private colleges, can award up to \$15,000 and \$10,000 respectively per year covering tuition, fees, tools, equipment, and room and board. The scholarship is renewable.

The measure establishes reporting requirements for all institutions to the Coordinating Commission for Postsecondary Education. Scholarship eligibility is based upon a high school grade point average of 3.0 or higher on a 4-point scale.

LB 1402	<i>Sponsor</i>	<i>Committee</i>	<i>Status</i>	<i>Subject</i>
	Linehan	Appropriations	Passed 32-14	Require the State Treasurer to establish education scholarships and eliminate the Opportunity Scholarships Act

LB 1402 contained the emergency clause on Final Reading. The measure failed to pass with the required 33 affirmative votes on April 18, 2024. As per the Rules of the Legislature, the introducer was allowed to strike the emergency clause to allow the measure to pass without it. LB 1402 passed with the requisite majority vote.

Section 1 of the measure becomes operative on July 19, 2024. The sections to repeal the Opportunity Scholarships Act (LB 753, 2023), along with the tax credit pieces in Chapter 77, become operative on October 31, 2024, which is just five days before the 2024 General Election.

Administration of the Program

LB 1402 requires the State Treasurer to establish a program to provide education scholarships to eligible students to pay the costs associated with attending a qualified school. Under the program, the State Treasurer must:

- (a) Establish a priority system for awarding education scholarships under the program. The priority system must:
 - (i) Give FIRST priority to:
 - (A) Eligible students who received an education scholarship under LB 1402 or under the Opportunity Scholarships Act (LB 753, 2023) during the previous school year; and
 - (B) The sibling of a student who is receiving an education scholarship, so long as the sibling resides in the same household as the student;
 - (ii) Give SECOND priority to:
 - (A) Eligible students whose household income levels do not exceed 185% of the federal poverty level;
 - (B) Eligible students whose application for the enrollment option program (§ 79-234) has been denied;
 - (C) Eligible students who have an IEP;
 - (D) Eligible students who are experiencing bullying, harassment, hazing, assault, battery, kidnapping, robbery, sexual offenses, threat or intimidation, or fighting at school;
 - (E) Eligible students who are in foster care; and
 - (F) Eligible students who are in a family with a parent or guardian in an active duty role in a branch of the armed forces of the United States or in the National Guard or whose parent or guardian was killed serving in the line of duty;

- (iii) Give THIRD priority to eligible students whose household income levels exceed 185% of the federal poverty level but do not exceed 213% of the federal poverty level; and
- (iv) Give FOURTH priority to eligible students whose household income levels exceed 213% of the federal poverty level but do not exceed 300% of the income indicated in the income eligibility guidelines for reduced-price meals under the National School Lunch Program in 7 C.F.R. part 210;
- (b) Limit the maximum scholarship amount awarded to any eligible student to the cost necessary to educate the eligible student at the qualified school such student attends; and
- (c) Limit scholarship amounts awarded to eligible students in a manner that assures that the average of the scholarship amounts awarded per student does not exceed 75% of the statewide average general fund operating expenditures per formula student for the most recently available complete data year.

Funding

The annual limit on the total amount of education scholarships awarded under LB 1402 for fiscal year 2024-25 and each year thereafter would be \$10 million.

The bill provides to appropriate \$10 million from the General Fund for each year thereafter to the State Treasurer for the purpose of providing education scholarships.

Report

By December 1, 2025, and by each December 1 thereafter, the State Treasurer must electronically submit a report to the Governor and the Legislature that includes the following:

- (a) A summary description of the State Treasurer's policies and procedures for awarding education scholarships;
- (b) The number of eligible students receiving education scholarships in the most recent fiscal year;
- (c) The total amount of education scholarships awarded in the most recent fiscal year;
- (d) The number of eligible students currently wait-listed or denied from receiving an education scholarship and the reason for the wait listing or denial; and
- (e) The demographic information of eligible students receiving education scholarships, including:
 - (i) Income level;
 - (ii) Grade level; and
 - (iii) Geographic location.

Management

The State Treasurer may enter into contracts with up to three program managers for the purposes of carrying out the education scholarship program. Up to 7.5% of the funds appropriated may be

used by the State Treasurer, or by the program managers with which the State Treasurer contracts, for administrative expenses.

Limitation on State Influence

The bill includes a provision to state that nothing shall be construed as granting any expanded or additional authority to the State of Nebraska to control or influence the governance or policies of any qualified school due to the fact that the qualified school admits and enrolls students who receive education scholarships or as requiring any such qualified school to admit or, once admitted, to continue the enrollment of any student receiving an education scholarship.

Definitions

- (a) Education scholarship means a financial grant-in-aid to be used to pay all or part of the cost to educate an eligible student attending a qualified school;
- (b) Eligible student means a resident of Nebraska who:
 - (i) Is receiving an education scholarship for the first time and is (A) entering kindergarten or ninth grade in a qualified school or the first grade level offered by the qualified school, (B) transferring from a public school at which the student was enrolled for at least one semester immediately preceding the first semester for which the student receives an education scholarship to a qualified school and is entering any of grades kindergarten through twelve, or (C) a member of an active duty or reserve military family transferring into Nebraska from another state or another country and is entering any of grades K-12 in a qualified school;
 - (ii) Has previously received an education scholarship and is continuing education at a qualified school until such student graduates from high school or reaches 21 years of age, whichever comes first;
 - (iii) Has previously received an education scholarship under the Opportunity Scholarships Act (LB 753, 2023) and is continuing education at a qualified school until the student graduates from high school or reaches 21 years of age, whichever comes first;
 - (iv) Is the sibling of a student who is receiving an education scholarship and resides in the same household as the student; or
 - (v) Is currently enrolled in a qualified school and is a member of a family whose household income is no more than 213% of the federal poverty level; and
- (c) Qualified school means any nongovernmental, privately operated elementary or secondary school located in this state that (i) is operated not for profit, (ii) complies with the antidiscrimination provisions of 42 U.S.C. 1981, (iii) complies with all health and life safety laws or codes that apply to privately operated schools, and (iv) fulfills the applicable accreditation or approval requirements established by the State Board of Education under Section 79-318.

Interim Study Legislative Resolutions, 2024

Banking Committee

LR 430 (Bostar) Interim study to examine the impact of artificial intelligence on Nebraska's private and public sectors, including the technology and insurance sectors.

PURPOSE: The purpose of this resolution is to propose an interim study to examine the impact of artificial intelligence on Nebraska's private and public sectors, including the technology and insurance sectors. Artificial intelligence technologies have emerged as transformative tools with the potential to significantly impact workforce dynamics, operational efficiencies, and technological advancements. Nationally, state governments are recognizing the importance of understanding and adapting to the implications of artificial intelligence adoption to ensure effective governance and service delivery.

Given the potential impact of artificial intelligence on the public and private sectors, a comprehensive examination of the effects of artificial intelligence on Nebraska's workforce, operational efficiencies, and technological landscape is essential for informed decisionmaking and strategic planning. It is imperative to assess how artificial intelligence adoption can enhance productivity, improve service quality, and foster innovation, while also addressing potential challenges related to workforce displacement, skill gaps, and equitable access to technological resources.

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

- (1) The current and potential impact of artificial intelligence adoption on the state economy, including changes in job roles, skill requirements, and workforce development needs;
- (2) The extent to which artificial intelligence technologies can enhance operational efficiencies, streamline processes, and optimize resource allocation;
- (3) The role of artificial intelligence in driving technological advancements and innovation within Nebraska, including influence of artificial intelligence on digital transformation initiatives and emerging technologies;
- (4) Key challenges and opportunities associated with artificial intelligence integration, such as workforce reskilling, data security, ethical considerations, and stakeholder engagement; and
- (5) Potential recommendations for policies, regulations, and investment strategies to support responsible artificial intelligence adoption, to promote workforce resilience, and to harness the full potential of artificial intelligence technologies.

LR 431 (Jacobson) Interim study to examine the roles of various entities in the pharmaceutical supply chain.

PURPOSE: The purpose of this resolution is to propose an interim study to examine the roles of various entities in the pharmaceutical supply chain, including pharmaceutical manufacturers, wholesalers, distributors, pharmacies, pharmacy benefit managers, insurers, and private and public health plans.

Further, the interim study should also consider whether additional oversight or regulation is needed for some or all of these entities to safeguard consumer access to safe, effective, and timely pharmaceuticals, ensure fair business practices within the pharmaceutical supply chain, decrease the costs to consumers to access both pharmaceuticals and health insurance coverage, and reduce barriers to patient-friendly cost-saving measures within the pharmaceutical supply chain. The study shall include an examination of issues raised in Legislative Bills 778, 984, and 990, introduced in the One Hundred Eighth Legislature.

Business and Labor Committee

LR 354 (Conrad) Interim study to assess state-led programs pertaining to the Nebraska workforce.

PURPOSE: The purpose of this resolution is to assess state-led programs pertaining to the Nebraska workforce. It is challenging for employers to navigate and understand all available resources and qualifications to access such resources, such as worker training, job training, workforce development, customized job training, apprenticeships, and other programs and grants.

The study shall analyze state funding, policies, and initiatives addressing workforce needs and shortages and examine the accessibility of current programs offered by the Department of Labor, Department of Economic Development, Department of Health and Human Services, and State Department of Education and whether they are meeting the growing workforce needs in Nebraska.

The study shall further examine how to coordinate and increase opportunities for all Nebraskans to enter and advance in these programs, how to align and expand education and training, and how to strengthen the capacity, diversity, development, and retention of the Nebraska workforce.

The study shall also include, but not be limited to, an examination of the following:

- (1) Existing pathway programs and educational initiatives that train or upskill workers in Nebraska;
- (2) Current state funding sources and programs that invest in the workforce in Nebraska, including worker training, workforce development, worker retention and recruitment, and career and technical education;
- (3) How programs are marketed and applications are sought;
- (4) How funds are distributed and how applications are scored, including the application approval rates and whether those denied have opportunity to receive technical assistance and appeal;
- (5) Opportunities to align or improve systems that support Nebraska's workforce in underserved and high-need communities across the state;
- (6) Alternative paths for public-private partnerships to address future workforce needs and requirements; and

- (7) The following issues relating to the State Unemployment Insurance Trust Fund:
- (a) How the fund is used for workforce programs;
 - (b) Whether excess funds should be directed to additional workforce training and development purposes;
 - (c) What constitutes an adequate level of funding;
 - (d) Alternative legislative paths to establish a trust fund cap and redirect excess funds or dissolve the trust fund and identify alternative sources for the worker training; and
 - (e) Current legal parameters for the use of the fund.

LR 444 (Wishart) Interim study to examine the oversight of staffing agencies, including health care staffing agencies, in Nebraska.

PURPOSE: The purpose of this resolution is to propose an interim study to examine the oversight of staffing agencies, including health care staffing agencies, in Nebraska. Health care staffing agencies play a crucial part in Nebraska's health care system by directing people to jobs required for the system to operate. With widespread shortages throughout the state in every section of health care, the roles of staffing agencies are more pronounced than ever. However, the oversight provided to staffing agencies is limited. Requiring health care staffing agencies to register with the Department of Health and Human Services, confirm insurance-holder status, and verify that staff meet requirements would provide guardrails beneficial not only to the state but to the health of Nebraska residents. Further study is required of how such requirements would benefit the overall health care system of Nebraska.

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

- (1) The requirements health care staffing agencies should have regarding the agencies' insurance certificates or policies;
- (2) The requirements health care staffing agencies should have regarding verification of qualifications, certifications, and requirements of staff;
- (3) How a database of registered health care staffing agencies operated by the Department of Health and Human Services would benefit Nebraska's health care system as a whole;
- (4) The potential benefits of creating a system that the public could use to report complaints about health care staffing agencies; and
- (5) The requirements health care staffing agencies should have regarding annual registration with the Department of Health and Human Services and what information should be provided along with such registration.

Education Committee

LR 303 (Murman) Interim study to examine the viability of adopting the Classical Learning Test as an option for meeting admissions requirements at the University of Nebraska and the Nebraska state colleges.

PURPOSE: The purpose of this resolution is to propose an interim study to study the viability of adopting the Classical Learning Test as an option for meeting admissions requirements at the University of Nebraska and the Nebraska state colleges. The adoption of the Classical Learning Test as an admissions test option would not replace the ACT or any other standard college admission test used by the University of Nebraska or the Nebraska state colleges for admissions, but would allow applicants the option to submit the results of the Classical Learning Test instead of or in addition to other accepted tests. In order to carry out the purpose of this resolution, the input of interested individuals, public officials, and such entities as deemed necessary shall be considered and a copy of any findings and recommendations from the study shall be sent to the State Board of Education, the University of Nebraska, and the Nebraska state colleges.

LR 319 (Conrad) Interim study to determine whether student-to-teacher ratio requirements should be considered or implemented in Nebraska by statute or regulation.

PURPOSE: The purpose of this resolution is to propose an interim study to determine whether student-to-teacher ratio requirements should be considered or implemented in Nebraska by statute or regulation. The study should also consider whether student-to-teacher ratios should be tailored for special education instruction.

At least twenty-eight states have statutes or regulations that provide student-to-teacher ratio requirements. An additional ten states provide maximum class size requirements. A number of other states have laws that link funding to lower student-to-teacher ratios. Nebraska is among the states that have no statutory or regulatory student-to-teacher ratio requirements for public schools. If implemented, Legislative Bill 1081, introduced in the One Hundred Eighth Legislature, Second Session, would provide for student-to-teacher ratio requirements for special education and general education students in Nebraska.

LR 320 (Conrad) Interim study to examine changes to the enrollment option program to ensure students with disabilities have an increased ability to access enrollment opportunities.

PURPOSE: The purpose of this resolution is to propose an interim study to determine whether students with disabilities have experienced increased ability to access option enrollment opportunities in Nebraska and to examine potential changes to the enrollment option program to better ensure students with disabilities have an increased ability to access option enrollment opportunities.

Prior to 2023, school districts had wide latitude to reject students with disabilities and evidence showed that most districts had closed enrollment option programs to all students with disabilities. In an effort to expand option enrollment opportunities for students with disabilities, section 79-239 was amended by Laws 2023, LB705, and now requires the adoption of capacity standards for acceptance and rejection of applications under the enrollment option program, and requires capacity for special education services to be determined on a case-by-case basis.

Additionally, section 79-239 now requires school districts that reject such applicants to provide written notification to parents with the specific reasons for rejection including a description of the services and accommodations required for a student with a disability that the school district does not have capacity to provide.

This study should analyze applications under the enrollment option program, and acceptance or rejections thereof, in order to determine whether school districts are making individualized decisions as opposed to generalized decisions. The study should also examine and determine how the significant increases in special education funding granted in 2023 has been utilized by school districts to increase capacity in the enrollment option program for students with disabilities, and should consider what, if any, improvements need to be made to ensure that students with disabilities are regularly accepted to enrollment option programs across the State of Nebraska.

LR 321 (Conrad) Interim study to determine the scope and use of student surveillance, monitoring, and tracking technology by school officials in Nebraska.

PURPOSE: The purpose of this resolution is to propose an interim study to determine the scope and use of student surveillance, monitoring, and tracking technology by school officials in Nebraska and the private companies involved that are contracting with schools for the use of such student surveillance, monitoring, and tracking technology.

The intersection of government and technology companies utilizing tools of mass surveillance raises red flags from a civil rights and civil liberties perspective. Numerous public schools in Nebraska have instituted various tracking systems of students or school-issued computers that can surveil and monitor student usage or student movement in classrooms and schools. The tracking systems include, but are not limited to, digital hall passes, anti-vaping devices, fingerprints swipes, and electronic surveys.

Tools of mass surveillance are being purchased and utilized with taxpayer funds through contracts with private companies. These tools may have legitimate use for educational purposes and new technologies can advance the goals of student success and school safety. However, it is unclear as to how decisions about the tools are being made, under what authority, whether or not students and families can opt in or out of these tools, how these tools interface with student privacy laws, whether these tools comply with constitutional rights and civil liberties, how much public funds are expended by schools in Nebraska for these tools, how these tools impact or are able to ensure proper accommodations for students with disabilities or individualized education programs, and how biometric or personally identifiable information is stored, shared, or sold with the private companies.

The study should also include, but not be limited to, a consideration of the following:

- (1) What statutory reforms are necessary to ensure that the constitutional and privacy rights of students, parents, and guardians are protected regarding governmental and commercial surveillance of students; and

- (2) What statutory reforms are necessary to provide remedies for students, parents, and guardians against schools and private surveillance or curriculum companies that misappropriate or improperly use collected data for commercial or other purposes beyond legitimate educational purposes.

LR 333 (Conrad) Interim study to determine whether legislation similar to the model Hunger-Free Campus Bill is needed to address hunger and basic needs insecurity of Nebraska college students.

PURPOSE: The purpose of this resolution is to propose an interim study to determine whether legislation similar to the model Hunger-Free Campus Bill is needed to address hunger and basic needs insecurity of Nebraska college students. This study should also determine the size and scope of hunger and basic needs insecurity of Nebraska college students, assess available resources to address hunger and basic needs insecurity of Nebraska college students, and research best practices other states utilize to address hunger and basic needs insecurity of college students.

Nationally, one in three college students face food insecurity and three in five college students face at least one form of basic needs insecurity. Basic needs include access to food, housing, health care, technology, transportation, resources for personal hygiene, and child care and related needs. As students from diverse backgrounds are entering college with hopes of creating a better future, many are struggling to support themselves and finish their degrees. While additional forms of food assistance, such as local food pantries exist, many students do not know how to access these resources and the stigma of accessing such resources keeps students from using the resources. The high cost of housing, transportation, textbooks, health care, and other living expenses, coupled with the rising cost of tuition, have created significant financial burdens for college students. These costs particularly impact students from low-income families, those who have children, first-generation and nontraditional college students, and former foster youth.

Financial aid programs and scholarships designed for low-income students fail to cover the bulk of their needs and even if students work while in school the income from a job does not eliminate the threat of food and other basic needs insecurity.

Ten states have passed a version of the model Hunger-Free Campus Bill, which sends funding to public colleges to address student hunger. Any public college is eligible to access these funds if it meets certain criteria.

LR 341 (McKinney) Interim study to determine the scope and use by school districts of a ban and bar action, banning and barring individuals from school property.

PURPOSE: The purpose of this resolution is to propose an interim study to determine the scope and use by school districts of a ban and bar action, banning and barring individuals from school property. This study should include an examination of whether the purported authority for such bans is appropriate and what statutory reforms are necessary to protect parents' rights to be involved in their child's education and to contest, appeal, or otherwise challenge a ban and bar action.

School districts for Nebraska public schools are utilizing a ban and bar process by which school districts prohibit students and family members from school property with the threat of police enforcement should an individual violate a ban. There are no regulations related to the appropriate use of a ban, the length of a ban, or to whom and when a ban may be applied. There have been instances of school districts instituting bans against students and family members who have disagreed with staff or administrators regarding the educational needs of the student, even though there was no evidence of a threat by the student or family member, and some school districts have even implemented four-year bans. There is no due process or appeal mechanism by which a student or family member can allege that a ban and bar is unreasonable or retaliatory.

The only authority for a school district to utilize a ban and bar arises from section 79-405, which states, in part, that every school district is a body corporate that possesses all the usual powers of a corporation for public purposes, may sue and be sued, and may purchase, hold, and sell such personal and real estate as the law allows. School districts have implemented ban and bar actions through the general right of corporations to prohibit trespass.

LR 365 (Day) Interim study to examine school guidelines and policies relating to LGBTQ bullying prevention.

PURPOSE: The purpose of this resolution is to propose an interim study examining school guidelines and policies relating to LGBTQ bullying prevention. Currently, Nebraska's bullying statutes are governed by section 79-2,137, which directs school districts to develop and adopt policies concerning bullying prevention and education for all students. By reviewing school policies and practices and resources available to school districts, the Legislature can identify the challenges and areas for improvement to ensure that all students are protected from bullying in a school setting.

This interim study shall include, but need not be limited to:

- (1) A review of available data on the prevalence of school bullying in Nebraska;
- (2) A state-by-state review of bullying laws, and the progression of how best practices surrounding bullying has evolved;
- (3) A state-by-state review of school nondiscrimination laws, including whether the state has guidance on the treatment of LGBTQ students; and
- (4) Input from school districts, parents, and other stakeholders regarding recommendations and strategies to enhance and strengthen school policies.

LR 368 (Day) Interim study to examine the process for school districts to change the boundaries of individual schools within their districts.

PURPOSE: The purpose of this resolution is to propose an interim study to examine the process for school districts to change the boundaries of individual schools within their districts.

Given that many families move specifically to be near a certain school within a greater school district, the decision to change boundaries can upend planning for families and affect numerous relationships between students, teachers, and staff. Boundary changes involve a decision-making process that can be difficult; however, changes are often necessary to facilitate growth within a school district. Parents should have the opportunity to voice their concerns and have full transparency regarding the process for changing school boundaries within a school district that determines which school their children will attend.

Currently, the process for school district boundary changes is governed by section 79-413. This interim study is meant to evaluate whether some of the process for school district boundary changes, such as notification to parents, should be replicated in school boundary changes within a district.

The interim study shall include, but need not be limited to, an examination of:

- (1) The processes that school districts in Nebraska use for interdistrict school boundary changes;
- (2) Statutes in other states relating to school boundary changes within a single school district;
- (3) Ways to facilitate communication between parents and school districts when school boundary changes are being considered;
- (4) How much advanced communication should be given to parents;
- (5) Strategies to increase transparency for school boundary changes; and
- (6) Public meeting laws in Nebraska, and whether school boundary changes should require an opportunity for public comment.

LR 378 (Murman) Interim study to examine the viability of selling land managed by the Board of Educational Lands and Funds.

PURPOSE: The purpose of this resolution is to propose an interim study to examine the viability of selling land managed by the Board of Educational Lands and Funds. This study shall include, but need not be limited to, an examination of the following:

- (1) Whether the land managed by the Board of Educational Lands and Funds is presently providing the most effective rate of return to Nebraska schools;
- (2) Whether the funds gained from the sale of land managed by the Board of Educational Lands and Funds could lead to a greater return;
- (3) How such a sale could be handled in the most fiduciarily responsible manner possible;
- (4) The constitutionality of such a sale;
- (5) The potential for property tax relief from such a sale; and
- (6) The public support for such a sale.

In order to carry out the purpose of this resolution, the committee shall consider the input of interested individuals, public officials, and such entities as the committee deems necessary and beneficial.

LR 383 (Hughes) Interim study to examine improvements to the Tax Equity and Educational Opportunities Support Act and potential alternative funding mechanisms for Nebraska public schools.

PURPOSE: The purpose of this resolution is to propose an interim study to examine improvements to the Tax Equity and Educational Opportunities Support Act and potential alternative funding mechanisms for Nebraska public schools. The study shall include, but need not be limited to, an examination of the following:

- (1) Potential changes to the Tax Equity and Educational Opportunities Support Act that would provide for more equitable property tax levies between public school districts;
- (2) Potential changes to the Tax Equity and Educational Opportunities Support Act that would simplify state aid calculations for public school districts; and
- (3) Proposals to leverage state resources, including the Board of Education Land and Funds, to provide additional funding to public school districts.

LR 385 (Linehan) Interim study to examine state standardized testing required in elementary and secondary public schools and the (AQuESTT) system used to classify schools under the Quality Education Accountability Act.

PURPOSE: The purpose of this resolution is to propose an interim study to examine state standardized testing required in elementary and secondary public schools in Nebraska and the Accountability for a Quality Education System, Today and Tomorrow (AQuESTT) system used to classify schools under the Quality Education Accountability Act.

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

- (1) The benefits and value of Nebraska's standardized assessment system developed by the State Board of Education compared to adopting norm-referenced, nationally accepted, standardized testing requirements;
- (2) The history of standardized testing in Nebraska and how Nebraska came to develop and adopt its own standardized assessments; and
- (3) How the AQuESTT system was developed for the statewide assessment and reporting system as required pursuant to section 79-760.01, and if classifying schools in the manner outlined in such system is beneficial to Nebraska schools.

LR 419 (Hughes) Interim study to examine school meal programs in Nebraska.

PURPOSE: The purpose of this resolution is to propose an interim study to examine school meal programs in Nebraska, barriers to participation in school meal programs, and potential strategies to maximize the role of school meal programs in addressing child hunger. The committee shall consult with the State Department of Education for this study.

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

- (1) How the adoption of the community eligibility provision impacts the funding under the Tax Equity and Educational Opportunities Support Act of participating schools or school districts;
- (2) The adequacy and appropriateness of using free and reduced-price lunch data and data collected by the Internal Revenue Service to calculate the poverty allowance within the funding formula under the Tax Equity and Educational Opportunities Support Act;
- (3) The adequacy and appropriateness of the state's current community eligibility provision multiplier which is used to determine funding under the Tax Equity and Educational Opportunities Support Act for schools and school districts and which is based on a school's or school district's direct certification population;
- (4) How past, current, and projected future funding under the Tax Equity and Educational Opportunities Support Act impacts schools and school districts participating in or eligible for the community eligibility provision using the existing community eligibility provision multiplier and other options, with consideration for schools and school districts with large enrollments versus schools and school districts with smaller enrollments;
- (5) Recommendations for adjusting the community eligibility provision multiplier;
- (6) Recommendations for adjusting relevant state statutes to support continued and additional school and school district participation in the community eligibility provision; and
- (7) Any other related topics the committee deems appropriate.

LR 425 (Murman) Interim study to examine the challenges faced by families with special needs students in enrolling such students as option students in other school districts under the enrollment option program.

PURPOSE: The purpose of this resolution is to propose an interim study to examine the challenges faced by families with special needs students in enrolling such students as option students in other school districts under the enrollment option program and how the Legislature can better provide guidance and resources to facilitate the best outcomes for families. In order to carry out the purpose of this resolution, the committee shall consider the input of families, school officials, and other entities as the committee deems necessary and beneficial.

LR 439 (McKinney) Interim study to explore whether the size of school districts has contributed to historical student underachievement within the Class V school district.

PURPOSE: The purpose of this resolution is to propose an interim study to explore whether the size of school districts has contributed to historical student underachievement within the Class V school district. This study should seek to understand whether the school district's size contributes to the success or lack thereof of students.

This study should include, but need not be limited to, answers to the following questions:

- (1) What are the prevailing trends in student performance and academic outcomes over the past decade in the Class V school district?
- (2) How do such trends compare to regional, state, and national benchmarks?
- (3) What is the total student population of the Class V school district?
- (4) What percentage of students in the Class V school district are classified as living below the poverty line?
- (5) What is the racial and ethnic composition of the student body in the Class V school district?
- (6) What is the socioeconomic status distribution among the student population in the Class V school district?
- (7) How many schools are within the Class V school district?
- (8) What is the geographical size of the Class V school district?
- (9) What is the student-to-teacher ratio in the Class V school district?
- (10) How many administrators are employed in the Class V school district?
- (11) How many administrators in the Class V school district have teaching certificates but do not teach?
- (12) What are the average test scores for students in the Class V school district?
- (13) What is the graduation rate of students in the Class V school district?
- (14) How do student outcomes in the Class V school district compare to state and national averages?
- (15) Are there significant achievement gaps among different demographic groups within the Class V school district?
- (16) What percentage of students are on track to graduate on time in the Class V school district?
- (17) What is the annual turnover rate for teachers within the Class V school district?
- (18) What factors are cited by teachers as causing them to leave their positions in the Class V school district?
- (19) How does teacher turnover in the Class V school district compare to neighboring districts and national averages?
- (20) Are there specific schools within the Class V school district experiencing higher turnover rates? If so, where are the schools located?
- (21) What resources are available to schools within the Class V school district?
- (22) How are resources allocated among schools in the Class V school district?
- (23) What professional development opportunities are provided to teachers within the Class V school district?

- (24) What support services are available to students from disadvantaged backgrounds in the Class V school district?
- (25) What support services are available to teachers in the Class V school district?
- (26) What policies and practices regarding curriculum, assessment, and instruction are in place that cause undue hardship to students in the Class V school district?
- (27) How are decisions made regarding budget allocation and resource distribution for the Class V school district?
- (28) Are there specific initiatives or programs implemented to address the needs of students from low-income backgrounds in the Class V school district?
- (29) How does the Class V school district support teacher retention and professional growth?
- (30) What level of involvement do parents and community members have in the Class V school district?
- (31) Are there partnerships with local organizations or businesses to support educational initiatives in the Class V school district?
- (32) How do the Class V school district communicate with parents and community stakeholders about school policies and initiatives?
- (33) Are there barriers to parental involvement in the Class V school district, particularly among families facing socioeconomic challenges?

LR 440 (McKinney) Interim study to examine how to close the educational achievement gap in the Class V school district.

PURPOSE: The purpose of this resolution is to propose an interim study to examine how to close the educational achievement gap in the Class V school district. This study shall include, but need not be limited to, an examination of the following:

- (1) The demographic composition of the Class V school district, including racial and ethnic breakdowns, socioeconomic status, English language proficiency, and any other relevant factors that could influence educational outcomes;
- (2) The existing educational policies, curricula, teaching methods, and support systems to identify any biases or inequities that may be perpetuating the educational achievement gap;
- (3) The quality of teacher training and ongoing professional development opportunities in the Class V school district and whether teachers are equipped with culturally responsive teaching practices and strategies to effectively support diverse learners;
- (4) School, family, and community engagement and the communication, involvement, and support for families in need in the Class V school district;
- (5) What can be done to promote collaboration among educators, administrators, students, families, and stakeholders to foster continuous improvement through reflection, feedback, and evidence-based strategies;

- (6) The resource distribution across the Class V school district's schools to see if there is equity for marginalized students;
- (7) The Class V school district's partnerships with community organizations and businesses that provide additional support services or could;
- (8) The African American Achievement Council's status and engagement with the Class V school district board and administration;
- (9) Whether students have access to rigorous academic programs, advanced coursework, extracurricular activities, and support services, such as counseling and special education, in the Class V school district to see if there is equitable access for all students, regardless of background;
- (10) The availability and effectiveness of programs aimed at addressing the social and emotional needs of students in the Class V school district, including mental health services, counseling, and conflict resolution programs;
- (11) Data analytics that track student performance in the Class V school district to identify patterns of underachievement and student progress over time;
- (12) Possible accountability measures that would help ensure that interventions are implemented effectively and outcomes are improving in the Class V school district;
- (13) The curriculum of the Class V school district to see if the curriculum reflects the diversity of students' backgrounds and experiences;
- (14) What culturally relevant content and teaching materials would enhance engagement and academic success in the Class V school district;
- (15) The availability and effectiveness of early childhood education programs in the Class V school district, including pre-kindergarten and kindergarten readiness initiatives, that are supposed to ensure all students have a strong foundation for academic success;
- (16) The Class V school district board's role in promoting educational equity through policy, resource allocation, and oversight;
- (17) The Class V school district board's community engagement and advocacy efforts for underserved populations;
- (18) The monitoring of student progress in the Class V school district and Class V school district leadership accountability; and
- (19) The collaboration of Class V school district board members with district leadership on equity initiatives to close the achievement gap.

LR 496 (Education Committee) Interim study to examine issues relating to the State Department of Education.

PURPOSE: The purpose of this resolution is to propose an interim study to examine issues relating to the State Department of Education.

Government Committee

LR 355 (Conrad) Interim study to examine and compare the process for adopting, promulgating, and eliminating rules and regulations in Nebraska and in other states, and updates to the Administrative Procedure Act.

PURPOSE: The purpose of this resolution is to propose an interim study to examine and compare the processes for adopting, promulgating, and eliminating rules and regulations in Nebraska and other states, to explore updates, improvements, and cleanup of the Administrative Procedure Act to make the act more transparent and accessible to the public and the Legislature, and to explore and compare different means of oversight employed nationwide by legislative bodies over administrative agencies.

LR 426 (Conrad) Interim study relating to public records requests to determine whether reports of the resistance of government entities to public record requests are representative or isolated.

PURPOSE: The purpose of this resolution is to propose an interim study relating to public records requests to determine whether reports of the resistance of government entities to public record requests are representative or isolated. The study should determine whether any additional statutory reforms beyond Laws 2023, LB43, are justified in response to the Supreme Court's opinion in *Nebraska Journalism Trust v. Dept. of Env't. & Energy*, 316 Neb. 174 (2024), to ensure that the purposes of sections 84-712 to 84-712.09 are being met and that Nebraskans have prompt, unfettered, and robust access to open government.

Subdivision (1)(b) of section 84-712.03 allows for any person who is denied access to public records to petition the Attorney General for assistance in obtaining the requested records. This study should look to see how such requests are made by the public to the Attorney General and whether there is an online portal or some similar means to effectuate assistance. The study should also determine how many such requests have been accommodated or responded to by the Attorney General. The study should also determine what the Attorney General did in response to such requests, what the resolutions of the requests were, and how many such requests were made and served in the last several years. Additionally, body-worn camera footage is presumed to be a public record, but is regularly withheld or released solely at the whim of police agencies. Legislative Bill 366, introduced in the One Hundred Eighth Legislature, First Session, would provide a very narrow expansion mandating release of body-worn camera footage in custody deaths after the conclusion of the statutorily required grand jury process. This component of Legislative Bill 366 was strongly resisted by law enforcement and prosecutors despite the strong public interest in accessing such footage and law enforcement and prosecutors contradicted their position regarding body-worn camera footage more broadly as an accountability tool in news stories and legislative testimony during the hearing before the Judiciary Committee on Legislative Bill 1185, introduced in the One Hundred Eighth Legislature, Second Session. This study should also focus on what statutory reforms are necessary to provide for the public's right to access to police body-worn camera footage in instances in which the public interest is strong or when law enforcement releases such footage in part themselves.

In order to complete the purpose of this study, the committee shall obtain input from the public and impacted individuals regarding the subject matter of the study.

Health Committee

LR 415 (Cavanaugh, M.) Interim study to examine the historic unwind of the federal COVID-19 Medicaid continuous coverage requirements as implemented by the Department of Health and Human Services.

PURPOSE: The purpose of this resolution is to propose an interim study to examine the historic unwind of the federal COVID-19 Medicaid continuous coverage requirements as implemented by the Department of Health and Human Services. In March 2020, Congress passed a law responding to the COVID-19 pandemic that generally required states to keep most people enrolled in Medicaid coverage regardless of changes, such as a change in income. Nearly three hundred ninety thousand Nebraskans had been relying on Medicaid coverage for their health needs during the pandemic. The federal protections ended in March 2023. The department began the unwinding process and restarted terminations, the first of which were effective April 1, 2023. The unwinding is an unprecedented health coverage disenrollment event. Between April 2023 and February 2024, more than ninety-four thousand Nebraskans were terminated from Medicaid coverage during the unwinding period. The department has been tracking data throughout the unwinding process, which is projected to continue through summer 2024.

This study will examine the practices utilized by the department during the Medicaid unwind and related health coverage outcomes for Nebraskans. This study shall include, but not be limited to, data collection and information gathering regarding:

- (1) Eligibility, enrollment, application, renewal, and redetermination policies and practices for the medical assistance program and the Children's Health Insurance Program during the unwinding period;
- (2) Lessons learned from continuous coverage and unwinding; and
- (3) Opportunities and plans to improve the systems utilized in eligibility, enrollment, application, renewal, and redetermination processes for the medical assistance program and the Children's Health Insurance Program.

LR 422 (Fredrickson) Interim study to examine the needs, successes, and challenges relating to behavioral health in Nebraska.

PURPOSE: The purpose of this resolution is to propose an interim study to examine the needs, successes, and challenges relating to behavioral health in Nebraska, including the regional behavioral health authorities. In 1974, the Legislature established the six behavioral health regions to address the diverse populations, resources, and needs of the state. State statutes set out the responsibility of each behavioral health region to plan, coordinate, develop, and evaluate the publicly funded behavioral health service system by addressing needs, gaps, and barriers and contracting with community-based service organizations to provide behavioral health treatment, rehabilitation, recovery, and prevention activities.

Behavioral health regions are local units of government that the Division of Behavioral Health of the Department of Health and Human Services contracts with to engage in planning and service implementation.

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

- (1) Behavioral health needs and challenges throughout the state, particularly in rural Nebraska;
- (2) Services provided by the behavioral health regions and partner providers;
- (3) Challenges to funding utilization, including, but not limited to, the medical assistance program unwinding, COVID-19 pandemic policies, and staffing shortages;
- (4) The current and historical capacity of the Lincoln Regional Center;
- (5) The documented lack of flexibility and slow-walking of approval of new projects by the Division of Behavioral Health; and
- (6) Opioid settlement projects and funds disbursement.

Judiciary Committee

LR 347 (Dungan) Interim study to examine the frequency of claims brought under the Political Subdivisions Torts Claims Act and the State Tort Claims Act and the frequency of tort claims brought against other states.

PURPOSE: The purpose of this resolution is to propose an interim study to examine the frequency of claims brought under the Political Subdivisions Torts Claims Act and the State Tort Claims Act and the frequency of tort claims brought against other states.

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

- (1) The number of claims brought against the State of Nebraska or its political subdivisions for intentional torts committed by employees of the state or its political subdivisions or individuals in the custody or care of the state or its political subdivisions prior to September 1, 2020;
- (2) The costs associated with claims brought against the State of Nebraska or its political subdivisions for intentional torts committed by employees of the state or its political subdivisions or individuals in the custody or care of the state or its political subdivisions prior to September 1, 2020;
- (3) The number of claims brought against other states or political subdivisions of other states for intentional torts committed by employees of other states or political subdivisions of other states; and
- (4) The frequency or number of criminal charges filed for abuse or neglect against employees of the State of Nebraska or its political subdivisions or individuals in the care or custody of the state or its political subdivisions since September 1, 2020.

LR 351 (Raybould) Interim study to examine the safe storage of firearms.

PURPOSE: The purpose of this resolution is to propose an interim study on the safe storage of firearms. The study should include an examination of best practices, policies, and laws regarding the safe storage of firearms in homes, schools, and workplaces. Additionally, the study should examine and compare laws from neighboring states regarding the safe storage of firearms.

Retirement Committee

LR 408 (McDonnell) Interim study to examine the Nebraska Public Employees Retirement Systems administered by the Public Employees Retirement Board.

PURPOSE: The purpose of this resolution is to propose an interim study to examine the Nebraska Public Employees Retirement Systems administered by the Public Employees Retirement Board, including the State Employees Retirement System of the State of Nebraska, the Retirement System for Nebraska Counties, the School Employees Retirement System of the State of Nebraska, the Nebraska State Patrol Retirement System, and the Nebraska Judges Retirement System. The study may also examine the retirement system administered under the Class V School Employees Retirement Act. The study shall examine issues as they relate to the funding needs, benefits, contributions, and the administration of each retirement system.

LR 409 (McDonnell) Interim study to carry out the provisions of section 13-2402, which requires the Nebraska Retirement Systems Committee to monitor underfunded defined benefit plans administered by political subdivisions.

PURPOSE: The purpose of this resolution is to propose an interim study to carry out the provisions of section 13-2402, which requires the Nebraska Retirement Systems Committee to monitor underfunded defined benefit plans administered by political subdivisions. The study shall include a public hearing for the presentation of reports by political subdivisions with underfunded defined benefit plans.

Revenue Committee

LR 349 (Linehan) Interim study to examine the funding sources, including tax incentives and other methods, used for early childhood education programs in Nebraska.

PURPOSE: The purpose of this resolution is to propose an interim study to examine the funding sources, including tax incentives and other methods, used for early childhood education programs in Nebraska. This study should include, but not be limited to, an examination of the following:

- (1) What resources the State of Nebraska invests into early childhood education;
- (2) The history of early childhood education and its funding in Nebraska;

- (3) What local and community partners the State of Nebraska works with for early childhood education; and
- (4) Early child care needs in Nebraska.

Upon conclusion of the study, the committee should also send the report of its findings to the Appropriations Committee of the Legislature and the Education Committee of the Legislature.

LR 367 (Day) Interim study to examine mechanisms to slow the rise of property tax valuations during periods of rapid property value increases.

PURPOSE: The purpose of this resolution is to propose an interim study to examine mechanisms to slow the rise of property tax valuations during periods of rapid property value increases. While the dramatic increase in home prices over the past ten years has shown the strength of our state's housing market, it has also created challenges for homeowners, as increasing property taxes have strained family budgets. This study should explore whether there are ways to flatten valuation increases so that homeowners could have more predictability in their year-to-year property tax bills.

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

- (1) A review of available data on the increases in home valuations in Nebraska;
- (2) A state-by-state comparison of methods used to slow the growth of property tax valuations;
- (3) A review of county board of equalization methods of complying with the uniformity clause of the Constitution of Nebraska;
- (4) A comparison of assessment and equalization methods across counties in determining actual value, including the sales comparison approach, the income approach, and the cost approach; and
- (5) A consideration of potential changes the Legislature could adopt to address challenges that homeowners face from rising home valuations.

LR 384 (Linehan) Interim study to examine nonprofit organizations, their nonprofit status, the way they use their nontaxable income, and the ways they use their nontaxable income for political purposes.

PURPOSE: The purpose of this resolution is to study nonprofit organizations, their nonprofit status, the ways in which such organizations use their nontaxable income, and the ways in which such organizations use their nontaxable income for political purposes.

LR 414 (Meyer) Interim study to determine the feasibility of having the state run all property assessment in Nebraska, merging county assessors with another office, or having county assessors be an appointed position.

PURPOSE: The purpose of this resolution is to propose an interim study to determine the feasibility of having the state run all property assessment in Nebraska, merging county assessors with another office, or having county assessors be an appointed position.

LR 418 (Dover) Interim study to examine the current property tax valuation process.

PURPOSE: The purpose of this resolution is to study the current property tax valuation process. The study shall examine the different classes of real property, including residential, commercial, and agricultural, to ascertain if there is a more equitable process to determine property valuation that will result in a property tax that more clearly reflects the taxpayer's ability to pay based on the revenue produced by that real property, when possible.

Transportation Committee

LR 380 (DeBoer) Interim study to examine issues regarding affordable broadband in Nebraska.

PURPOSE: The purpose of this resolution is to propose an interim study to examine issues regarding affordable broadband in Nebraska.

The Affordable Connectivity Program, a federal benefit program to provide affordable broadband to households, announced that in February of 2024 it would no longer be able to enroll new households, and that by April of 2024 funding for the program will likely lapse. In Nebraska, approximately ninety-six thousand households have enrolled in the federal program. Nebraska is investing unprecedented amounts of money into providing broadband to areas that are currently unserved or underserved. It is vitally important that households are able to afford the broadband provided in such areas.

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

- (1) Prices currently offered by Internet service providers to customers in service territories, including, but not limited to, available discounts and the cost of any devices required by the Internet service provider for broadband service, the speed of broadband service provided at each price point, the type of broadband service available in such areas, and any data caps related to customer plans offered;
- (2) Anticipated prices by Internet service providers in areas that are currently unserved or underserved who have received or who have applied to receive state or federal funds to provide Internet services in such areas, including the type of broadband service expected to be provided;
- (3) Government-led efforts to provide or encourage affordable broadband services, including, but not limited to, ways to coordinate efforts between the Legislature, the Public Service Commission, the Nebraska Broadband Office, Internet service providers, and the federal government to encourage and support affordable broadband;

Transportation Committee - continued

- (4) Long-term issues relating to broadband deployment in high-cost, low- density areas, including, but not limited to, maintenance costs, legal obligations to continually provide service, consumer price variability, and new and emerging technologies; and
- (5) Any other issues relating to the affordability and reliability of broadband services in Nebraska.



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SCHOOL BUSINESS AFFAIRS

April 2024 | Volume 90, Number 4

Association of School Business Officials International®

SUPPORTING YOUR MOST CRITICAL RESOURCE: PEOPLE

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HR Strategies for a Flourishing School Community



By Ryan S. Stechschulte

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Effective HR practices are the cornerstone of a healthy school environment. School business officials can lead by example, fostering a positive workplace culture, promoting diversity and inclusion, and ensuring fair and equitable employment practices.

Promoting Wellness

Wellness initiatives are not just about physical health; they also encompass mental, emotional, and social well-being. School business officials can champion wellness programs that benefit staff and students, creating a holistic approach to education. Encouraging work-life balance, providing access to mental health resources, and promoting healthy lifestyle choices are integral to wellness initiatives.

By fostering a supportive and caring environment, school business officials contribute to improved morale, productivity, and overall job satisfaction among staff members. Additionally, wellness initiatives extend to students, promoting healthy habits, mindfulness practices, and social-emotional learning. School business officials help create a positive and nurturing learning environment by prioritizing the well-being of the entire school community.

Enhancing Staff Evaluations

Effective staff evaluations are essential for recognizing accomplishments, identifying areas for improvement, and fostering professional growth. School business officials can play a key role in developing comprehensive evaluation processes that align with the school's mission and goals.

Providing constructive feedback, setting clear performance expectations, and offering ongoing support and development opportunities are critical components of staff evaluations. By facilitating meaningful and transparent evaluations, school business officials empower employees to reach their full potential and contribute positively to the

school community. Furthermore, incorporating peer evaluations, self-assessments, and goal-setting mechanisms can enhance the evaluation process and promote collaboration and accountability among staff members.

Ensuring Competitive and Fair Compensation

Compensation is a crucial factor in attracting, retaining, and motivating qualified employees. School business officials are responsible for developing competitive, fair compensation structures that reflect employees' contributions and expertise.

Conducting regular salary benchmarking studies, considering factors such as experience, credentials, and performance, and implementing merit-based compensation systems can help ensure that employees are fairly compensated for their work. Additionally, providing opportunities for professional development, career advancement, and recognition can enhance employee satisfaction and retention.

Moreover, advocating for adequate funding for employee compensation and benefits is essential for supporting and maintaining a high standard of education.

School business officials are the difference-makers in education. By prioritizing HR strategies, promoting wellness, enhancing staff evaluations, and ensuring competitive staff compensation, they contribute significantly to a positive and thriving school community.

Your dedication, leadership, and vision are instrumental in shaping the future of education and affecting students' lives. You Are the Difference.

Ryan S. Stechschulte

Treasurer/CFO

Toledo City (Ohio) School District



WE ARE A TEAM

At ASBO International, our team strives to have:

- **Accountability:** We take ownership of our responsibilities, duties, commitments, and obligations, striving to fulfill them with integrity and diligence.
- **Camaraderie:** We value the bonds formed through interpersonal relationships, teamwork, and shared experiences to foster a positive and enjoyable work environment.
- **Collaboration:** We work toward common goals, fostering increased productivity and engagement for the collective success of ASBO International.
- **Empathy:** We recognize others' perspectives and emotions, prioritizing people and acknowledging each other beyond our professional roles.
- **Honesty:** We maintain transparency, inclusivity, and sincerity in all interactions. We uphold a steadfast commitment to truth and integrity, nurturing trust and openness.
- **Reliability:** We uphold a standard of consistent excellence, demonstrating dependability and integrity in all our actions and commitments.
- **Respect:** We honor all contributions and skills, nurturing positive leadership with trust, fairness, and kindness. We respect each person's inherent worth and dignity.
- **Trust:** We place value on understanding and respecting each other's perspectives, feelings, and needs.
- **Work-Life Balance:** We acknowledge that work-life balance varies individually and we create an inclusive environment supporting diverse ways to manage professional and personal commitments.

— Siobhán McMahon, CAE



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The Essence of Engagement: Value, Relevance, and Employee Well-Being

James M. Rowan, CAE, SFO

Engagement in any organization requires shared values, ongoing relevance, and attention to well-being at all levels.

In the dynamic and competitive landscape of the modern world, engaging employees, actively listening to their concerns, and prioritizing their well-being cannot be overstated.

As organizations evolve, staying relevant becomes an ongoing challenge. However, the key to long-term success lies in adapting to change and fostering a culture that values and supports its most important asset: its people.

Employee engagement goes beyond superficial perks and benefits; it involves creating an environment where employees feel a sense of purpose and connection to the organization's mission and feel included and valued in advancing it. This engagement fosters loyalty, reduces turnover, and enhances the organization's overall performance.

Involving employees in decision-making and valuing their input creates a more inclusive, collaborative workplace.

Listening to employee concerns is fundamental to fostering well-being within the workplace. By providing an avenue for open communication, leaders can address issues, demonstrate empathy, and build trust. This, in turn, creates a positive work environment where employees feel valued, supported, and motivated to contribute their best efforts.

Creating Value, Staying Relevant

Staying relevant in a rapidly changing landscape requires a continuous commitment to innovation, adaptability, and value-creation. Engaged and motivated employees are at the forefront of these efforts. Organizations that encourage a culture of learning and development empower their employees to acquire new skills and stay ahead of industry trends.

Engaging employees in the value-creation process sparks creativity and ensures that products and services align with stakeholder needs. Regular feedback loops, brainstorming sessions, and recognition programs can foster a culture in which employees feel empowered to contribute their unique perspectives,

fostering an environment of continuous improvement.

Prioritizing Well-being

Employee well-being is a cornerstone of a thriving organization. Employees who feel physically and mentally well are more likely to be productive, innovative, and committed to the organization's success. Implementing wellness programs, flexible work arrangements, and mental health initiatives are concrete steps organizations can take to prioritize the well-being of their workforce.

Furthermore, recognizing the importance of work-life balance and providing resources for professional development contribute to a holistic approach to employee well-being. Organizations that invest in their employees' health and growth attract top talent and cultivate a positive and resilient workforce capable of navigating challenges and uncertainties.

Foundation for Enduring Success

Regardless of the type of organization you serve, by actively listening to concerns, fostering a culture of continuous improvement, and creating an environment where employees thrive, organizations can navigate the complexities of the modern landscape and emerge as leaders in their respective organizations. Doing so creates lasting value for their stakeholders and builds a foundation for enduring success.

To quote leadership expert Simon Sinek, "Most people think leadership is about being in charge. Most people think leadership is about having all the answers and being the most intelligent person or the most qualified person in the room. The irony is that it is the complete opposite. Leadership is about empowering others to achieve things they did not think possible. Leadership is about pointing in the direction, articulating a vision of the world that does not yet exist. Then asking help from others to insure that vision happens."

How a Strategic Compensation Model Can Promote Teacher Sustainability

A better, more strategic way to attract new teachers and retain experienced ones: differentiated salary structures.

By Tara Anderson, David Rosenberg, and Ash Holland



FIZIKES/STOCK.ADOBE.COM

Today’s teachers are pulled between two competing needs: their passion for teaching and their financial goals. Nearly all are committed to helping students succeed in the classroom, but few are paid the competitive salary they deserve.

To boost the education landscape, districts across the United States are putting forth a collective 42% more per-student dollars today than they did 30 years ago. What was the average increase in inflation-adjusted annual teacher pay during that same period, though? A mere \$715.

Teachers are watching their friends in comparable professions rise through the ranks and earn increasingly

competitive salaries, while they’re stuck in a decades-old compensation model that doesn’t account for increased responsibilities and workloads (see Figure 1).

When combined with unsustainable structures, it’s no wonder too many teachers are leaving the profession and district leaders are struggling to fill persistent vacancies, particularly in high-needs schools and subject areas.

Our work with districts nationwide has shown a better way. We’ve seen that leaders who effectively retain teachers and make their role more satisfying do more than incrementally raise salaries. Together they rethink the teaching job and the compensation models that sustain it.

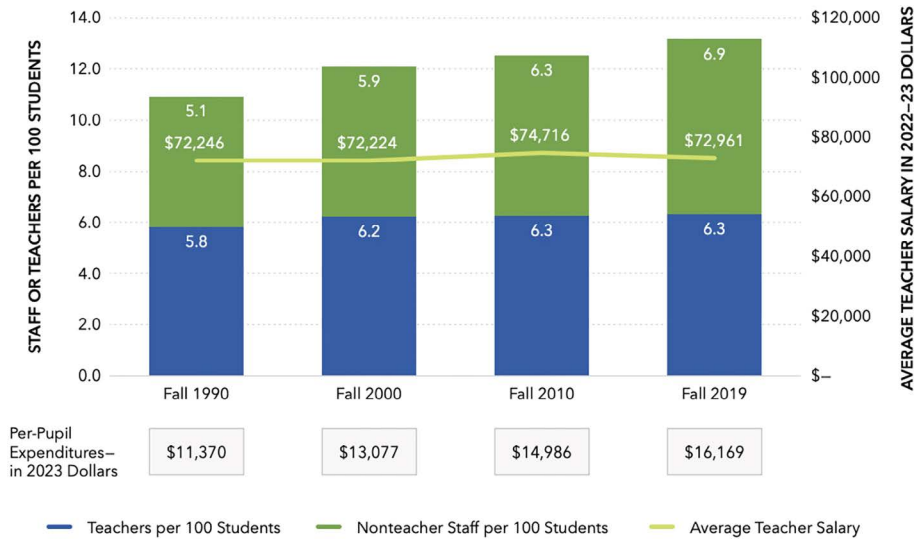


Figure 1. Teacher Salary Compared with Staff- and Teacher-to-Student Ratios
 Sources: National Center for Education Statistics, *Digest of Education Statistics*, tables 208.20, 211.50, and 213.10.

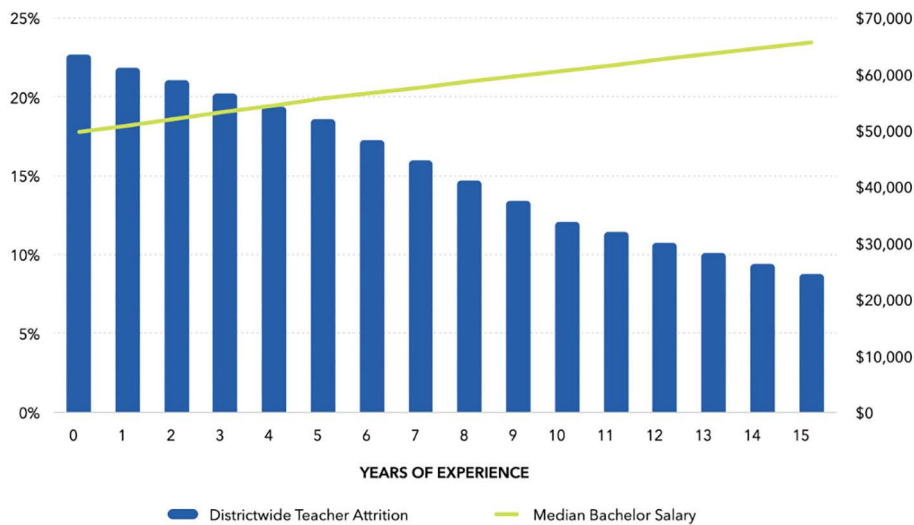


Figure 2. Teacher Attrition vs. Step Pay Increases
 Sources: National Council on Teacher Quality, Teacher Contract Database; National Center for Education Statistics, Comparable Wage Index for Teachers.
 Note: Calculations based on ERS analysis of teacher turnover in six large districts, May 2023. Median bachelor salary calculations based on 53 of the largest districts that use a traditional salary schedule.

Why the Traditional Compensation Model Isn't Working

Over the past few decades, amid rapid inflation and a roller-coaster economy, district leaders have worked hard to keep up with competitive teacher salaries, but these efforts can go only so far when they're made within a limiting model.

The traditional model typically allocates evenly sized step raises—usually about \$1,000—across all teachers' salaries. In this step-and-lane structure, teachers are compensated on the basis of their years of experience (the step) and their level of education (the lane).

Although seemingly fair on the surface, this structure results in small gains for individual teachers and a large overall expense for districts (see Figure 2).

Within this model, leaders would need to boost spending considerably to create an across-the-board increase large enough to eliminate the compensation gap between teachers and similarly educated professionals (Allegretto 2023). For most districts, that just isn't feasible, and districts that *can* afford that would garner stronger benefits from investing in strategies that reduce class sizes, better support early-career teachers, or provide job-embedded coaching support.

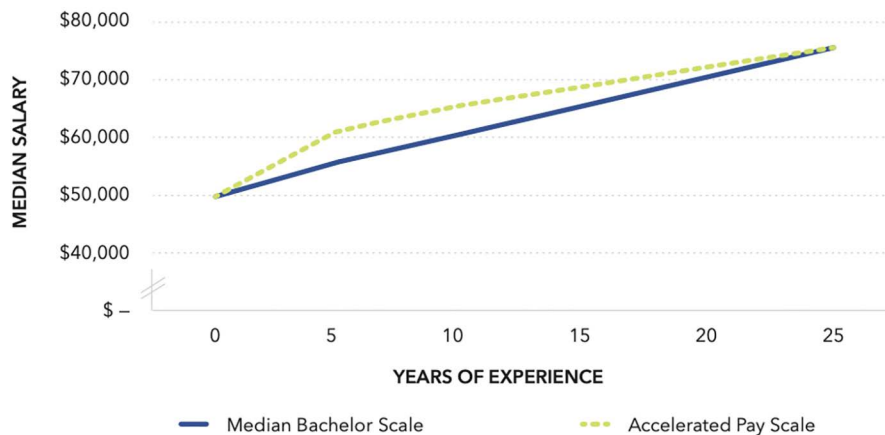


Figure 3. Traditional Salary Schedule Compared with Accelerated Pay Scale
 Sources: National Council on Teacher Quality, Teacher Contract Database; National Center for Education Statistics, Comparable Wage Index for Teachers.
 Note: Median bachelor salary calculation based on 53 of the largest districts that use a traditional salary schedule.

A More Strategic Approach

We’ve seen firsthand that there’s a better, more strategic way to attract new teachers and retain experienced ones. The key? Differentiated salary structures that better support teachers with the highest risk of leaving and allow for more supportive career pathways for high-potential teachers. Here are four key actions to create this strategic compensation model.

1. Increase pay for early-career teachers. Teachers’ effectiveness grows the most during their first five years of teaching, but the lack of support structures for these early-career educators causes too many to leave before they even reach the half-decade mark (Kini and Podolsky 2016). Education Resource Strategies’ 2023 study of teacher turnover trends found that 23% of teachers across six districts left in their first three years—10 percentage points higher than those with 8–15 years of experience (ERS 2023). That means that districts across the country not only are losing teachers in critical areas, but also are losing the *potential* those new teachers hold for becoming great educators down the road.

Perhaps unsurprisingly, a recent RAND Corporation survey reported that 98% of teachers with 0–5 years of experience cited low salary as a top reason for considering leaving their district. When many teachers are saddled with mountains of student loan debt, they often can’t afford to stay in low-paying roles.

It’s clear that early-career teachers need more financial support to learn and grow. Shifting away from across-the-board increases in favor of larger pay boosts in the early years can provide this kind of support.

In fact, giving larger increases in years 3 through 7 can be game-changing for early-career educators. An accelerated pay scale would enable a teacher to earn \$60,000

by year 5, rather than year 10 under the traditional salary schedule. When combined with other strategies for reducing workloads and providing more opportunities for development coaching, early-career salary increases can better retain teachers during critical periods in their careers (see Figure 3).

2. Focus on high-needs schools and hard-to-staff subjects. Teacher turnover is tough on all schools, but our teacher turnover study found that it disproportionately affects those schools that primarily serve students experiencing poverty (see Figure 4). As it turns out, one in three teachers leave high-poverty schools, compared with one in five from the lowest-poverty schools.

What does that mean for students? It means that the students who need the most support often receive the least. They often lack the same access to high-quality learning experiences that their peers in other schools receive. And when teachers lack supportive working conditions in high-poverty schools, they often move to lower-poverty schools where they can make the same salary, further compounding the district-wide problem (Simon and Johnson 2015).

That’s why districts benefit from incentivizing effective teachers to teach in high-needs schools—if the financial incentive is large enough to retain them.

The Talent Transfer Initiative, for example, offered teachers a \$20,000 bonus for moving to a higher-needs school, and it worked (Glazerman et al. 2013). Not only did the program save elementary schools about \$13,000 per grade compared with other strategies, but it also allowed them to retain 93% of the teachers who received the bonus. In 2020, the state of Hawaii was able to reduce special-education vacancies by 35% by paying special-education teachers an additional \$10,000

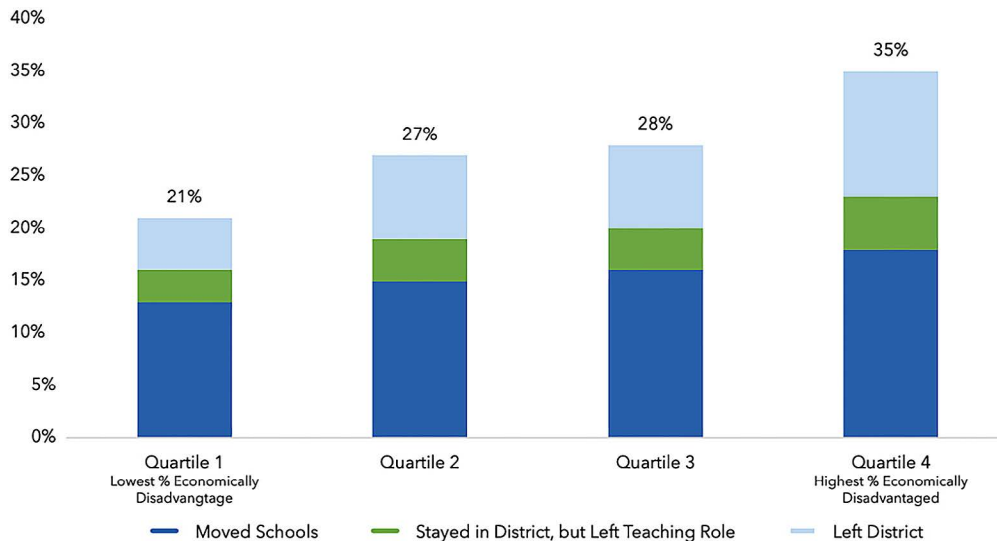


Figure 4. Average School-Level Turnover between October 2022 and October 2023

annually (Theobald et al. 2023). Those in high-poverty schools received \$8,000 on top of that stipend.

3. Don't focus on advanced degrees. A staggering 96% of districts pay teachers with master's degrees more than those with only a bachelor's. The average difference, around \$7,147 per year, adds up to about 2%–3% of the average district's overall budget (ERS 2022).

The question is, are districts getting a high return on this investment?

According to multiple studies, the answer is no (Chingos and Peterson 2011). Teachers without an advanced degree, it turns out, are just as effective as those with one (Ladd and Sorensen 2015).

Rather than prioritizing advanced degrees, district leaders should focus on teaching effectiveness and helping educators progress through teacher leadership pathways. For the same amount that a typical district invests in lane pay, for example, it could increase pay for early-career teachers and create leadership opportunities that extend the reach of the most effective teachers.

For this strategy to work, district leaders need to ensure that teachers see the benefits of these shifting priorities. They must demonstrate how they'll reallocate resources previously put toward lane pay *within* the new compensation system to smooth out the implementation plan.

4. Create teacher leadership pathways — and pay teachers well for taking them on. Most districts have some form of leadership role available to experienced teachers; however, many of these roles require teachers to move away from students into instructional coach and school administrator positions. Others—such as grade-level chairs or first-year teacher mentors—keep leaders in classrooms but with added

workloads for only nominal stipends (typically about \$1,500 annually).

Meaningful, instruction-focused leadership roles that take on less administrative work and more coaching, modeling, and curriculum-oriented collaboration tasks can extend the reach of highly effective educators while increasing team satisfaction and retention, but only if they invest both time and money in nurturing strong leaders.

Teachers in leadership positions need sufficient time to observe, coach, and collaborate with the educators they lead, which often requires district leaders to restructure schedules to create this time. They also need pay that's commensurate with their increased responsibilities. multi-classroom leaders at Public Impact's Opportunity Culture (2023), for example, have protected time to work intensively with their teaching teams *and, on average, they earn an extra 20% pay.*

Building Toward a Better Role

In an educational environment marked by persistent turnover and challenging staffing shortages—challenges that disproportionately affect students of color and students from low-income backgrounds—higher teacher salaries are critical, but they're not everything.

Our teacher turnover analysis found that 12% of teachers in the highest-poverty schools moved to other schools in their district, despite their salaries remaining the same; the moves were likely due to challenging workloads and a lack of supportive structures. Similarly, in RAND's State of the American Teacher Survey, teachers reported that several other top reasons for considering leaving their role included working outside the school day, high total hours worked, lack of availability

of classroom support staff, and lack of flexibility in their work schedules (Doan, Steiner, and Woo 2023)

From these data, one thing is clear: to truly improve the sustainability of the teaching role, leaders need to rethink the structure of the job itself and create compensation models that match that structure. Teachers deserve (1) expert-led teaching teams that allow them to learn and grow, (2) shelter-and-develop models that provide meaningful support, and (3) schedules that enable doable workloads and include substantial planning time. Creating these conditions requires district leaders to take swift, creative, and strategic action.

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Reinventing Support Staff Evaluations

It is time to redesign the support staff performance evaluation to reflect the face of today's workforce.

By Mark E. Holman and Bob Reger

Evaluations of support staff members are reflections of the past, and many supervisors choose not to use them.

Sure, we can all relate to the fact that annual evaluations may not be reflective of a person's true abilities, can be time-consuming, often create an uncomfortable situation for both the evaluator and employee, can intensify an already fragile work relationship, and may be influenced in the end by the evaluator's biases.

It is time to reinvent the support staff performance evaluation to reflect the face of today's workforce. Gone are the days of using performance evaluations only to identify a person's deficiencies and shortcomings. It's time to get those support staff evaluation forms off the shelf, blow the dust from the covers, and convert them into a 21st-century tool that can improve employee satisfaction and retention while building relationships.

Essence of a Quality Evaluation

The support staff evaluation is one of your district's most important communication tools. Used effectively, it can help the district identify successful and dedicated staff members who may be interested in promotions. Support staff evaluations are an avenue for providing feedback, recognizing quality performance, and meeting expectations.

A good evaluation form is a start, but it is not enough to meet the needs of today's employees. A quality performance evaluation places significant responsibility on the trained evaluator to analyze employee actions and gain firsthand knowledge of the employee's work habits and abilities.

The performance evaluation cannot be a once-a-year event; it must be viewed as a continuous process with frequent feedback and observation throughout the year, culminating in the formal annual performance review. A good evaluation process ensures that there are no surprises for either party at the end of the evaluation year.



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Getting Up to Date

The human resource office should have an active part in creating, updating, and implementing the support staff evaluation tools and processes. Additionally, it should be involved in training supervisors on how to conduct an effective job evaluation.

Updating the evaluation tools is not difficult. First, review the job descriptions for each employee; your district should have previously identified the specific duties for each classification. These descriptions can simply be transferred to the evaluation tool and used as performance indicators.

Second, gather examples from other districts and internet searches to see which indicators others are using. *There is no need to re-create the wheel.* Select performance indicators that relate to your specific job performance tool and adjust accordingly.

Third, meet with the employee to determine other job factors that should be incorporated into the tool. *Who knows the job better than the employee does?* The employee should know what is going to be evaluated and the method of evaluation.

Key Performance Indicators

Job performance indicators should be created to most accurately reflect the employee’s job performance for the year. Indicators should accurately measure specific items pertinent to the job with rating values showing “unsatisfactory” through “outstanding” and “needs improvement” through “distinguished.” These rating values should be defined on the evaluation form and clearly understood by both the evaluator and the employee.

Typical performance factors in support staff evaluations include:

- Quality and quantity of work
- Job knowledge
- Working relationships
- Supervisory skills (if applicable)
- Analysis and problem solving
- Planning and coordination
- Guiding and advising others
- Communications
- Professional development
- Flexibility and adaptability
- Individual contributions

Training the Evaluator

Vital to the success of an effective, meaningful performance evaluation is the training of the evaluator. Many supervisors are not appropriately trained to conduct a thorough, unbiased evaluation of their staff. Supervisors may be taught how to conduct the evaluation meeting in a respectful, constructive, and collaborative manner. They must set aside all personal biases, rumors, previous year’s performance ratings, and disciplinary actions and focus on the current evaluation period. This will ensure the best evaluation of the employee’s performance.

These outside influences are referred to as rating errors. A rating error is any attitude, tendency to respond in a certain way, or inconsistency on the part of the evaluator that impedes objectivity and accuracy in the evaluation process. The most commonly found types of rating errors are as follows:

The **halo effect** is the tendency to generalize from one specific positive employee trait to other aspects of the individual’s performance. For instance, a person who is always willing to help other workers may receive inappropriately high ratings on other job factors. The halo effect tends to *blind* the evaluator to shortcomings in the person being evaluated.

The **horn effect**, on the other hand, occurs when a particular negative trait or behavior blinds the evaluator to the strengths of the individual being evaluated. An example is when a person who consistently argues with the evaluator during the year is rated down on all job factors because of that argumentative nature.

The following suggestions can increase objectivity and help prevent this kind of error:

- Consider whether the person being evaluated has done anything unusually good or bad in the past few months. Either situation can blur your thinking.
- Ask yourself whether you feel the person has a particularly pleasant or unpleasant personality and whether that might influence your opinions regarding their job performance.
- Make certain that you are familiar with the job factors being rated—how they differ from one another and why they are important.

Central tendency bias occurs when the evaluator uses neither the high nor low end of the performance evaluation scale. If more than 90% of the ratings are in the middle category, this type of error has likely occurred.

Leniency errors. Positive and negative leniency errors refer to the frame of reference used when rating. Positive leniency is the tendency to be an “easy grader” and is demonstrated by giving too many high ratings. If more than 20% of your ratings are in the top two rating categories, you may be rating too easily.

Negative leniency results in a disproportionate number of low ratings. If more than 20% of your ratings are in the bottom two ratings, you may be rating too harshly.

These strategies can reduce central tendency bias and leniency errors:

- When giving a “satisfactory” rating, make certain that it is based on knowledge related to the performance.
- Remember that most employees either “exceed expectations” or “need improvement” in at least a few job factors and that few employees are “outstanding” or “unsatisfactory” at everything.
- Compare your distribution of ratings with that of other supervisors. If your ratings are consistently higher or lower than others, you may be rating inaccurately.

The **similar to me** and **contrast errors** refer to the tendency to give slightly higher ratings to people who are similar to you and slightly lower ratings to people who are very unlike you.

Similar to me errors occur where obvious similarities exist between the evaluator and employee. Contrast errors occur where differences exist between the evaluator and the employee.

The following suggestions can reduce similar to me and contrast errors:

- Avoid categorizing people.
- Avoid changing the ratings of the employee because of the ratings you gave another.
- Review ratings to ensure that you did not give higher ratings to employees more similar to you or whom you like.

- Review ratings to ensure that you did not give lower ratings to employees who are dissimilar to you or whom you dislike.

Establishing the Process

The final step in the evaluation process is the creation and implementation of a defined evaluation review process and meeting. The employee will be anxious and concerned about attending the annual evaluation meeting. Having a defined evaluation process and meeting plan can relieve the stress and set the tone for future meetings.

The most effective performance evaluation review meeting can be summarized in six steps.

1. Review session preparation. This step refers to the “homework” the evaluator must do before the review meeting:

- Review performance logs.
- Review the performance indicators and apply ratings.
- Set a date, time, and place for the review session.
- Provide the employee with a copy of the job performance indicators and ratings.

2. Set a positive tone. This step refers to those verbal and nonverbal interactions that set the tone for the meeting. The review meeting will get off to a good start if you do the following:

- Explain why the employee is being evaluated.
- Show concern for the employee’s comfort.
- Convey warmth and receptiveness.
- Conduct the meeting in private. If held in your office, move from behind your desk.
- Strive for a level of informality.

3. Outline the review meeting. Let the employee know what will happen in the meeting:

- Explain the review process.
- Discuss the objectives: specific feedback, discussion of general issues or concerns, discussion of opportunities for growth or improvement, advancement, and the need for a development plan.
- Explain the time frame and future needs.

4. Review meeting communications. The review meeting offers the opportunity for open and honest communication between both parties. Effective communications are not just words spoken but include voice pitch, volume, stress on certain words, body posture, and facial expressions, which can change the meaning of the words used. Some specific skills can be developed through practice to improve the quality of communication:

- **Attending.** This skill refers to behaviors that show the employee that you are listening to what they are saying. For example,
 - Maintain eye contact.

- Maintain a relaxed posture and positive body language.
- Make verbal statements that “follow” what the employee has said. Do not interrupt the employee when he or she is speaking.
- Ask how the employee feels things are going on the job. Then listen.

- **Facilitating.** This includes behaviors designed to make communication flow more smoothly. For example,
 - Make specific verbal invitations that encourage the employee to state a position or to explore a stated position further. The following are some facilitating expressions: “I’d like to hear more about that”; “Can you give me an example?”; and “Can you give me more detail?”
 - Offer specific nonverbal invitations to encourage the employee to talk. For example, head nods, eye contact, and forward-leaning posture.
- **Paraphrasing.** This skill involves brief restatement by the evaluator of prior verbal communication made by the employee. The restatement communicates the same meaning in fewer words.

5. Planning for the future. This is the time to focus on the employee’s job satisfaction, interest in professional development, and future plans within the district. Determine what is needed to maintain or improve performance. This step in the process can be the most important and, if properly followed, promotes job satisfaction, retention, and advancement opportunities for the employee.

6. Closing the review session. Ending on a positive note encourages and motivates employees. Do not dwell on the negatives; rather, emphasize the strong points and set clear goals and expectations for the future. Express your appreciation for their work and dedication to the district.

As today’s workforce adapts and changes post-pandemic, districts need to reinvent their practices to stay competitive and retain staff. Employees want value and respect, job satisfaction, flexibility, a work–life balance, and a sense of belonging and achievement while having open and honest communications with their supervisors.

One of the best ways to gauge employees on these needs is through a staff performance evaluation.

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The Role of Discipline in Staff Performance

Exploring the importance of effective discipline to promote a positive work environment.

By Gerard Antoine

In an education setting, staff discipline is pivotal in shaping the culture and atmosphere that directly influences the overall student experience. Staff discipline shapes the educational setting in several important ways.

Sets the tone. Staff members serve as role models for students, and their behavior and conduct significantly influence the atmosphere of the educational institution. Discipline among staff members sets the tone for acceptable behavior and attitudes, creating a positive and respectful environment.

Ensures professionalism. Staff discipline goes hand in hand with maintaining a high level of professionalism. Professionalism includes adhering to ethical standards, respecting colleagues, and demonstrating a commitment to the institution's mission and values. Professional conduct among staff members creates a cohesive and supportive work environment.

Affects student behavior. Staff behavior directly influences student behavior. When educators and support staff exemplify discipline, students are more likely to adopt positive behaviors and attitudes. Consistency in staff discipline fosters a culture of respect, responsibility, and cooperation among students.

Strategies for Effective Staff Discipline

Several elements go a long way toward averting staff misbehavior.

Clear code of conduct. Establish a comprehensive code of conduct that clearly outlines expected behaviors for staff members. This document should be



communicated and reviewed regularly, ensuring that all staff members are aware of the expectations and consequences of any violations.

Professional development around discipline. Provide ongoing professional development opportunities for staff members to enhance their understanding of effective discipline strategies. These opportunities may include workshops on conflict resolution, communication skills, and classroom management techniques.

Fair and transparent procedures. Implement fair and transparent disciplinary procedures. Ensure that staff members know the steps involved in the disciplinary process, emphasizing due process and the opportunity for individuals to present their perspectives.

Consistent enforcement. Consistency is key to staff discipline. Treat all staff members equally and enforce

disciplinary measures consistently. Such consistency builds trust among staff members, demonstrating that the institution is committed to fair treatment.

Support services and counseling. Recognize that staff members may face personal challenges that can affect their behavior. Provide access to support services and counseling to address underlying issues and promote personal and professional growth.

Staff discipline is integral to creating a positive and nurturing educational environment. Educational institutions can foster a culture of respect, cooperation, and continuous improvement by emphasizing professionalism, providing clear expectations, and implementing fair and consistent disciplinary measures. Through these efforts, staff members can contribute to a harmonious learning atmosphere, ultimately benefiting the overall success and well-being of staff and students.

Necessary Investigations

Investigations within a school district setting are essential to address issues ranging from alleged misconduct to policy violations. A well-conducted investigation ensures fairness, transparency, and accountability. The key steps and considerations for conducting a successful investigation in a school district are outlined here, emphasizing the importance of thoroughness, impartiality, and adherence to established procedures.

Define the scope and objectives. Begin by clearly defining the scope and objectives of the investigation. Identify the specific issues to be addressed and establish the goals and expected outcomes. This initial step provides a road map for the investigation and helps focus efforts on relevant information and evidence.

Select an impartial investigator. It is crucial to appoint an impartial investigator with no personal or professional bias related to the case. This individual could be an internal staff member with expertise in investigations or an external professional hired for this purpose. This impartiality ensures objectivity and enhances the credibility of the investigation.

Gather and preserve evidence. Collecting and preserving evidence are critical to any investigation. Evidence may include documents, emails, witness statements, and any other relevant information. Ensure that all evidence is handled and stored securely to maintain its integrity throughout the investigative process.

Interview witnesses and relevant parties. Conduct thorough interviews with witnesses and individuals involved in the case. Prepare a list of questions to gather comprehensive information. Encourage honesty and ensure confidentiality to create an environment where individuals feel comfortable sharing relevant details.



Maintain confidentiality. Emphasize the importance of confidentiality throughout the investigative process. Confidentiality helps protect the privacy of the individuals involved and prevents the spread of unverified information. Clearly communicate the confidentiality measures to all relevant parties, including witnesses and staff members.

Prepare documentation and report. Document all aspects of the investigation, including the steps taken, evidence gathered, and interviews conducted. Create a comprehensive report that outlines findings, conclusions, and recommendations. This report is a crucial reference for decision-makers and may be used in legal proceedings if necessary.

Strive for a fair and timely resolution. Endeavor to reach a fair and timely resolution of the investigation. Ensure that all parties involved know the investigation's progress and expected time line. Timely resolutions contribute to a sense of closure and demonstrate the school district's commitment to addressing issues promptly.

Toward a Supportive Environment

Conducting a successful investigation in a school district setting requires careful planning, attention to detail, and a commitment to fairness. By following these key steps and incorporating principles of transparency and impartiality, school districts can maintain trust, uphold accountability, and create a safe and supportive environment for staff and students.

Ongoing training and evaluation of investigation procedures further contribute to the continuous improvement of the district's investigative processes.

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The ABCs of Hiring

By implementing these best practices, school districts can recruit, retain, and develop high-quality staff members.

By Jack R. Mitchell, EdD, SFO

Are you looking to fill an open spot on your school business staff? Adding a new position? As you begin the hiring process, as you work with the HR department, consider these strategies and best practices for ensuring you hire the right people and keep them.

The Preparation Process

- Develop clear but detailed job descriptions outlining roles, responsibilities, and qualifications required for each position.
- Conduct surveys and contact neighboring districts to establish competitive compensation and benefits packages to attract and retain top talent. Include salary, healthcare, retirement plans, and other incentives.

The Recruitment Process

- Ensure fairness and transparency throughout the recruitment process, including advertising job openings widely, using objective criteria for candidate selection, and providing equal opportunities to all applicants. Consider offering an open application process that allows candidates to present their background beyond doing so through the traditional resume share and application process.
- Implement diversity and inclusion initiatives to attract and retain a diverse pool of candidates, reflecting the demographics of the student population and fostering an inclusive school environment.
- Create a culture of strong internal referrals. Offer professional development opportunities for current staff to promote internal growth and advancement, fostering a culture of continuous learning and improvement.

Screening Candidates

- Develop standardized screening and interviewing procedures to evaluate candidates based on their skills, experience, and fit with the school district's values and culture. Vet questions with administrators and adjust as necessary.



- Conduct thorough background checks on potential hires to verify credentials, employment history, and criminal records as required by state and federal laws. Meticulously document background checks and keep all records for the time frame required by law.
- Involve relevant stakeholders such as administrators, teachers, parents, and community members in the hiring process to ensure diverse perspectives and input.

Post-Hiring Practices

- Develop comprehensive orientation and onboarding programs to help new hires acclimate to their roles, the school district's policies and procedures, and the broader educational community.
- Establish performance evaluation and feedback mechanisms to assess employee performance, identify areas for improvement, and recognize outstanding contributions.

By implementing these best practices, school districts can effectively recruit, retain, and develop high-quality educators and staff members to support student success and achievement. Furthermore, they can set up new hires for success and key contributions to the overall well-being of students and the school community.

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The Importance of the “Unofficial” Onboarding Process

When HR departments provide new employees with multiple layers of information, it sets everyone up for success.

By Anna Wamack

When new teachers or other staff members join a K–12 school district, they are often greeted with a comprehensive onboarding program detailing the academic curriculum, administrative policies, and professional expectations.

What many K–12 human resources (HR) departments overlook, however, is the significance of the “unofficial” onboarding process—the little, yet crucial, pieces of information that play a vital role in easing the transition into a new work environment.

Making a First Impression

The initial days at a new school can be overwhelming. A flurry of names, faces, and rooms can make anyone’s head spin. Although institutional policies and pedagogical methods are important, it’s often the “small stuff”—like where to park, how the lunch rotation works, and where the best local coffee spot is—that can make the biggest difference in those formative days. These pieces of information act as anchors, helping new staff members find their footing amidst a sea of new experiences.

Fostering a Sense of Belonging

A sense of belonging has a direct impact on job satisfaction and performance. When new hires are provided with these unofficial tips, it fosters a feeling of inclusivity. It subtly communicates, “We care about you, not just as a professional, but as an individual navigating a new environment.”

Take, for instance, the simple act of lunch. In K–12 settings, lunch timings, places, and dynamics can vary greatly. Whether it’s understanding the unspoken rule of faculty lounge seating or knowing which days the cafeteria serves the best meals, such knowledge is more



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than just practical; it’s communal. By helping new staff members navigate these nuances, HR departments can accelerate their integration into the school community.

Boosting Efficiency and Morale

Being unaware of unwritten rules can lead to minor hiccups, which, when accumulated, can cause unnecessary stress. Imagine new teachers scrambling at the last minute to find parking because they weren’t aware of the designated spots, or misunderstanding the protocol for using shared resources like the copy machine.

By preemptively addressing these “trivial” concerns, K–12 HR departments can ensure that the new staff members spend less time stressing over logistics and more time focusing on their primary responsibility: educating and supporting students.

Encouraging Open Communication

When HR departments make an effort to provide this additional layer of information, it sets a precedent for

open communication. New staff members feel more comfortable approaching senior colleagues or HR personnel with questions, creating a positive feedback loop where employees feel heard and valued.

Nurturing Mentorship and Peer Relationships

Another often overlooked facet of the unofficial onboarding process in K–12 settings is mentorship. Many institutions have formal mentorship programs; however, new teachers can benefit from a more organic type of guidance.

HR departments can facilitate peer-to-peer mentorship by encouraging experienced staff members to share their personal “I wish I knew” moments or practical day-to-day tips. This assistance not only supports the professional growth of new hires but also strengthens interstaff relationships.

Reflecting Organizational Culture and Values

The way in which HR departments address the “small stuff” also provides a glimpse into the institution’s broader culture and values. A school that takes the time to guide new hires through the nuances of daily life demonstrates an organizational culture that values individual well-being and collective harmony.

By placing importance on these unofficial elements of onboarding, HR departments indirectly showcase the school’s dedication to holistic support.

Reducing Early Turnover

One of the challenges many K–12 educational institutions face is early turnover. New hires, especially those new to the profession, can easily feel overwhelmed or isolated during those first few days.

HR can play a pivotal role in increasing job satisfaction and retention by providing a comprehensive understanding of the official and unofficial aspects of school life. Familiarity with the more subtle elements of daily life can help new staff members feel grounded and less likely to seek opportunities elsewhere.

Enabling Proactive Problem Solving

Knowledge is empowering. When new hires are equipped with both formal policies and informal knowledge, they’re better positioned to proactively address challenges. For instance, knowing the unwritten rules about booking shared spaces or understanding administrative staff preferences can help prevent potential conflicts.

This proactive approach not only minimizes disruptions but also fosters a harmonious working environment.

Adapting to Changing Dynamics

Schools, like any other institutions, evolve over time. Whether it’s changes in technology, shifts in student demographics, or updates to education methodologies, the only constant in education is change.

However, the little rituals, shortcuts, and nuances of daily school life also evolve. By consistently updating the unofficial onboarding guide and ensuring that it remains relevant, HR departments can guarantee that they’re not just responding to change but also driving positive transformations.

Crafting a Comprehensive Onboarding Experience

Onboarding shouldn’t be a one-size-fits-all process. Although it’s essential to standardize certain aspects like policy training, HR departments in K–12 settings should also recognize the importance of personalizing the experience. After all, a school isn’t just a place of work; it’s a community. Incorporating feedback from existing staff members on what they wish they’d known when they started can be a great way to continually refine this unofficial onboarding process. That can be achieved through regular surveys or informal discussions.

In the dynamic landscape of K–12 education, the boundaries between official protocols and the unwritten, yet invaluable know-how often blur; however, at their core, both dimensions converge toward a single objective: to provide all staff members, whether seasoned educators or newcomers, with the requisite tools, knowledge, and backing they need to flourish.

The role of human resources transcends the customary bounds of administration and policy oversight. In K–12 environments, where the essence of learning is deeply rooted in community and collaboration, HR departments wield significant influence in molding the experiences of each staff member.

The age-old saying “It’s the little things that count” resonates profoundly in this context. These “little things”—the subtle, sometimes taken-for-granted nuggets of insight—act as catalysts, transforming an unfamiliar workplace into a hospitable community.

It’s imperative that HR departments acknowledge and champion these nuances, ensuring that all staff members embark on their journey feeling not just oriented but truly welcomed from the outset.

Anna Wamack is director of business operations and human resources for Hemlock Public School District in Hemlock, Michigan. Email: wamack@hemlockps.com

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Is This Worker Your Employee? Understanding DOL Rules Changes

In light of new Department of Labor rules changes, it's important for districts to know if a worker is an employee or an independent contractor.

By Jessica Frier, Esq., and Melissa McDuffey, Esq.

For years, employers have struggled to properly classify employees versus independent contractors. A recent final rule issued by the Department of Labor (DOL) aims to help employers and workers better understand and analyze worker classification under the federal Fair Labor Standards Act, or FLSA.

The [final rule](#), which took effect March 11, 2024, is likely to result in the classification of more independent contractors as employees for FLSA purposes. Workers who are reclassified as employees may be entitled to minimum wage, overtime, and other protections under the FLSA that are not required for independent contractors.

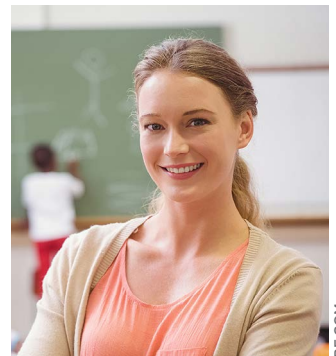
To determine if a worker is an employee or an independent contractor, employers must give full consideration to [six factors](#):

- Opportunity for profit or loss.
- Financial stake and nature of resources invested in the work.
- Degree of permanence of the work relationship.
- Degree of control the employer has over the person's work.
- Whether the work is essential to the employer's business.
- The worker's skill and initiative.

Under the new rule, no factor is more or less important than any other factor, and a worker's classification is based on the totality of the circumstances. The rule also allows additional factors to be considered if they are relevant to the overall question of the worker's economic independence.

Why Does This Matter?

Improperly using independent contractor status when the law views your worker as your actual employee can cause big problems. From penalties and back taxes to wage and hour or other employment related complaints,



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claims, and lawsuits, the impacts can take a real financial and administrative toll. So, it's in your best interest to understand this guidance and make an accurate determination about worker status.

Who Is a “Benefits-Eligible” Employee?

Beyond potential wage and hour issues, misclassifying workers can wreak havoc on your employee benefits plan. True independent contractors — those who are properly classified as non-employees — are typically excluded from (or left on their own to acquire) the types of benefits employers typically make available to employees.

A worker who is improperly classified may have a cause of action against you for failure to provide legally required benefits, benefits-related notices, and other damages.

How Can Misclassification Mess Up Our Benefits Plan?

The benefits plan itself can suffer too. While the Internal Revenue Service (IRS) uses its own test to determine who is an employee for tax purposes, employees reclassified under the FLSA may also have to be reclassified for other benefits and tax purposes. And, without accurate information about who is and is not an employee, Affordable Care Act (ACA) forms and reporting will almost certainly be inaccurate.

Complications may arise as to how to treat reclassified employees under the employer’s written plan document, including how to handle claims for retroactive coverage. Premiums may be affected based on the claims experience of newly classified employees, and compliance requirements such as nondiscrimination testing results may change or have to be recreated.

What About Paid Family and Medical Leave Initiatives?

With paid family and medical leave (PFML) laws rolling out across the country, you as an employer need to know who must be provided with paid leave and other benefits. Such state programs have their own definitions of “employee,” which may or may not align with FLSA guidance.

Specifically, PFML programs often allow access to employees who don’t meet eligibility criteria for other forms of leave (e.g., minimum hours of service and employment duration), such as part-time, seasonal, and temporary employees. Improperly classifying employees as independent contractors in this context could result in

an employer not making the required premium contributions for the PFML program, creating risk of fines and penalties.

What Should Employers Do Now?

Worker classification is one of the most complex areas of employment law. Employers should work closely with legal counsel to ensure workers are properly classified. Before auditing or examining your workforce, reach out to your attorney to help you understand the impacts of reclassifying workers.

Employers should also consider developing strong policies and procedures for engaging independent contractors and other contract workers to ensure worker classification guidelines are followed from the start of a potential employment relationship.

While it is difficult to pinpoint particular roles that may be most at risk for misclassification in the school business context, employers should pay special attention to any individual providers designated as a consultants or contractors, particularly if they are issued a Form 1099 rather than a Form W-2 at tax time.

While this type of arrangement may be perfectly legitimate, it is important to evaluate each potential employment relationship on its own facts and circumstances and to work with your counsel to ensure proper worker classification.

References

Federal Register. Employee or Independent Contractor Classification Under the Fair Labor Standards Act. Wage and Hour Division. January 10, 2024. <https://www.federalregister.gov/documents/2024/01/10/2024-00067/employee-or-independent-contractor-classification-under-the-fair-labor-standards-act>

U.S. Department of Labor. US Department of Labor Announces Final Rule on Classifying Workers as Employees or Independent Contractors Under the Fair Labor Standards Act. News Release. January 9, 2024. <https://www.dol.gov/newsroom/releases/whd/whd20240109-1>

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Disclaimer: This information is intended to be educational. It is general in nature and should not be considered financial, legal or tax advice. Consult an attorney or a tax professional regarding your specific situation.

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How's My Driving: Evaluating and improving enrollment periods

Open enrollment season may be in the rearview mirror, yet the road to improving employee benefits is a round trip. And, like any road trip, it's best to keep an eye out for signs and familiar sights to help you reach your destination.

To ensure a successful enrollment, it's important for employers to be proactive with their approach. That's why we created this roadmap and checklist. This of this as a year-round guide to help you navigate around potholes in the enrollment period.

1 First Stop – Time

Did you know that seven in 10 employed Americans (67%) spend only 30 minutes or less reviewing their workplace benefits during an open enrollment period?¹ Compare this to the 525,600 minutes in a single year, and employees spend less than 1% of their annual time reviewing year-long health benefits. Yet, just because benefits aren't wrapped in shiny bows doesn't make them any less important. Here are a couple potholes you may find.

⚠️ Pothole 1: Information Overload

It's easy to see how overwhelming open enrollment can be for employees. Attempting to understand changes to your benefits while juggling a personal and professional life is a daunting task. Important details are bound to be missed, leaving them with the burden of a plan that doesn't fit all their needs.

Avoid this pothole by sending small, organization-wide emails including benefit education. Whether you prefer monthly emails, weekly memos, or scheduled group conversations, each method leads to the same result: intentional information. Employees can better plan their benefits. They can also ask informed questions after spending time with the new materials.

⚠️ Pothole 2: Deadline Crunch

Employee benefit season for an organization can be like driving on a road with hidden potholes: If they catch you by surprise, the repercussions can do some damage. Majority of open enrollment periods begin on November 1. However, these timeframes end or extend depending on the state and employer. Anticipating these deadlines can be crucial for an employee navigating their benefit strategy – from financial planning to adding or subtracting specific health benefits. Especially when economic factors like inflation have 48% percent of workers reporting having difficulties paying for their benefits in 2023. Meanwhile, 40% said inflation made them scale back on benefits during open enrollment.²

Swerving out of the way of these potholes requires small, yet effective messaging. Consider sending emails with year-round reminders about open enrollment tips and timeframes. This not only gives employers a deadline to work toward, it allows employees more time to plan for their benefits today and next year. As a bonus, employers will learn where some of these planning potholes are the next time around. Adapting areas of improvement this year can streamline your processes next year.



Second Stop – Engagement

On the road to open enrollment, you are never riding solo. Sitting in the passenger seat are your employees, heading

toward the same destination. Ideally, your passenger can be your navigator, showing you how to avoid traffic jams and time-consuming distractions. They can also be the DJ, setting the tone for the rest of the trip based on their personal experiences. In a way, their song choices can tell you what they prefer and what they don't.

Of course, not all journeys come with the ideal conditions. A lack of employee engagement is an obstacle that grows over time. If not managed, this can manifest itself into organization-wide losses of \$450 - \$500 billion a year.³ In terms of potholes, that can be a crater to many cars. Ensure your fellow traveler is awake and at-the-ready. An engaged workforce is an effective workforce that enhances the employee enrollment experience. Watch out for the following potholes:



Pothole 3: No Feedback

You wouldn't go on a road trip without a map, right? Rather than driving wherever the wind takes you, look to your employees. Employee interaction allows employers to better understand their workforce's unique needs. An efficient way of doing this involves sending year-round email surveys to employees. This allows you to gauge efficiencies and room for improvement within the organization.

The key is to keep these surveys short, concise, and consistent. An employee's time is valuable, so make them feel like the survey is worth investing in. Utilizing feedback from former surveys can give an organization an opportunity to adapt into future solutions.



Pothole 4: Idle Ideas

A 2022 survey reveals employee engagement has dipped to 32% for employees. This, in comparison with the 18% who say they are actively disengaged, is a recipe for mistakes and miscommunication. When those surveyed say their workplace needs are unmet, it all boils down to a single idea: a desire to be heard.⁴ While surveys are a part of the solution, it's not the endgame an organization hopes for. What an employer needs are fresh ideas, so what better place to look than your own team?

If you understand the value of an employee's perspective, you're in good company. Approximately 71% of executives say employee engagement is critical to their success. Employees can be assets by finding and troubleshooting problems within an internal process. Ask for constructive feedback from your employees through surveys and open-door policies. By implementing some of their ideas the following year, you can visibly confirm they are heard and validated.



Stop 3 – Knowledge

With your time in order, and your engagement active, consider education the gas that will take you all the way to a successful enrollment period. Creating an educational environment allows employee questions to blossom. They may talk about their benefits with loved ones, even changing them for next year. In the end, it all started with easy-to-implement ideas. Here are the final potholes you'll want to avoid:



Pothole 4: Ignorance

Add lunch and learn events into your schedules as an enticing way to engage employees. These occasions can come in the form of webinars, an organization-sponsored event, and other forms of live

online content. Doing so will offer employees several avenues for them to participate at their own pace. If resources are limited, don't be afraid to ask your vendors for assistance in pulling this off.



Pothole 5: Strange Terrain

So, how do you measure this success in terms of an enrollment period? Passive enrollment bases its metrics of success on the number of logins during that four-week period.⁶ For active enrollment-participating organizations like American Fidelity, one way to analyze these metrics is by the time within the deadline employees input their benefits. For example, you can measure the amount of employees who enroll in their benefits at the start of the enrollment and compare that number to those who choose to do so near the deadline.

This can inform the engagement rates. A key indicator to look for post-enrollment is how many plans were default options (i.e. chose last year's plan, no changes, etc.). Familiarizing yourself with these stats can help navigate through unfamiliar terrains.



You've Arrived

By evaluating last year's enrollment, you can improve next year's benefit experience.

With these tips and techniques, you'll be on your way to a successful enrollment in no time.

¹<https://www.reuters.com/business/finance/three-tips-maximize-benefits-during-open-enrollment-2023-11-08/>. November 8, 2023. Accessed December 1

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Navigating a Successful Transition Between School Districts

When school business officials move to another district, how can they ensure their own success as well as that of the district?

By Cindy M. Reilmann, CPA, SFO, and John Brucato



John Brucato and the Kenmore-Tonawanda UFSD administrative team in Buffalo, New York.

PHOTO COURTESY OF KENMORE-TONAWANDA UFSD, BUFFALO, NEW YORK

We met at John’s first ASBO Editorial Advisory Committee meeting. As we got to know each other, we found out that we both had not only just changed districts, but also moved to and from districts with similar demographics.

Cindy had moved from an affluent school district in St. Charles County, Missouri, to a more impoverished district within St. Louis County. John had moved from a higher-needs district in a first-ring suburb of Buffalo, New York, to an affluent district in one of the wealthiest counties in the state: Briarcliff Manor.

While we talked, it became clear that regardless of where one comes from or the district one moves to, all school business officials should thoughtfully consider their transition experience and how to lead their new staff.

Culture and Demographics

School business officials not only must learn about the financial landscape, academic achievements, and

potential challenges of the new district, but also must understand its cultural and demographic nuances.

One valuable resource is the unions that are represented in your district. Union representatives can provide information about how well staff are paid compared with neighboring districts, how benefits are viewed, and the overall atmosphere of the district from a staff perspective.

Staff as taxpayers. Another demographic to consider is whether your staff members live in the district in which they work. Typically, teachers in mid- to higher-needs districts live in the district, as the cost of living is more affordable than in a higher-wealth district.

It can be challenging to push back on union financial asks when the union members are both staff members and taxpayers in your district. The same holds true for the broader financial picture of your district, as decisions that affect taxpayers affect your staff members’ personal bottom lines.

Basic transportation and nutrition. Both of us experienced a change in transportation programs. Cindy

moved from a district where students drove Mercedes, Lexus, and new Ford F-150s to school to a district where the transportation department runs activity routes during school breaks to ensure that students can get to athletic practices and activities, because they otherwise don't have the means to get to school.

John came from a district that bused students to more than 120 schools to accommodate private, parochial, special-education, and charter placements. There was also a larger homeless population; and in New York State, school districts may need to bus up to 50 miles each way to accommodate those students in need. Transportation is less of an issue in John's current district; it has only 13 bus runs and just a few out-of-district placements.

Cindy moved from a district that was struggling post-COVID-19 to get families to submit free and reduced-price lunch applications despite being in the Community Eligibility Program to a district where students don't always know where their next meal might come from when they are not in school.

John grappled with setting up centralized meal distribution sites for families during the COVID-19 pandemic to ensure that students could eat breakfast and lunch. This translated into an expansion of the Community Eligibility Program, allowing more students to be eligible for free lunch regardless of individual status. Briarcliff, on the other hand, operates under a Type III contract, which is essentially an à la carte service where students pay full price for all meals and the district isn't subject to federal guidelines for meals.

On "Pizza Day," an important tradition at the middle and elementary schools, the parent-teacher association hosts lunch for all students and brings in pizza from local pizzerias. Pizza Day wouldn't be possible if Briarcliff were part of the National School Lunch Program. And Briarcliffe's independence with regard to meals takes a priority over NSLP compliance and meal reimbursement. Some students qualify for free and reduced-price meals; the district absorbs those costs in its operating budget.

Understanding the culture and demographics of your new district will help you focus on your challenges and priorities while you transition to your new position. Consider when to be patient and when to be decisive. Some changes need time and buy-in from current staff, whereas other changes can be implemented immediately,



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Cindy Reilmann and staff members at Ferguson-Florissant School District in Missouri.

especially if they are needed for internal controls, compliance, or other urgent matters.

Lost in Translation

What worked well in your previous district may not translate smoothly to the new one. You may have been in your previous district for many years and implemented some strong procedures only to find that your new district lacks key systems and procedures. Don't assume that you can just implement prior district practices and procedures in your new district.

If you find that what *should be* isn't what *is*, take your time. Staff members typically don't handle large changes well so it's imperative to analyze and prioritize what differences you'd like to see in your new district. It may even be worth bringing in an internal auditor to offer an objective opinion about processes and procedures so you're not tagged as "the bad guy." Change can be incredibly effective, but also incredibly challenging.

On the Financial Side

Budgeting practices must be considered when transitioning to a new district. In John's experience, coming from a higher-needs district, a larger portion of the revenue budget came from New York State, which lessened the burden on the taxpayers. Raising taxes from year to year

wasn't usually an issue, as the tax rate was relatively low and the community was incredibly supportive.

However, at Briarcliff Manor, where the average tax bill hovers around \$30,000, any proposed raise in taxes must be carefully articulated and justified, as the taxpayers are more sensitive to any kind of increase. This isn't to say they aren't supportive—they are—but the articulation and justification of any budget increase or tax levy become more of a focal point in the budget development process.

How to Manage the Change

Just before changing districts, Cindy adopted a “Listen, Learn, Lead” approach, borrowing wisdom from leadership guru Jon Gordon. As she began working in her new district in the middle of negotiations and budget season, it was a time to listen and learn while doing the work.

If you have been a school business official for any length of time, you already know the work. Now it's time to get to know the district. John transitioned to Briarcliff Manor in August 2020, right in the middle of the pandemic. In hindsight, his was a slower transition because everyone's priority was the health and safety of the students and how to bring them back into the school buildings for instruction.

This focus allowed John to adopt more of a “boots on the ground” approach, as he was more involved in the day-to-day operations than if it were a regular school year. As difficult as pandemic times were, they allowed everyone to slow down and be more purposeful with their decision-making, giving John a bit more of an opportunity to learn the district's culture.

Transitioning effectively involves meeting with staff, setting clear expectations, and building relationships. Engage with school leaders and district leaders to understand their vision, priorities, and expectations. Approach the task with humility and openness; be receptive to the existing culture while also infusing positive change. Through effective communication and collaboration, school business officials can build strong relationships with key stakeholders.

Cindy's approach of listening, learning, and then leading is a great formula regardless of the district's characteristics. Coming in like a steamroller and implementing what you think is best rarely pan out in the long term. Your staff needs to trust you and get to know you on a personal level to understand that you're there for the district's success.

Meeting one-on-one with your staff is critical to a successful transition. You might even consider shadowing your staff to see how they perform their job duties. This approach will help you better understand their work environment and determine whether improvements or efficiencies need to be made. This time with your staff also allows you to get to know one another.

A Smooth Exit

Overall, it's not simply about learning about your staff, the district, or its policies. It's *you* who started in a new district, so take stock of who you are as a professional. Reflect on your previous years in former districts and ask yourself, “Am I someone I would want to work for?”

As you wind down at your current school district, conduct your own exit interview with yourself. Be honest and vulnerable as you reflect on your time as the school business official. Lean into what you've done well; learn from what you haven't. How were you as a leader and team member? Seek feedback from others (good and bad).

Also consider how you served your community at large. Did you understand what the needs were? This question can be tough to answer, but you will benefit by knowing how you represented the district through its operations. Getting a sense of how you were able to manage the budget and operations in relation to community needs will prepare you for success in a new district, regardless of its demographics. Being flexible and responsive is most important.

Summary of Lessons Learned

To sum up,

- **Be vulnerable.** Acknowledge the challenges and uncertainties inherent in the transition.
- **Be honest.** Conduct an honest self-evaluation, recognizing strengths and areas for improvement.
- **Be self-reflective.** Embrace self-reflection as a tool for personal and professional growth.
- **Acknowledge excellence.** Recognize and appreciate the team's strengths—and yours—fostering a positive environment.
- **Strive for continuous improvement.** Learn from past mistakes, seek feedback, and maintain a balance for ongoing development.
- **Engage the community.** Stay responsive to the community's needs, ensuring that resource allocation aligns with student priorities.
- **Embrace tools and change.** Embrace innovative tools and strategies for effective adaptation to the new district's environment.

By incorporating these lessons, you can ensure a seamless and impactful transition, leaving a positive mark on both your career and the students you serve.

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ASBO International's Future's Task Force and the Creation of "Vision 35"

By Denny Costerison, RSBO, and Melody Douglas, RSBO, SFO

The Association of School Business Officials International Board of Directors established the Future's Task Force in October 2004 to review the ASBO International priorities and programs for the next five to 10 years. One key element to be discussed was the expected change in member demographics and how ASBO must meet the challenges of the future.

The ASBO Board appointed Denny Costerison, executive director for Indiana ASBO, as the task force chair, and Pam Deering, ASBO International past president from Oklahoma, as the vice chair. The members of the task force 12 voting members and five ex-officio members were chosen based on geographic location, job responsibilities, and years of service to the school business management profession. The international community was represented by a member from Canada and a member from Argentina.

The 17 members of the task force were:

Chair: Dennis Costerison, Executive Director, Indiana ASBO, Indianapolis, IN

Vice Chair: Pam Deering, Assistant Superintendent for Fiscal Services, Midwest City, OK

Members:

Aaron Beaulieu, Associate Superintendent of Operational & Financial Services, Greenville, NC

Amador Garza, Executive Director of Facilities & Maintenance, San Antonio, TX

Brian Greene, Superintendent of Business, London, Ontario, Canada

Marilyn Hirth, Associate Professor, Purdue University, West Lafayette, IN

Jaclin Horrocks, Business Coordinator, Pottstown, PA

Darren Muci, Division Director of Operations, Wichita, KS

Susan Murai, Director of Child Nutrition Services, Marysville, CA

Carlos Patino, Business Manager, Buenos Aires, Argentina

George Perry, Executive Director, New York ASBO, Albany, NY

Kay Watson, Assistant Superintendent of Business & Finance, Shoshoni, WY

Ex Officio Members:

Melody Douglas, Chief Financial Officer, Soldotna, AK (ASBO Board Liaison to the task force)

Ronald Everett, Executive Director, Illinois ASBO, DeKalb, IL (ASBO Membership Committee Chair)

Anne Miller, Executive Director, ASBO International, Reston, VA

Jim Rowan, Chief Financial Officer, Oxford, OH (ASBO Board Liaison to the Membership Committee)

Edie Williams, Director of Finance, Warsaw, VA (ASBO Membership Committee Vice Chair)

During 2005, the task force had seven conference calls (Zoom meetings weren't an option in 2005), a two-day in-person meeting in Indianapolis, and a final meeting at the 2005 ASBO International Annual Meeting in Boston.

The task force presented the final report to the ASBO Board of Directors in December 2005. The report offered recommendations in 12 major categories:

- ASBO International's Governance Process
- Image of the School Business Official and ASBO International
- Professional Credentialing
- ASBO International Affiliates
- Annual Meeting Issues
- Multiple Tiers of Membership
- Leadership Skills
- Member Business Service Center
- Unified Dues
- Strategic Partnerships with Other Professional Associations/Organizations
- Sustainability/Revenue Generation
- Review of the Future

The task force members charged the ASBO Board of Directors with reviewing and implementing the recommendations. Since 2005, several of the recommendations have been fully accomplished, some partially; others have not moved forward. The full 2005 Future's Task Force Report, including all 36 recommendations, can be found at asbointl.org/2005Futures.

Looking Forward

The final recommendation of the task force report states: “It is recommended that ASBO International create a strategy to continue the review of its future. This report is the beginning, but to be successful in the future, ASBO International must keep an eye on the horizon.”

Under the leadership of ASBO International Executive Director Jim Rowan, CAE, SFO, the 2024 ASBO Board of Directors has approved the creation of the Vision 35 Task Force. At their January 2024 meeting, the ASBO Board charged the new task force with reviewing member needs, services, and ASBO’s future direction.

John Hutchison, ASBO’s Immediate Past President, was named the chair of the Vision 35 Task Force. Melody Douglas and Denny Costerison have been appointed by the ASBO Board as the “historians.” The membership of the task force was drawn from ASBO members who submitted applications indicating an interest in participating on the task force. We thank everyone who applied.

Members of the Vision 35 Task Force are:

John Brucato, Briarcliff Manor UFSD, NY
Jordan Ely, NW Regional ESD, OR
Chad Green, Gulf Shores City Schools, AL
Alison Goodman, Richland SD, WA
Mike Vargas, Township HSD 214, IL
Cajon Keeton, Benton Carroll Salem Local SD, OH
Ryan Baker, Commonwealth Charter Academy, PA
Brian Tomamichel, Westfield Washington Schools, IN
Candice Halifax, Huron ISD, MI
Tamara Mitchell, Joliet PSD 86, IL
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The task force began their work in March with the goal of presenting a report with recommendations to the ASBO Board of Directors after the 2024 ASBO Annual Meeting & Expo in Nashville, Tennessee, in September 2024.

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Unlike a report or monthly task, there is no “off duty” time for safety and security.

Set It and Forget It Doesn't Apply to Safety and Security

By Victor P. Hayek, EdD, SFO

I recently took my son for a haircut, and he wasn't happy with how it looked the next day. I spent hours explaining that he “needs to style it every day” before he finally understood that achieving his expectations required daily work.

That experience got me thinking about the measures we take for safety and security. Many things we do rest on time lines and calendars, such as financial reporting requirements. We understand that reports have deadlines, so we set aside time to work on them. When the report is done, we move on to the next task on our list.

However, ensuring safety and security in a school district is not an open-the-box, set-up, and walk-away task. It is a critical duty with no deadline and no end.

Those who oversee safety and security protocols for a school district must recognize how the dynamics of a school environment evolve over the course of a school year. That requires a proactive and adaptable approach to safety and security.

When I conduct school safety and security assessments, I visit a school three to six times during the year. Because so many factors affect the safety landscape, I note something different each time. When surveying your schools, here are some common factors to consider.

Student Population Changes. New enrollments or transfers can change the number of students in a school throughout the year. These changes may affect facility occupancy, classroom assignments, and emergency evacuation procedures. **Example:** The outdoor eating area has moved to accommodate attendance changes and now requires a new exit plan and path.

Social Dynamics. As the school year progresses, student relationships and group

dynamics can shift. **Example:** As children mature during the school year, they make new friends and enemies. This factor may influence the need for and positioning of campus safety officers or campus supervisors.

Seasonal Changes. Seasonal changes can bring weather-related challenges. **Examples:** Storms, flooding, or extreme temperatures may require adjusting exit plans or moving outdoor recess inside during heat waves. Roof leaks may require classrooms to shift.

Community and External Factors. Events in the local community or broader society—such as a protest, demonstration, or incident in the neighborhood—can heighten security needs. **Examples:** Recent court decisions and ongoing wars have sparked protests in some communities that spill over onto school campuses. “TikTok challenges” exemplify how social media can influence what happens in the school community.

Technology and Infrastructure. Advancements in surveillance systems, access control, and communication tools may require adjustments. **Examples:** Facial recognition software may require repositioning of cameras. When renovating school buildings, parking areas, gates, or other structures, the construction period may require temporary adjustments to security measures while the finished work is evaluated.

Health and Wellness. Hygiene, social distancing, and health monitoring may need to be implemented or adjusted in response to public health concerns. **Examples:** The COVID-19 pandemic response by school districts and the current focus on mental

health support for students and staff affect the security plan.

Policy and Legislative Changes.

Let's not forget all the hands in the education policy bag. **Examples:** Changes in local, state, or federal laws may require adjustments to existing protocols to ensure compliance. Turnover in the board of education may change the district's focus and strategy.

Training and Awareness. Checking training logs and following up with school sites are necessary to make sure that training has been completed. **Example:** Training sessions provide valuable feedback opportunities that may uncover areas for improvement in safety protocols.

Each School Is Unique

These are just a few samples of the many factors that affect school safety and security. Although it may

feel overwhelming, do not feel alone in this duty. Work with your school site administration; communication is as important as observation. Talk with the principal and visit some classrooms to speak with teachers and students; talk with campus security, custodians, and office staff as well. Observe lunch and recess, and don't forget entry and dismissal times.

Each school visit provides valuable information on what has happened since your last visit. This type of information gathering is important for continuity and underscores how each school site is unique and has different needs.

An elementary school with declining enrollment is very different from one operating at capacity. Although they may be the same size, their approaches are very different.

Last month, we talked about the need to be proactive and prepared. This month's column concludes with

a reminder that we should be adaptable and have a mindset of continuous improvement. By acknowledging these factors and implementing measures to address them, school business officials play a crucial role in supporting a safe and secure learning environment for all members of the school community. As the academic year progresses, the commitment to ensuring the well-being of students, staff, and faculty remains ongoing and unwavering.

Look for more quick reads and tidbits every month in this column. For input and feedback, or topics of interest to address please email vhayek@conejousd.org.

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Tackling the Payroll

By Maria Parry, CPA, SFO

While accounting software packages ease the processing of payroll, the experience and knowledge of the people in the office ensures an accurate process.

In addition to creating and managing a school district budget, one of the more important responsibilities of a business official is calculating and processing payroll for all district employees. In most cases, a designated employee is responsible for managing payroll and agency; however, depending on the district's size, the business official may be responsible.

This article provides a refresher or an introduction to school business officials regarding this important aspect of business office operations. (Always check with your auditor or attorney regarding advice on all payroll-related matters.)

Payroll 101

In its most simplistic format, payroll processing revolves around dates: when payroll is paid, when withholdings are paid, and when reports are due to federal and state agencies. Proper planning is the key to ensuring that no surprises arise when a pay period is due and the work has not yet started.

Employing personnel with the knowledge and experience in calculating and processing payroll can lessen the business official's stress. That may not be as easy as it sounds. While accounting software packages ease the processing aspect of payroll, the experience and knowledge of the people in the office ensure a smooth and accurate process.

Payroll processing and related agency obligations include the following actions.

Ensuring that everyone is paid correctly. On the first payroll of the year, July for 12-month employees and September for 10-month employees, compare the staff on payroll base salary amount (on the software program) with an internal worksheet prepared independently. This comparison will sift out any discrepancies between the

contractual salary and the information entered into the software. As a best practice, a similar comparison can be incorporated as part of the pay period processing checklist.

Signing off on payroll. If you do not process payroll, you should be signing off on the entire payroll folder. The folder should contain any information that relates to the pay period (day without pay docks, additional pay for stipends, overtime pay, changes to health benefits coverage, etc.) along with any ongoing payroll information (additional class pay, deductions, employees on leave).

If you process payroll, another administrator should sign off on your payroll calculations.

Cross-training employees. These post-COVID-19 pandemic years have stressed the importance of cross-training to create a seamless workspace. Although other responsibilities can sometimes be postponed, payroll processing should be completed at least 48 hours before the pay date. The absence of a key employee—without coverage—can be a potential issue. If your district does not have such a cross-training plan, now might be the time to create one.

Knowing payroll and agency-related filing deadlines and time lines is critical.

Knowing due dates and deadlines. Knowing payroll and agency-related filing deadlines and time lines is critical. For example, you should know

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- The minimum amount of time needed for an automated clearinghouse transfer to employees' accounts.
- Deadlines for paying federal taxes through the Electronic Federal Tax Payment System.
- Due dates for Form 941 (Employer's Quarterly Federal Tax Return).
- Deadlines for submitting W-2s to the Social Security Administration.
- Deadlines for submitting 1099s (nonemployee income over \$600), 1094/1095-B forms reporting to the Internal Revenue Service (IRS) individuals who have minimal essential coverage, and payroll agency withholdings.

Calculating end-of-quarter and end-of-year state and federal income tax withholding. The W-2 forms have a cover sheet (W-3) that summarizes the details on the W-2. The federal income, FICA (Federal Insurance Contribution Act), and Medicare withholdings should

be tied out to the quarterly reports submitted.

Your payroll software may have a worksheet that allows for data entry of each quarterly report with a tie-out to the W-3. This procedure is the same for state W-2 filings. If there are differences, they should be reconciled before a final report is transmitted.

Disseminating reports. For W-2s, most payroll software programs have employee portals where the reports can be electronically transmitted. Regarding former employees, even if they have access to an employee portal, you should mail them a paper copy after confirming their address.

The 1095-B reports can be electronically transmitted through employee portals and mailings to former employees. The 1099s are mailed to the individual or company.

Keeping records. Per IRS information on employment tax

recordkeeping, payroll forms should be kept for four years. A recommended best practice is to keep the files permanently.

Additionally, keep all quarterly reports and agency withholdings in either folders or binders with copies of agency checks and proper backup. Doing so will ease your annual audit.

Final Thoughts

Payroll may not have been part of your education on the path to becoming a business official; however, it is now part of your responsibility. Diving in and understanding the multiple parts of this complicated puzzle will make you a more effective school business official.

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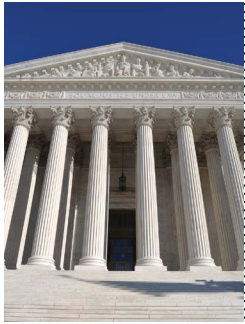
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Messages on Student Clothing: Controversy Continues

Charles J. Russo, JD, EdD

Decades after the *Tinker* opinion, schools are still confronting issues related to student clothing and freedom of expression.

The Supreme Court's 1969 opinion in *Tinker v. De Moines Independent School District* was a watershed judgment on student free speech rights. After the federal trial court in Iowa denied students' claims that the two-day-old policy their board adopted to ban them from wearing black armbands in school protesting American activity in Vietnam violated their First Amendment free speech rights, the Justices reversed in their favor.

Noting "[i]t can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate," the Supreme Court balanced the rights of public school students against the duty of educators to preserve order and discipline.

Guzick essentially modified *Tinker* by allowing dress code policies to stay in place if students have sufficient notice they are in effect before they are enforced.

The Justices explained that before officials could limit student expressive dress, policies must be motivated by "more than a desire to avoid the discomfort and unpleasantness that always accompany an unpopular viewpoint. Certainly where there is no finding and no showing that engaging in the forbidden conduct would 'materially and substantially interfere with the requirements of appropriate discipline in the operation

of the school,' the prohibition cannot be sustained."

A year after *Tinker*, the Sixth Circuit reviewed a 40-year-old policy from a high school in Ohio designed to reduce ethnic strife there. In *Guzick v. Drebus* (1970) educators forbade "all wearing of buttons, badges, scarves and other means whereby the wearers identify themselves as supporters of a cause or bearing messages unrelated to their education" based on evidence that students increasingly displayed them to express racially inflammatory messages leading to disruptions.

Acknowledging that officials enforced the policy consistently, the Sixth Circuit upheld it in *Guzick* because it helped officials to eliminate racial tensions. Although the Supreme Court refused to hear an appeal, *Guzick* essentially modified *Tinker* by allowing dress code policies to stay in place if students have sufficient notice they are in effect before they are enforced.

Litigation on Student Dress

Because post-*Tinker* litigation on student dress has largely, but not exclusively, examined political and other expression as well as sexuality, this section focuses on these representative topics. The cases reveal that when educators provide reasonable forecasts of material and substantial disruption due to messages on student clothes or possessions, courts generally defer to their judgments.

Political and Other Expression

The Sixth Circuit, in the earliest post-*Tinker* case, affirmed the suspension of a student in Tennessee who refused to discontinue wearing a Confederate flag sleeve patch in a then-recently integrated, racially tense high school (*Melton v. Young* 1972, 1973). The Fourth (*Hardwick ex rel. Hardwick v.*

Heyward 2013a, b), Fifth (*A.M. ex rel. McAllum v. Cash* 2009), Sixth (*Barr v. Lafon* 2008, 2009a, b), Eighth (*B.W.A. v. Farmington R-7 School District* 2009), Tenth (*West v. Derby Unified School District No. 260* 2000a, b), and Eleventh (*Denno v. School Board of Volusia County, Fla.* 2000a, b) Circuits upheld similar bans against depicting the Confederate Flag.

In 2003, a federal trial court in Michigan ordered high school officials to allow a student to wear a t-shirt displaying a picture of George W. Bush with the caption “International Terrorist” because it was protected symbolic speech (*Barber ex rel. Barber v. Dearborn Public Schools*, 2003). The court determined that because educators failed to prove that the shirt would have caused a substantial disruption, they violated the student’s rights by prohibiting him from wearing it at school.

The federal trial court in Vermont decided that middle school officials could prevent a student from wearing a t-shirt critical of the same President Bush and his alleged illegal drug use unless the student hid portions of the shirt that contained images depicting drugs and alcohol. The court denied the student’s request to overturn because officials acted pursuant to a policy against wearing clothes depicting images of drugs and alcohol, but directed them to expunge his disciplinary record because they violated the First Amendment (*Guiles ex rel. Lucas v. Marineau* 2004). On appeal, the Second Circuit vacated and remanded in favor of the student because the images were neither plainly offensive nor likely to cause a substantial disruption (*Guiles ex rel. Guiles v. Marineau* 2006).

In a case from Illinois, the Seventh Circuit affirmed that school officials could prevent students in a gifted program from wearing t-shirt depicting a child with a physical disability with the word “Gifties” on

the back. The court bluntly wrote that “the picture and the few words imprinted on the ... [t]-shirt are no more expressive of an idea or opinion that the First Amendment might be thought to protect than a young child’s talentless infantile drawing which [the] design successfully mimics” (*Brandt v. City of Chicago* 2007, pp. 465–466).

More recently, a federal trial court in Louisiana granted the injunction parents sought on behalf of their daughter after the superintendent, acting pursuant to a board policy, had the depiction of former President Donald Trump in her high school parking spot, for which she paid a fee, painted over (*Thomas v. Varnado* 2020). The court found that the parents established the likelihood of success on their claim that officials violated the First Amendment because the portrait was not school-sponsored, obscene, or plainly offensive.

...[E]ducators and students are often on the forefront of disagreements over free speech and expression.

A high school student, in the first of a pair of cases from Wisconsin, successfully challenged a policy banning t-shirts depicting weapons. A federal trial court concluded that the principal lacked a reasonable belief that the shirts would have created a threat of substantial disruption where one was an opinion about gun ownership, another was based on a work of art using weapons to form the letters “L-O-V-E,” and the third parodied the phrase “celebrate diversity” by referring to guns, not people (*Schoenecker v. Koopman* 2018).

Four years later, the Seventh Circuit ruled that educators violated

students’ rights by forbidding them from wearing t-shirts depicting firearms expressing support for the right to bear arms (*N.J. by Jacob v. Sonnabend* 2022). On remand, a trial court dismissed the claim as moot because the remaining student had graduated. (*A.L. by next friend Lloyd v. Bestor* 2022).

Human Sexuality

The federal trial court in Minnesota found that a principal could not order a high school student to stop wearing a t-shirt proclaiming “Straight Pride” (*Chambers v. Babitt* 2001).

The Seventh Circuit next agreed that a board in Illinois could not prevent students from wearing t-shirts with the message “Be Happy, Not Gay” because there was no reason to think they would have created substantial disruptions (*Nuxoll ex rel. Nuxoll v. Indian Prairie School District #204* 2008). The court ultimately affirmed an award of nominal damages in favor of the students (*Zamecnik v. Indian Prairie School District No. 204* 2011).

A federal trial court in Tennessee rules that high school officials could not stop a student from wearing a t-shirt displaying the message “Some People Are Gay, Get Over It” (*Young v. Giles County Board of Education* 2015). The court emphasized that because the ban was unnecessary to avoid a material and substantial interference at school, officials violated the student’s free speech rights.

Litigation emerged in California after officials suspended a high school student for wearing a t-shirt proclaiming “Homosexuality is shameful, Romans 1.27” (*Harper ex rel. Harper v. Poway Unified School District* 2004). The Ninth Circuit affirmed that officials did not violate the student’s rights to freedom of speech and religion because they could prevent him from displaying a message inconsistent with the school’s basic educational mission that included teaching tolerance.

The Supreme Court vacated the judgment as moot because the student graduated (*Harper* 2006, 2007a, b, 2009).

A student and her father in Tennessee challenged educators who directed her not to wear a t-shirt proclaiming “Homosexuality is a sin—1 Corinthians 6:9–10” (*B.A.P. v. Overton County Board of Education* 2022) and removed her from class. The court observed that the plaintiffs sufficiently alleged violations of the student’s First Amendment rights to free speech and free exercise of religion. The court rejected the claims that educators violated the student’s right to substantive due process or that she was subjected to disparate treatment.

...[T]he First Amendment does not forbid students from expressing controversial or unpopular views

Most recently, the federal trial court in Massachusetts denied the request of a sixth grader, his father, and stepmother to stop officials from enforcing the school’s dress code to forbid him from wearing a shirt reading “there are only two genders,” claiming the code was vague and overbroad. Under the policy, “[c]lothing must not state, imply, or depict hate speech or imagery that target groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other classification.... Any other apparel that the administration determines to be unacceptable to our community standards will not be allowed.” (*L.M. v. Town of Middleborough* 2023).

The court refused to disturb the policy because the plaintiffs failed to establish the likelihood of success on

merits of their claim it violated the student’s First Amendment speech rights, did not prove the potential of irreparable harm without the injunction, the balance of equities weighed against them, and public interest did not favor granting their request. The plaintiffs have appealed to the First Circuit.

Reflections/ Recommendations

Clearly, education leaders must maintain safe and orderly learning environments open and inviting to all students while safeguarding their free speech rights. Yet, in the highly charged, politicized world within which American public schools operate, educators and students are often on the forefront of disagreements over free speech and expression.

As a precursor to discussing the all but universal student dress policies in place in 93% of public school districts (Pendharkar 2022), it is important to recall that the First Amendment does not forbid students from expressing controversial or unpopular views. In fact, “[i]t is unpopular speech which needs the protection of the First Amendment. The First Amendment was designed for this very purpose” (*Beussink ex rel. Beussink v. Woodland R-IV School District* 1998).

The challenge for districts is to develop policies safeguarding the rights of all when addressing expressive messages on student clothes and possessions such as backpacks and purses. Thus, the following points may be helpful in reviewing dress policies.

1. School boards must ensure that they have clear, up-to-date dress code policies devised by teams consisting of at least a board member, the SBO, building administrators and teachers from different levels of schools, a counselor, a staff member, the board attorney, a parent, and in secondary schools, perhaps a student.

2. Because parental input and support are crucial, education leaders should consult with parent groups to gauge their support because if they are unwilling to support dress codes for their children, educators may face disputes that unnecessarily consume great deals of time, money, and energy.
3. Boards should develop clear, concise policies specifying what students can wear. Because the biggest threat to dress policies is the charge of being vague, policies must avoid such open-ended statements as “students cannot wear clothing displaying controversial messages.” Instead, if policies wish to limit such student displays as commercial messages for alcohol or tobacco products, drugs, weapons, and/or political messages, then they should say so directly.

If, for example, policies seek to limit political or other expression on clothes, they might limit students to wearing only items displaying the school’s colors and/or the name of its sports teams.

Of course, policies can grant exceptions, allowing students to wear shirts displaying messages for special events such as school plays and/or concerts.

4. Because no policy can cover every possible situation, they typically contain such catch-all language such as “this includes ... but is not limited to” Courts ordinarily defer to educators when dealing with otherwise well-crafted policies identifying the types of permissible messages because they recognize that the fact-specific nature of disputes, coupled with how rapidly fads change, make it almost impossible to set precise limits.
5. Policies should include a range of sanctions for first, second, and later offenses. For instance, a first offense might be to turn a shirt inside out or to wear it under one school officials provide. A

second offense might result in a detention. Subsequent sanctions might include parental conferences addressing why students are unwilling to cooperate.

6. Policies should also

- Be included in student and faculty handbooks, in messages to parents, and on district websites so all are aware of their content.
- Mandate professional development for teachers and staff members to remind them of the policies and to apply them consistently.
- Require educators to meet with students, either in assemblies or in classes, at the start of school years to review the rules, highlighting any changes.
- Offer general information meetings to keep parents informed.

7. Because students can be motivated by positive feedback, policies should reward those who comply with school dress codes such as by offering free lunches in cafeterias or pizza parties.

8. Educational leaders should meet annually with their teams to review and update their policies to ensure compliance with state and federal laws, regulations, and litigation. Once they update their policies, district leaders must allow sufficient lead time so all can be informed of any changes.

Conclusion

In reviewing dress policies, the key is to weigh the need for school safety against students’ First Amendment right to free expression. In preserving this delicate balance, SBOs, their boards, and other educational leaders must remain vigilant to safeguard the rights of all in their learning communities.

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Ricoh page 23

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US Retirement & Benefits Partners page 20

Get to Know Salum Stutzer

Director of Facilities and Operations
Weldon Spring, Missouri

"In the education community, a lot of changes happen through state legislature, and sometimes changes on the curriculum side of things trickle down to the operations departments."

"Make data-driven decisions. To do that, have assessments performed on all your physical infrastructure so you have metrics that inform how those systems are actually performing—not just how they might look—and how much they support the instructional environment."

"A large part of the student population was not necessarily going to pursue a traditional college degree, and we had academy programs so students could have industry-recognized credentials at graduation. It required a lot of infrastructure—culinary facilities, metal shops, athletic training centers, and arts labs, for example. Our team did a really good job of providing pathways for that population, which had a direct correlation to supporting instruction."

As part of a plan to attract, recruit, and retain top-tier instructional staff, his operations team was instrumental in helping the district transfer to a four-day instructional model with longer school days, childcare services, and fifth-day enrichment opportunities.

"As long as human beings feel like they are part of a team and contributing, people will give you their all, and the focus is more on being part of the institutional objective. I'm proud that I can count on two hands how many employees left in a six-year span, and most of those people retired."

Suggests creating an operations advisory group and spending time with the people in the trenches on a regular basis to get the pulse of the organization and generate new ideas and concepts.

Intended to study forestry and fight fires. Took a job with student affairs and within nine years was serving as associate dean of students. Moved into public schools as operations supervisor, then was recruited into facilities and purchasing positions.

Learn more about Salum Stutzer's school business story at asbointl.org/Spotlight

We believe our individual members and the connections they form are the strength of ASBO International.



CALLING ALL SCHOOL BUSINESS PROFESSIONALS WITH FIVE YEARS OR LESS IN THE FIELD!

The 2024 Emerging Leaders Scholarship program will provide **20** recipients registration for ASBO International's 2024 Annual Conference & Expo and up to **\$2,000** each to cover travel and lodging expenses.

DEADLINE:
JUNE 1, 2024

Visit asbointl.org/Scholarship
for eligibility requirements and details.

Membership with ASBO International or an ASBO affiliate is not required.

September 18- 20 | Nashville, Tennessee



GET THE WHOLE TEAM ON IT!

Turn professional development into a team sport with ASBO International District Membership. Outfit every member of your team with tools for success and become a true champion in school business.

READY TO GET STARTED?

 asbointl.org/everyone



ASBO INTERNATIONAL

District
Membership is
only **\$499**.
That is less than
the cost of two
individual
memberships!

SCHOOL BUSINESS LEADER

LEADERSHIP LESSONS FOR SCHOOL BUSINESS PROFESSIONALS

Volume 10 • Issue 2

INSIDE . . .

- K-12 COSTING TOOL
- ASBO LEADERS
- INNOVATIONS IN EDUCATION

MISSED ON THE NETWORK ACH FRAUD

What internal controls does your school district have to protect itself against fraud when transferring electronic funds to vendors? Here's some advice, shared by your peers on ASBO International's Global School Business Network.

- Require all ACH instructions/changes to be verbally verified by the business office.
- Independently verify any vendor phone numbers provided with the ACH instructions.
- Institute an ACH positive pay notification with your online banking provider/system. Configure your settings so that anything that is not already set up as an allowable account will create a flag for the business office to follow up with.
- Meet with your bank to discuss options to enhance account security and support effective internal controls; they may have recommendations or solutions. Find more helpful tips at asbointl.org/Network.



ASSOCIATION OF
SCHOOL BUSINESS OFFICIALS
INTERNATIONAL

COMMUNICATION TIPS

HOW TO SHARE BUDGET INFORMATION

When district leaders share their budgets with the community, they are educating staff, parents, and other stakeholders about the district's mission, goals, and objectives and how funds are generated and allocated. A district budget uses numbers and narrative to illustrate where the district is going financially. The challenge is translating the numbers into digestible information.

To get started with better budget communications, school business leaders (SBLs) can host regular finance meetings with the school board and community to get to know them better and enhance two-way communication.

Including basic information such as a cash flow update and a treasurer's report to help the audience understand where the district stands financially is also helpful.

SBLs should be prepared to answer questions—acknowledging questions and providing thorough and thoughtful responses shows others you value their interest and time. At the end of the meeting, set the table for the next convening and offer attendees ideas for further discussion and action.

Creating focus groups with various community members, staff, and students provides an opportunity to hear and learn from many perspectives. These groups can also be a sounding board to guide you to effectively

present certain budget information at your next public meeting.

SBLs should also use data dashboards as an information management and sharing tool. Technology and data visuals can inform internal and external stakeholders about the budget process.

For instance, an internal dashboard might combine multiple data sources to provide information that staff need about finances, purchasing, or other information, which can improve collaboration and efficiency by saving time that staff would have otherwise spent on checking multiple sources for information.

An external dashboard might share "live reporting" of financial information like budget forecasts against year-to-date actuals, as well as district demographics, graduation and dropout rates, achievement metrics, and student survey data.

Pulling data into one accessible location allows for greater transparency and provides better information to stakeholders while maximizing performance measures. Providing reliable, easily accessible data also builds community trust and buy-in too.

Looking for more ideas on improving budget communications with stakeholders? Download ASBO International's "Communicating Budget Information to Your Community Toolkit" for more tips at asbointl.org/Network.

WHAT'S THE COST OF A COMMUNITY SCHOOL?

Community schools are a powerful, evidence-based strategy that is gaining growing interest by U.S. educators, district leaders, and policymakers as a solution to help advance educational and economic opportunities and address inequities in education.

For those unfamiliar with the “community schools” approach, this strategy transforms a school into a place where educators, local community members, families, and students work together to strengthen conditions for student learning and healthy development. As partners, they organize in-school and out-of-school resources, supports, and opportunities so that young people can thrive.

When educators, families, students, and community partners share responsibility for developing the resources that address the unique needs of their schools and communities, they create conditions for working together that enable them to make transformative changes.

These conditions include building strong, trusting relationships, engaging in inclusive decision-making, and creating a thriving community where all students flourish.

It is in this environment that schools can generate optimal “whole child” conditions for student learning and development.

Community schools are designed to be responsive to the needs of their local community, and as such, they vary in the array of services and supports that are provided. Community schools are typically supported by several infrastructure elements, such as shared governance struc-

tures, continuous improvement, data systems, professional learning opportunities, strategic partnerships, and sustainable resources.

While no two community schools are alike, they share several key practices:

- Powerful student and family engagement
- Collaborative leadership and shared power and voice
- Expanded and enriched learning opportunities
- Rigorous, community-connected classroom instruction
- A culture of belonging, safety, and care
- Integrated systems of support

What would it cost to establish community schools in my district?

The Learning Policy Institute (LPI), a research organization focused on improving education by advancing evidence-based, equity focused policy and practice, worked with key partners to create a “Community Schools Costing Tool” and user guide to help school administrators with the initial planning and budgeting process to establish or expand a community school.

The Community Schools Costing Tool provides estimates of the costs of the additional resources required to transform a traditional school into a community school.

The tool allows the user to specify information about their school district, the resources presently available, the funding contributed toward the community schools initiative, and the additional desired elements for a community school, and then it yields a customized estimate of the additional funding required.

ASBO LEADERS

REFLECTIONS FROM AZ ASBO

“Leaders become great, not because of their power, but because of their ability to empower others.” —John Maxwell

Being a great leader requires more than power; it requires the skill to empower others. A great leader will create a culture that encourages and values collaboration from everyone. They empower their team to take ownership of their work, inspiring them to take the lead and be influencers.

When team members are empowered, they become highly motivated to strive for excellence, even when faced with adversity.

Great leaders are not defined by their power but by their ability to bring out greatness in those around them.

Adapted from “Reflections on Leadership” by Brian L. Mee, SFO, RSBA, MEd., Arizona ASBO September 2023 Newsletter.

The tool was developed through interviews with school practitioners and experts from a range of community schools initiatives of different sizes and in different states and contexts.

It also draws upon and is aligned with the “Essentials for Community School Transformation Framework” developed through the “Community Schools Forward” initiative.

Learn more and access the resource at <https://learning-policyinstitute.org/product/community-schools-costing-tool>.

Adapted from “Community Schools Costing Tool” by Michael Griffith, Daniel Espinoza, Dion Burns, and Emma García, Learning Policy Institute. January 2023. learningpolicyinstitute.org.

INNOVATION IN SPECIAL EDUCATION

School business professionals are always seeking innovative ways to provide higher-quality programs and services for students, especially for those with the greatest needs. Serving special education students can be challenging, but there are innovations happening in schools every day that leaders can learn from.

Below are several practices that one school business professional from The Nexus School in Kent, England, says they do in their special education school, which may provide helpful ideas for other school business professionals.

1. Improve Accessibility in Small Ways.

Something as simple as providing a canopy over the path where wheelchair-bound students offload from buses to enter the school building can make a huge difference in their school experience. Imagine how miserable those students would be if they got wet in the rain before even starting their day.

2. Invest in Multisensory Curricula.

Students with the most complex needs often have limited mobility and are nonverbal, yet research shows these cohorts learn best using whole-body senses. Multi-sensory curriculum programs like ImpACTS—which offer cognitive, practical, and multi-sensory experiences based on individual student needs and learning strategies to meet specific outcomes—may help.

In practice, each student receives an individualized program in skill areas focused on communication, cognitive skills, environmental control, technology, social and emotional well-being, and gross and fine motor skills. Sensory experiences in and outside the classroom are key to this cohort's learning.

The Nexus School partnered with a local business to lay a track down in a woodland area on its campus to enable wheelchair students to experience the sights, smells, and feel of the outdoors as part of their learning program.

3. Use Technology to Enhance Learning.

The Nexus School has three eye-gaze machines, which allow students to use eye movements to operate a large tablet-like device. Students can use the machine to communicate, play games, and learn. For severely mobile-impaired students, this technology helped them gain a sense of control they never had before. Students who would typically have to rely on their parents for everything now had ways to communicate, engage, and choose on their own, which was life changing. Special education children can achieve so much if educators find a way to unlock their potential, and technology can provide critical support.

4. Integrate Life-Skill Learning into Curricula.

Even if some students may not be able to live independently, it's important for them to learn how to perform daily tasks, like making a bed, vacuuming, using a dishwasher, cooking simple meals, and cleaning the bathroom.

FROM THE WATERCOOLER

During the production of this issue of School Business Leader, the ASBO International team is on the go, visiting affiliate conferences across North America. Meanwhile, Cristin may have gone overboard in preparing for gardening season this month, having started more than 200 seeds!



The Nexus School has a three-bedroom "Life Skills House" in which students can practice those skills. Schools shouldn't only align curricula with college readiness but also promote independence, health and well-being, business and enterprise, and community as schools prepare young people for their next steps in life.

Adapted from "Innovative Practices in Special Education" by ASBO International. School Business Affairs. May 2021, pp. 25-26.

UNLEASH YOUR INNOVATIVE LEADERSHIP POTENTIAL

Register to attend ASBO International's 2024 Eagle Institute, July 16-18, in Dearborn, MI, which will focus on "Leadership Lessons from the Stories of American Innovation." Attendees will learn innovative habits through case studies of leaders like Rosa Parks, Thomas Edison, and Henry Ford. Through interactive games, museum tours, lectures, and panel discussions, school business professionals will learn how these lessons can be applied to their roles today. Learn more at asbointl.org/EagleInstitute.

5 STATES LEAD THE WAY WITH HEALTHY SCHOOL MEALS FOR ALL

School meals play an important role in reducing childhood hunger, supporting good nutrition, and ensuring students are ready to learn. Research shows that participation in meal programs has positive outcomes for students, including:

- Improving academic achievement, attendance, and behavior.
- Decreasing food insecurity.
- Encouraging consumption of fruits, vegetables, whole grains, and milk.
- Reducing school nurse office visits.

The COVID-19 pandemic highlighted the critical role school meals play for children, and federal waivers allowing universal free meals served as a trial run for a national Healthy School Meals for All (HSMFA) program. Many students, families, educators, leaders, and other stakeholders realized they didn't want to return to pre-pandemic meal operations, which sparked grassroots momentum for HSMFA campaigns.

Unless states enacted an HSMFA policy, most schools returned to normal meal operations with a tiered pricing structure: offering meals at no charge to some students, charging a reduced-price to some, and charging others the full cost of their meals.

The Impact of Statewide HSMFA Policies

The Food Research and Action Center (FRAC), an advocacy organization focused on improving nutrition and wellbeing for people struggling against poverty and hunger, published a report on statewide HSMFA policies to assess their impact on school meal programs. "The State of Healthy School Meals for All: California, Maine, Massachusetts, Nevada, and Vermont Lead the Way," is available online at frac.org/hsmfa-report-2024. Key findings are below.

- The states that adopted HSMFA policies in SY 2022–2023—California, Maine, Massachusetts, Nevada, and Vermont—all saw an increase in meal program participation compared to pre-pandemic levels.
- Student breakfast participation increased in four of the five states. Breakfast participation has historically lagged behind lunch participation. To close this gap, schools should identify and implement innovative breakfast food service models, like breakfast in the classroom, grab and go, and second chance breakfast.
- The response to HSMFA policies has been positive, with state child nutrition agencies noting many benefits to providing school meals at no cost to all families, and public opinion polling showing broad community support.

**ROWAN THE SHIP:
NAVIGATING LEADERSHIP
WATERS WITH JIM ROWAN**

EMBRACING OUR VALUES

Value statements are a beacon that illuminates the path to organizational excellence. They are the bedrock upon which a vibrant culture of purpose and integrity can flourish.

By articulating the core principles that define our identity and drive our actions, value statements align our collective efforts and aspirations.

They instill a sense of belonging, empowerment, and accountability among team members, fostering a culture of collaboration and innovation.

Through value statements, we communicate our commitment to shared values and ethical conduct, guiding decision-making and inspiring trust. As leaders, it is our responsibility to champion them, as they not only shape our present but also pave the way for our future success.

Value statements can serve as catalysts for positive change and unwavering excellence in all that we do.

**—Jim Rowan, CAE, SFO
Executive Director
ASBO International**

School district leaders who are interested in exploring innovative ways to improve student wellness may want to consider adopting a universal meal program. With several states taking the lead, there are many exciting case studies to learn from.

Adapted from "The State of Healthy School Meals for All: California, Maine, Massachusetts, Nevada, and Vermont Lead the Way" by FRAC, February 2024. frac.org/hsmfa-report-2024.

SCHOOL BUSINESS LEADER

Volume 10, Issue 2, 2024

PUBLICATIONS POLICY

The materials published in each issue represent the ideas, beliefs, or opinions of those who write them and are not necessarily the views or policies of the Association of School Business Officials International.

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INTERNATIONAL**

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

To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'. If you do not have an email and password to log in or have forgotten it, please contact NASB at 402-423-4951 for assistance. All Dates & Locations Tentative & Subject to Change

JOIN US!

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

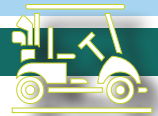
Now Hiring! NASB is hiring an IT Specialist ... visit the About Us page to learn more.



NASB Leadership Workshop - June 5-6 - Lincoln

NASB Member Golf Outing - June 12 - Kearney

Email sendorf@NASBonline.org to sign up



School Leaders & Law Conference - June 12-13 - Kearney



Call for Legislative Proposals - Due July 1

Legislative Proposals for 2025 can be submitted at any time between now and July 1 at <https://members.nasbonline.org/government-relations/legislative-proposals>

Board Candidate Workshop - July 9 - Ogallala

Board Candidate Workshop - July 10 - Hastings

Board Candidate Workshop - July 11 - Ord

Board Candidate Workshop - July 16 - Milford

ALICAP Summer Workshop - July 10 - Gering

ALICAP Summer Workshop - July 11 - Kearney

ALICAP Summer Workshop - July 12 - Lincoln

Continued on Page 2



Leadership

Innovation

Vision

Engagement

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PAGE 2



Area Membership Meetings - August & September



North Platte, Gering, Valentine, Kearney, York, Norfolk, Nebraska City, Omaha & Fremont



YOUR 2024 PLATINUM AFFILIATES

If your business would like to become an Affiliate Member of NASB, please visit: <https://members.nasbonline.org/about-us/affiliate-members>

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POLICY NO. 5114.A - Instruction- Artificial Intelligence

Bayard Public Schools acknowledges that artificial intelligence continues to emerge as a resource that may assist students with future technology and different wants of learning. However, artificial intelligence also poses a challenge to delineate the responsible use of artificial intelligence with student plagiarism. As a result, the Board of Education adopts this Policy to specifically address how the District will address academic honesty and integrity regarding a student's use of artificial intelligence/

Permissible Uses of Artificial Intelligence in School Assignments

Students may use artificial intelligence or related platforms when any of the following occurs:

1. The student receives advance permission from the teacher for the given assignment or project;
or
2. The teacher's classroom rules or expectations established artificial intelligence as a permissible resource for students to access.

Any student with questions about the use of artificial intelligence should contact their teacher in advance of using artificial intelligence to assist with any assignment. It is the responsibility of each student to understand the permissible use (if any) of artificial intelligence in a given class or a particular assignment. Students must be fully forthright and honest about their use of artificial intelligence to assist with any school assignment.

Impermissible Uses of Artificial Intelligence in School Assignments

Unless otherwise permitted by this Policy, students may not use artificial intelligence or related platforms to assist or complete any assignment, project, test, or other school-related task. The impermissible use of artificial intelligence may subject the student to discipline in accordance with the District's plagiarism policy and academic dishonesty rules.

Date of Adoption:

SCHOOL PARTNERSHIPS
'Helping educate the next workforce'

3

The 3 B's

Be Safe

Be Respectful

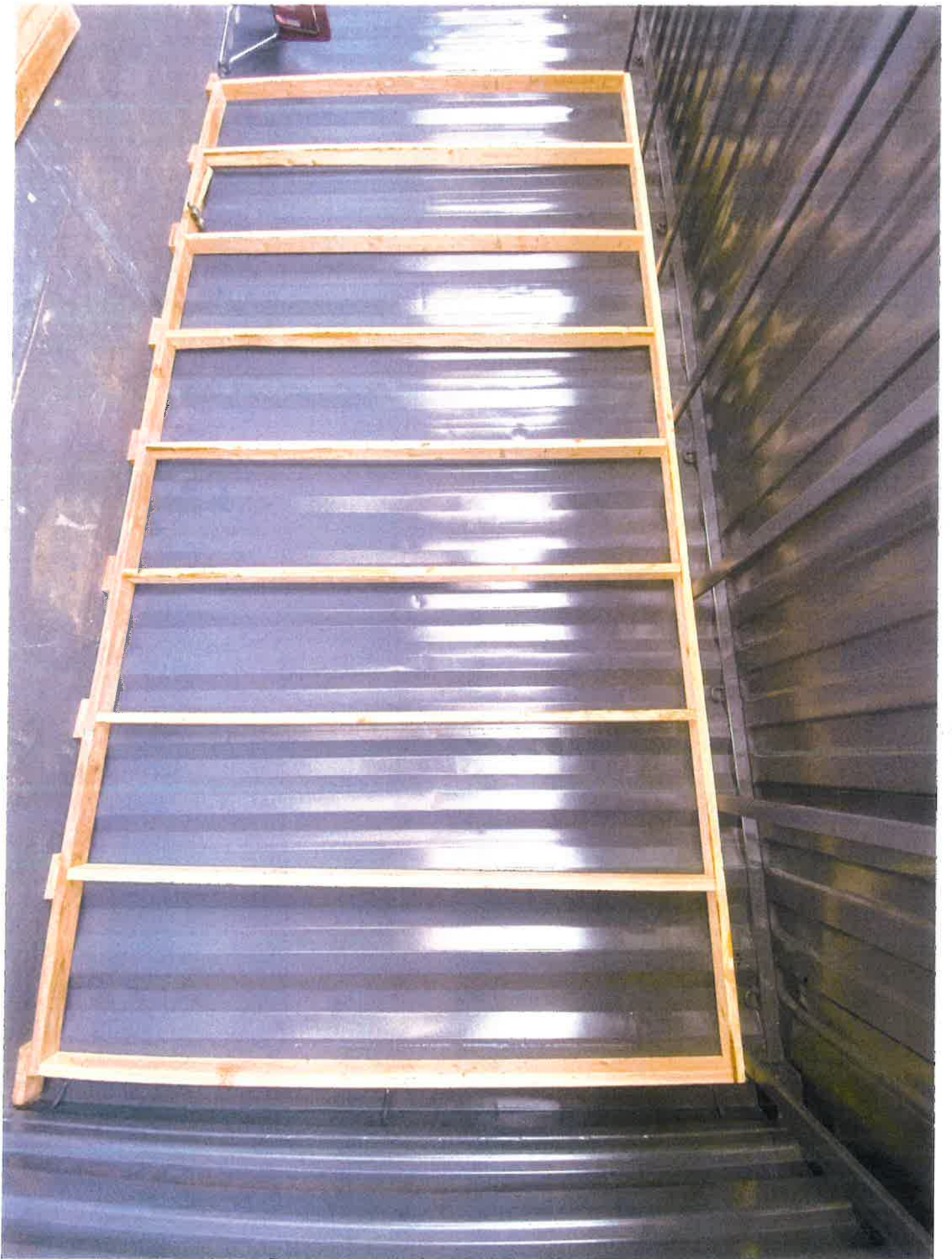
Be Responsible

SCOTTSBLUFF

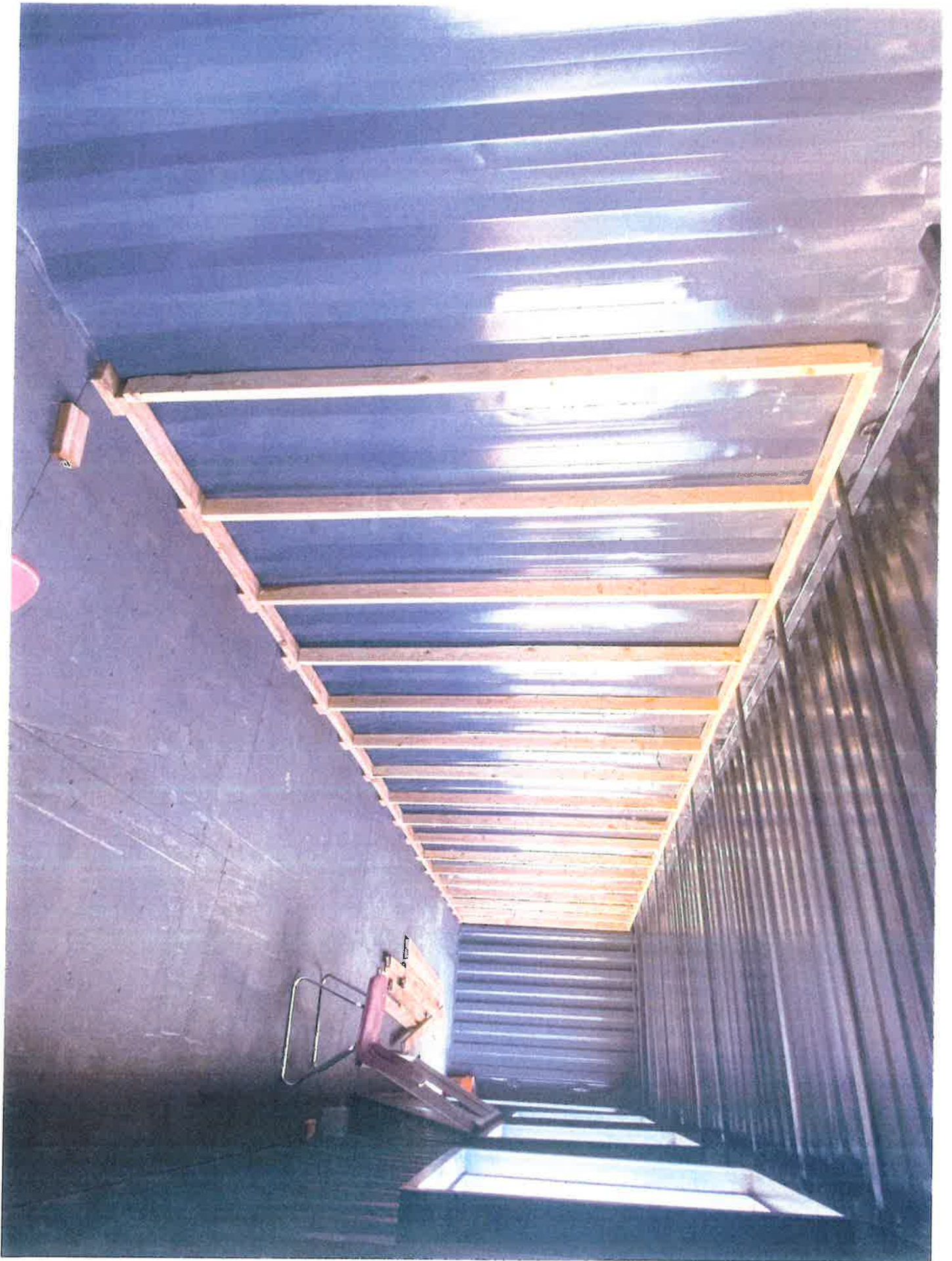
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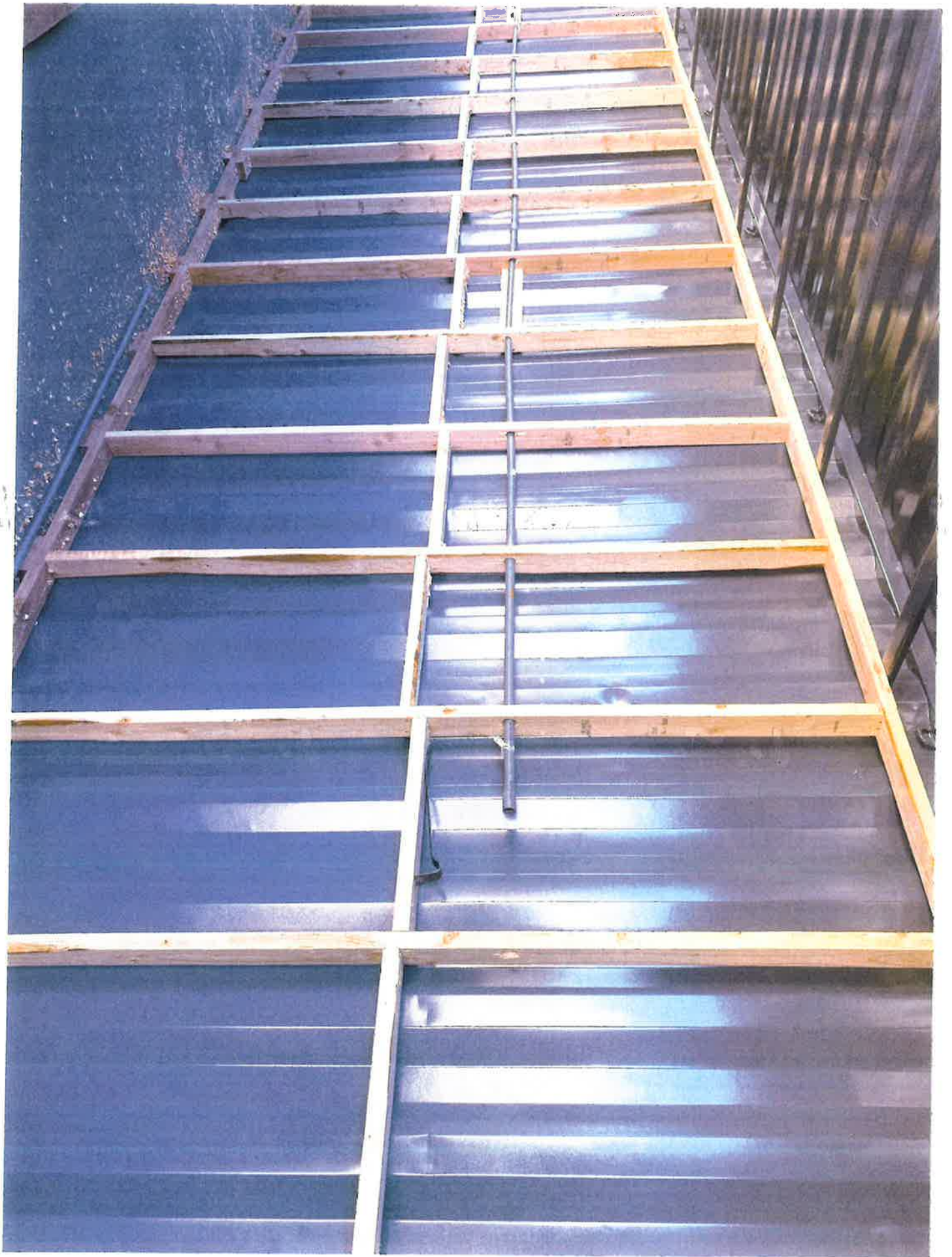


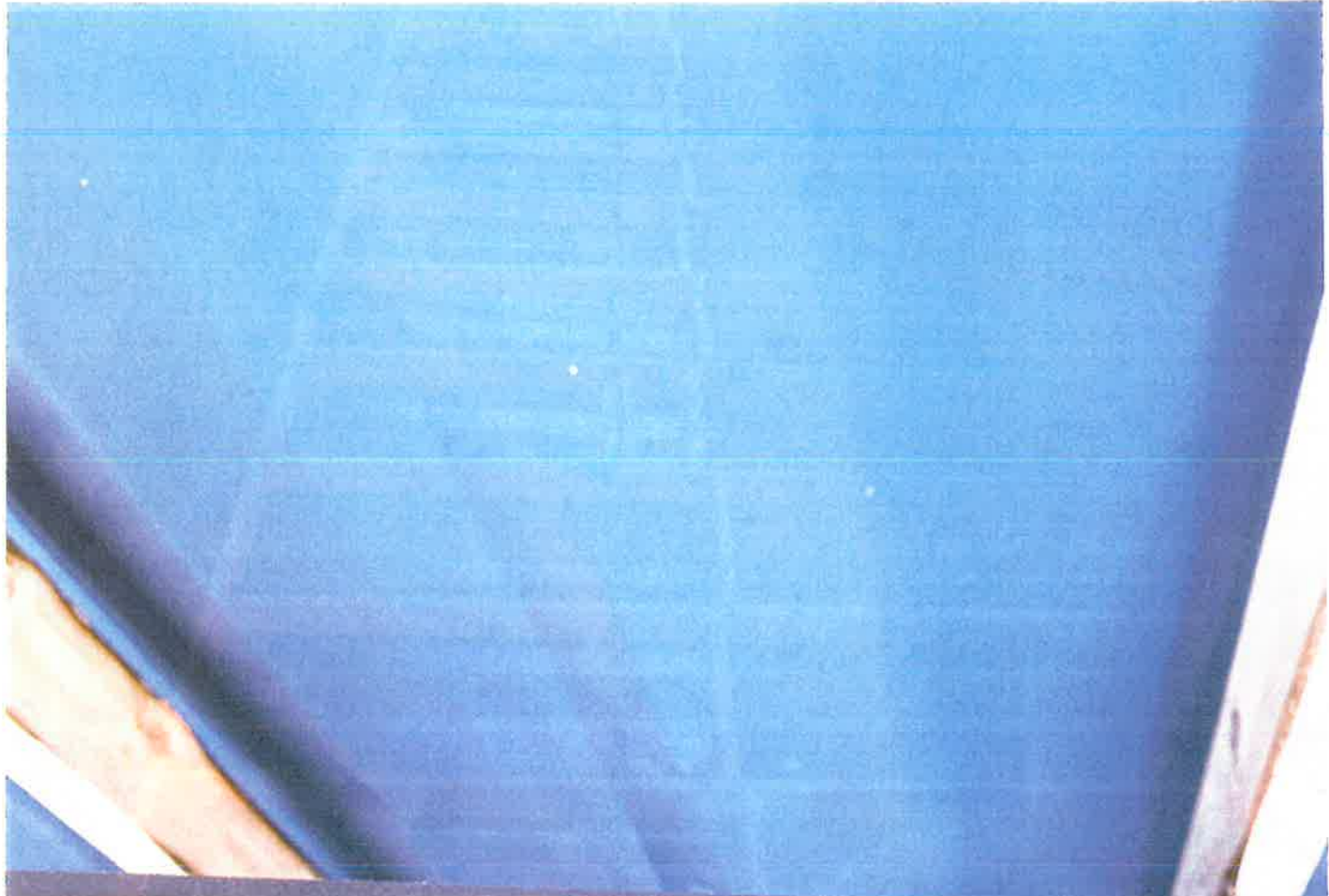












QCP 3/4" SCHEDULE 40 RIGID PVC CONDUIT







Some highlights that impact budget and relationships with neighboring districts. Please review attached total costs of staff:

- 1) Math: We have interviewed application for the 7-12 math position and have offered a contract which has been signed and returned.
- 2) Music: We have advertised for this position several times over the last couple of years and will most likely not be able to fill it in the traditional sense. We are currently exploring alternative endorsement programs to expand our potential pool of candidates.
- 3) The compensation calculations for teachers are set as per the negotiated agreement. Administration compensation is frozen. All other classified salary compensation has been reviewed by the finance committee members and recently forwarded to the entire board for review. The proposed classified compensation package takes into account duties, years of service, performance evaluations and upcoming changes concerning minimum wage.
- 4) This year we offered to pay coaches \$15.00 each direction for transporting students in a suburban or bus. We had some takers on this but not enough. If we offer them the same compensation for drive time as we do our drivers we would reduce the driver shortage and could eliminate a significant portion of the down time we currently pay bus drivers. It is my recommendation to do this as it will yield an overall savings to the district, help compensate coaches and help alleviate our driver shortage.
- 5) We have reviewed various interlocal agreements to assess actual savings.
- 6) The district has grown to the point where at the elementary it would be in our best interest to hire a speech pathologist for the 2025-26 school year. We currently pay for a 0.80 full time equivalency (FTE) speech pathologist from ESU 13. At that rate we could hire our own, control consistency of service and possibly share some of these services with a neighboring district.

The following are budget related considerations that are our periphery:

1. MAC administrative transformation concerning potential partnerships: During the April MAC meeting at ESU 13 all members were in attendance with Leyton and South Platte Zooming in. Common concerns and needs were discussed following the conclusion of the ESU meeting with a short second meeting of MAC schools discussing the pro/cons of various interlocal agreements, unifications or mergers. This was an uncomfortable but productive meeting with the prospect of a more organized meeting to be held by MAC Supts. in June to address the aforementioned concerns given the fluid nature of our legislature and anticipated tax structure. MAC President, Mr. Arent, of Potter/Dix was going to reach out to both Leyton and South Platte to share our discussion.
2. Parochial School outreach: Since February we have not met with the same degree of interest from area parochial schools. I don't see this as a rebuttal but rather administrators that are tired and focused on bringing the year to a successful end. With that said I sent the attached letter to St. Agnes, Community Christian and Valley View.

Both St. Agnes and Community Christian said they will forward it to the appropriate families.

3. Two items of interest concerning the Unicameral are the reclassification of schools based on district population and the prospect of a special session. At this time the prospect of a special session occurring soon enough to change state aid calculation decreases with every passing day. The upside of that is we have a very good idea what we are working with and how to best prepare for next year. Two evident concerns within the MAC schools were first the reclassification of schools and accreditation. With the reclassification Class 1 schools consist of those school districts with a total population of 1,500 or less and Class 2 school districts as those defined as those school districts with a total population of over 1,500 but less than 3,000. Concerning total population several of the MAC schools which are currently listed as very sparse could move from class 1 to class 2 through unification and the unified district would make decisions concerning attendance centers. Given its size by its very nature class 2 schools will be less vulnerable to change by NDE or the Unicameral due to their relative population.



Bayard Jr/Sr High Auditorium unit return fan
Quote Prepared by Marlyn Schultz
04/27/2024



PROPOSAL

Account Information

Bill To:	BAYARD PUBLIC SCHOOLS P O BOX 607 BAYARD NE USA 69334
Quote Reference Number:	1-1O8TU5J0
Project Name:	Bayard Jr/Sr High Auditorium unit return fan
Site:	BAYARD JUNIOR AND SENIOR HIGH SCHOOL 726 4TH AVE BAYARD NE 69334-2065
Branch Info:	JOHNSON CONTROLS CHEYENNE FT. COLLINS CB - 0N49
Attn:	Rodney Olson

Customer Information

Name: Rodney Olson

This proposal is hereby accepted and Johnson Controls is authorized to proceed with the work, subject to credit approval By Johnson Controls, Inc. Milwaukee, WI.

We propose to furnish the materials and/or perform the work below for the net price of: \$10,943.19

This proposal is valid through: 05/11/2024

BAYARD PUBLIC SCHOOLS

Johnson Controls Inc.

Signature: _____
 Name: _____
 Title: _____
 Date: _____
 PO: _____

Signature: _____
 Name: _____
 Title: _____
 Date: _____

Proposal Overview

Benefits/Scope of Work:

Replacement of complete assembly return fan motor that is shorted on auditorium unit.
This is a Germany made motor timeframe is 6 to 10 months availability.

Exclusions:

- 1.Labor or material not specifically described above is excluded from this proposal.
- 2.Unless otherwise stated, any and all overtime labor is excluded from this proposal.
- 3.Applicable taxes or special freight charges are excluded from this proposal

(IMPORTANT): This proposal incorporates by reference the terms and conditions which are attached to this document. All work is to be performed Monday through Friday during normal Johnson Controls, Inc. (JCI) business hours unless otherwise noted. This proposal, or any accepted alternates, are hereby accepted by Customer, and JCI is authorized to proceed with the work; subject, however, to credit approval by JCI, Milwaukee, Wisconsin.

TERMS AND CONDITIONS

By accepting this proposal, Customer agrees to be bound by the following terms and conditions:

1. SCOPE OF WORK. This proposal is based upon the use of straight time labor only. Plastering, patching, and painting are excluded. Disinfecting of chiller condenser and cooling tower water systems and components for biohazards, such as but not limited to Legionella, are excluded unless otherwise specifically stated in this agreement. In-line duct and piping devices, including, but not limited to valves, dampers, humidifiers, wells, taps, flow meters, orifices, etc., if required hereunder to be furnished by JCI, shall be distributed and installed by others under JCI's supervision but at no additional cost to JCI. Customer agrees to provide JCI with required field utilities (electricity, toilets, drinking water, project hoist, elevator service, etc.) without charge. JCI agrees to keep the job site clean of debris arising out of its own operations. Customer shall not back charge JCI for any costs or expenses without JCI's written consent. Unless specifically noted in the statement of the scope of work or services undertaken by JCI under this agreement, JCI's obligations under this agreement expressly exclude any language or provision of the agreement elsewhere contained which may authorize or empower the Customer to change, modify, or alter the scope of work or services to be performed by JCI and shall not operate to compel JCI to perform any work relating to Hazards or Biohazards, such as but not limited to Legionella, without JCI's express written consent.

2. INVOICE AND PAYMENTS. JCI may invoice Customer monthly for all materials delivered to the job site or to an off-site storage facility and for all work performed on-site and off-site. Customer shall pay JCI at the time Customer signs this agreement an advance payment equal to [10%] of the contract price, which advance payment shall be credited against the final payment (but not any progress payment) due hereunder. Unless otherwise agreed to by the parties, payment is due to JCI upon Customer's receipt of JCI's invoice. Such payment is a condition precedent to JCI's obligation to perform any work under this agreement. Invoices shall be paid by Customer via electronic delivery via EFT/ACH. Invoicing disputes must be identified by Customer in writing within 21 days of the date of the invoice. Payment of any disputed amounts are due and payable upon resolution of such dispute. Customer acknowledges and agrees that timely payments of the full amounts listed on invoices is an essential term of this Agreement and Customer's failure to make payment in full when due is a material breach of this Agreement. Customer further acknowledges that if there is any amount outstanding on an invoice; it is material to JCI and will give JCI, without prejudice to any other right or remedy, the right to, without notice: (i) suspend, discontinue or terminate performing any services and/or withhold further deliveries of equipment and other materials, terminate or suspend any unpaid software licenses, and/or suspend JCI's obligations under or terminate this Agreement; and (ii) charge Customer interest on the amounts unpaid at a rate equal to the lesser of one and one half (1.5) percent per month or the maximum rate permitted under applicable law, until payment is made in full. JCI's election to continue providing future services does not, in any way diminish JCI's right to terminate or suspend services or exercise any or all rights or remedies under this Agreement. JCI shall not be liable for any damages, claims, expenses, or liabilities arising from or relating to suspension of services for non-payment. In the event that there are exigent circumstances requiring services or the JCI otherwise performs services at the premises following suspension, those services shall be governed by the terms of this Agreement unless a separate contract is executed. If Customer disputes any late payment notice or JCI's efforts to collect payment. Customer shall immediately notify JCI in writing and explain the basis of the dispute. Customer will pay all of JCI's reasonable collection costs (including legal fees and expenses). In the event of Customer's default, the balance of any outstanding amounts will be immediately due and payable. Lien waivers will be furnished upon request, as the work progresses, to the extent payments are received.

3. MATERIALS. If the materials or equipment included in this proposal become temporarily or permanently unavailable for reasons beyond the control and without the fault of JCI, then in the case of such temporary unavailability, the time for performance of the work shall be extended to the extent thereof, and in the case of permanent unavailability, JCI shall (a) be excused from furnishing said materials or equipment, and (b) be reimbursed for the difference between the cost of the materials or equipment permanently unavailable and the cost of a reasonably available substitute therefore.

4. EQUIPMENT WARRANTY. JCI warrants that equipment manufactured or labeled by JCI shall be free from defects in material and workmanship arising from normal usage for a period of one year. No warranty is provided for third-party products and equipment installed or furnished by JCI. Such products and equipment are provided with the third party manufacturer's warranty to the extent available, and JCI will transfer the benefits, together with all limitations, of that manufacturer's warranty to Customer. All transportation charges incurred in connection with the warranty for equipment and/or materials not installed by JCI shall be borne by Customer. These warranties shall not extend to any equipment that has been abused, altered, misused or repaired by Customer or third parties without the supervision of and prior written approval of JCI, or if JCI serial numbers or warranty date decals have been removed or altered. Customer must promptly report any failure of the equipment to JCI in writing. Unless agreed to in writing by the parties, any technical support, assistance, or advice ("Technical Support") provided by JCI, such as suggestions as to design use and suitability of the equipment and products for the Customer's application, is provided in good faith, but Customer acknowledges and agrees that JCI is not the designer, engineer, or installer of record. Any Technical Support is provided for informational purposes only and shall not be construed as a representation or warranty, express or implied, concerning the proper selection, use, and/or application of the equipment and products. Customer assumes exclusive responsibility for determining if the equipment and products supplied by JCI are suitable for its intended application and all risk and liability, whether based in contract, tort or otherwise, in connection with its application and use of the equipment and products.

5. LIMITED WARRANTY. JCI warrants its workmanship or that of its agents (Technicians) in relation to installation of equipment for a period of ninety (90) days from date of installation. Customer shall bear all labor costs associated with replacement of failed equipment still under JCI's equipment warranty or the original manufacturer's warranty, but outside the terms of this express labor warranty. All warranty labor shall be executed on normal business days during JCI normal business hours. These warranties do not extend to any equipment which has been repaired by others, abused, altered, or misused in any way, or which has not been properly and reasonably maintained. THESE WARRANTIES ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESSED OR IMPLIED, INCLUDING BUT NOT LIMITED TO THOSE OF MERCHANTABILITY AND FITNESS FOR A SPECIFIC PURPOSE. UNDER NO CIRCUMSTANCES SHALL JCI BE LIABLE FOR ANY SPECIAL, INDIRECT, OR CONSEQUENTIAL DAMAGES ARISING FROM OR RELATING TO ANY DEFECT IN MATERIAL OR WORKMANSHIP OF EQUIPMENT OR THE PERFORMANCE OF SERVICES. JCI makes no and specifically disclaims all representations or warranties that the services, products, software or third party product or software will be secure from cyber threats, hacking or other similar malicious activity, or will detect the presence of, or eliminate, treat, or mitigate the spread, transmission, or outbreak of any pathogen, disease, virus or other contagion, including but not limited to COVID 19.

6. LIABILITY. To the maximum extent permitted by law, in no event shall JCI and its affiliates and their respective personnel, suppliers and vendors ("JCI Parties") be liable to you or any third party under any cause of action or theory of liability even if advised of the possibility of such damages, for any: (a) special, incidental, consequential, punitive, or indirect damages; (b) lost profits, revenues, data, customer opportunities, business, anticipated savings, or goodwill; (c) business interruption; or (d) data loss or other losses arising from viruses, ransomware, cyber-attacks or failures or interruptions to network systems. In any case, the entire aggregate liability of the JCI Parties under this proposal for all damages, losses, and causes of action (whether in contract, tort (including negligence), or

otherwise) shall be limited to the amounts payable to JCI hereunder.

7. FAR. JCI supplies "commercial items" within the meaning of the Federal Acquisition Regulations (FAR), 48 CFR Parts 1-53. As to any customer order for a U.S. Government contract, JCI will comply only with those mandatory flow-downs for commercial item and commercial services subcontracts listed either at FAR 52.244-6, or 52.212-5(e)(1), as applicable.

8. TAXES. The price of this proposal does not include duties, sales, use, excise, or other taxes, unless required by federal, state, or local law. Customer shall pay, in addition to the stated price, all taxes not legally required to be paid by JCI or, alternatively, shall provide JCI with acceptable tax exemption certificates. JCI shall provide Customer with any tax payment certificate upon request and after completion and acceptance of the work.

9. DELAYS. JCI shall not be liable for any delay in the performance of the work resulting from or attributed to acts of circumstance beyond JCI's control, including but not limited to; acts of God, fire, riots, labor disputes, conditions of the premises, acts or omissions of the Customer, Owner, or other Contractors or delays caused by suppliers or subcontractors of JCI, etc.

10. COMPLIANCE WITH LAWS. JCI shall comply with all applicable federal, state, and local laws and regulations, and shall obtain all temporary licenses and permits required for the prosecution of the work. Licenses and permits a permanent nature shall be procured and paid for by the Customer.

11. PRICING. JCI may increase prices upon notice to the Customer to reflect increases in material and labor costs. Prices for products covered by this Agreement may be adjusted by JCI, upon notice to Customer at any time prior to shipment and regardless of Customer's acceptance of JCI's proposal or quotation, to reflect any increase in JCI's cost of raw materials (e.g., steel, aluminum) inability to secure Products, changes or increases in law, labor, taxes, duties, tariffs or quotas, acts of government, any similar charges, or to cover any extra, unforeseen and unusual cost elements. This Agreement is entered into with the understanding that the services to be provided by JCI are not subject to any local, state, or federal prevailing wage statute. If it is later determined that local, state, or federal prevailing wage rates apply to the services to be provided by JCI, JCI reserves the right to issue a modification or change order to adjust the wage rates to the required prevailing wage rate. Customer agrees to pay for the applicable prevailing wage rates.

12. DISPUTES. JCI shall have the sole and exclusive right to determine whether any dispute, controversy or claim arising out of or relating to the Agreement, or the breach thereof, shall be submitted to a court of law or arbitrated. The laws of Delaware shall govern the validity, enforceability, and interpretation of this Agreement, without regard to conflicts of law principles thereof, and the exclusive venue for any such litigation or arbitration shall be in Milwaukee, Wisconsin. The parties waive any objection to the exclusive jurisdiction of the specified forums, including any objection based on forum non conveniens. In the event the matter is submitted to a court, JCI and Customer hereby agree to waive their right to trial by jury. In the event the matter is submitted to arbitration by JCI, the costs of arbitration shall be borne equally by the parties, and the arbitrator's award may be confirmed and reduced to judgment in any court of competent jurisdiction. If JCI prevails in any collection action. Buyer will pay all of JCI's reasonable collection costs (including legal fees and expenses). Except as provided below, no claim or cause of action, whether known or unknown, shall be brought by either party against the other more than one year after the claim first arose. Claims not subject to the one-year limitation include claims for unpaid: (1) contract amounts, (2) change order amounts (approved or requested) and (3) delays and/or work inefficiencies.

13. INSURANCE. Insurance coverage in excess of JCI's standard limits will be furnished when requested and required. No credit will be given or premium paid by JCI for insurance afforded by others.

14. INDEMNITY. The Parties hereto agree to indemnify each other from any and all liabilities, claims, expenses, losses or damages, including attorney's fees which may arise in connection with the execution of the work herein specified and which are caused, by the negligent act or omission of the indemnifying Party.

15. CUSTOMER RESPONSIBILITIES. Customer is solely responsible for the establishment, operation, maintenance, access, security and other aspects of its computer network ("Network") and shall supply JCI secure Network access for providing its services. Products networked, connected to the internet, or otherwise connected to computers or other devices must be appropriately protected by Customer and/or end user against unauthorized access. Customer is responsible to take appropriate measures, including performing back-ups, to protect information, including without limit data, software, or files (collectively "Data") prior to receiving the service or products.

16. FORCE MAJUERE: JCI shall not be liable, nor in breach or default of its obligations under this Agreement, for delays, interruption, failure to render services, or any other failure by JCI to perform an obligation under this Agreement, where such delay, interruption or failure is caused, in whole or in part, directly or indirectly, by a Force Majeure Event. A "Force Majeure Event" is a condition or event that is beyond the reasonable control of JCI, whether foreseeable or unforeseeable, including, without limitation, acts of God, severe weather (including but not limited to hurricanes, tornados, severe snowstorms or severe rainstorms), wildfires, floods, earthquakes, seismic disturbances, or other natural disasters, acts or omissions of any governmental authority (including change of any applicable law or regulation), epidemics, pandemics, disease, viruses, quarantines, or other public health risks and/or responses thereto, condemnation, strikes, lock-outs, labor disputes, an increase of 5% or more in tariffs or other excise taxes for materials to be used on the project, fires, explosions or other casualties, thefts, vandalism, civil disturbances, insurrection, mob violence, riots, war or other armed conflict (or the serious threat of same), acts of terrorism, electrical power outages, interruptions or degradations in telecommunications, computer, network, or electronic communications systems, data breach, cyber-attacks, ransomware, unavailability or shortage of parts, materials, supplies, or transportation, or any other cause or casualty beyond the reasonable control of JCI. If JCI's performance of the work is delayed, impacted, or prevented by a Force Majeure Event or its continued effects, JCI shall be excused from performance under the Agreement. Without limiting the generality of the foregoing, if JCI is delayed in achieving one or more of the scheduled milestones set forth in the Agreement due to a Force Majeure Event, JCI will be entitled to extend the relevant completion date by the amount of time that JCI was delayed as a result of the Force Majeure Event, plus such additional time as may be reasonably necessary to overcome the effect of the delay. To the extent that the Force Majeure Event directly or indirectly increases JCI's cost to perform the services, Customer is obligated to reimburse JCI for such increased costs, including, without limitation, costs incurred by JCI for additional labor, inventory storage, expedited shipping fees, trailer and equipment rental fees, subcontractor fees, compliance with vaccination requirements or other costs and expenses incurred by JCI in connection with the Force Majeure Event.

17. SAFETY, HEALTH AND HAZARDOUS MATERIALS. The Parties hereto agree to notify each other immediately upon becoming aware of an inspection under, or any alleged violation of the, Occupational Safety and Health Act relating in any way to the project or project site. ACM /Hazardous Materials: Customer shall supply JCI with any information in its possession relating to the presence of asbestos-containing materials ("ACM") or hazardous materials at any of its facilities where JCI's undertakes any Work or Services that may result in the disturbance of ACM or hazardous materials. JCI shall not be responsible for abatement and/or removal and disposal of hazardous materials or ACM. If either Customer or JCI becomes aware of or suspects the presence of ACM or hazardous materials that may be disturbed by JCI's Work or Services, JCI shall immediately stop all work until such ACM or hazardous or unsafe condition is rectified by Owner and Owner so notifies JCI in writing that work can safely be resumed, based on test conducted by a licensed testing organization. Timetables for delivery of JCI's products or services and the contract price shall be adjusted appropriately for any associated delay.

18. ONE-YEAR CLAIMS LIMITATION. No claim or cause of action, whether known or unknown, shall be brought against JCI more than one year after the claim first arose. Except as provided for herein, JCI's claims must also be brought within one year. Claims for unpaid contract amounts are not subject to the one-year limitation.

19. DIGITAL ENABLED SERVICES.; DATA. If JCI provides Digital Enabled Services under this Agreement, these Digital Enabled Services require the collection, transfer and ingestion of building, equipment, system time series, and other data to JCI's cloud-hosted software applications. Customer consents to and grants JCI right to collect, ingest and use such data to enable JCI and its affiliates and agents to provide, maintain, protect, develop and improve the Digital Enabled Services and JCI products and services. Customer acknowledges that, while Digital Enabled Services generally improve equipment performance and services, Digital Enabled Services do not prevent all potential malfunction, insure against all loss, or guarantee a certain level of performance. Customer shall be solely responsible for the establishment, operation, maintenance, access, security and other aspects of its computer network ("Network"), shall appropriately protect hardware and products connected to the Network and will supply JCI secure Network access for providing its Digital Enabled Services. As used herein, "Digital Enabled Services" mean services provided hereunder that employ JCI software and related equipment installed at Customer facilities and JCI cloud-hosted software offerings and tools to improve, develop, and enable such services. Digital Enabled Service may include, but are not limited to, (a) remote servicing and inspection, (b) advanced equipment fault detection and diagnostics, and (c) data dashboarding and health reporting. If Customer accesses and uses Software that is used to provide the Digital Enabled Services, the Software Terms (defined below) will govern such access and use.

20. JCI DIGITAL SOLUTIONS. Use, implementation, and deployment of the software and hosted software products ("Software") offered under these terms shall be subject to, and governed by, JCI's standard terms for such Software and Software related professional services in effect from time to time at www.johnsoncontrols.com/techterms (collectively, the "Software Terms"). Specifically, the JCI General EULA set forth at www.johnsoncontrols.com/buildings/legal/digital/generaleula governs access to and use of software installed on Customer's premises or systems and the JCI Terms of Service set forth at www.johnsoncontrols.com/buildings/legal/digital/generaltos govern access to and use of hosted software products. The applicable Software Terms are incorporated herein by this reference. Other than the right to use the Software as set forth in the Software Terms, JCI and its licensors reserve all right, title, and interest (including all intellectual property rights) in and to the Software and improvements to the Software. The Software that is licensed hereunder is licensed subject to the Software Terms and not sold. If there is a conflict between the other terms herein and the Software Terms, the Software Terms shall take precedence and govern with respect to rights and responsibilities relating to the Software, its implementation and deployment and any improvements thereto. Notwithstanding any other provisions of this Agreement, unless otherwise agreed, the following terms apply to Software that is provided to Customer on a subscription basis (i.e., a time limited license or use right), (each a "Software Subscription"): Each Software Subscription provided hereunder will commence on the date the initial credentials for the Software are made available (the "Subscription Start Date") and will continue in effect until the expiration of the subscription term noted in the applicable statement of work, order or other applicable ordering document. At the expiration of the Software Subscription, such Software Subscription will automatically renew for consecutive one (1) year terms (each a "Renewal Subscription Term"), unless either party provides the other party with a notice of non-renewal at least ninety (90) days prior to the expiration of the then-current term. To the extent permitted by applicable law, Software Subscriptions purchases are non-cancelable, and the sums paid nonrefundable. Fees for Software Subscriptions shall be paid annually in advance, invoiced on the Subscription Start Date and each subsequent anniversary thereof. Customer shall pay all invoiced amounts within thirty calendar days after the date of invoice. Payments not made within such time period shall be subject to late charges as set forth in the Software Terms. Unless otherwise agreed by the parties in writing, the subscription fee for each Renewal Subscription Term will be priced at JCI's then-applicable list price for that Software offering. Any use of Software that exceeds the scope, metrics or volume set forth in this Agreement and applicable SOW will be subject to additional fees based on the date such excess use began.

21. Privacy. JCI as Processor. Where JCI factually acts as Processor of Personal Data on behalf of Customer (as such terms are defined in the DPA) the terms at www.johnsoncontrols.com/dpa ("DPA") shall apply. **JCI as Controller:** JCI will collect, process and transfer certain personal data of Customer and its personnel related to the business relationship between it and Customer (for example names, email addresses, telephone numbers) as controller and in accordance with JCI's Privacy Notice at <https://www.johnsoncontrols.com/privacy>. Customer acknowledges JCI's Privacy Notice and strictly to the extent consent is mandatorily required under applicable law, Customer consents to such collection, processing and transfer. To the extent consent to such collection, processing and transfer by JCI is mandatorily required from Customer's personnel under applicable law, Customer warrants and represents that it has obtained such consent.

22. ASSIGNMENT. This Agreement is not assignable by the Customer except upon written consent of JCI first being obtained. JCI shall have the right to assign this Agreement, in whole or in part, or to subcontract any of its obligations under this Agreement without notice to Customer.

23. TERMINATION. If JCI's performance of its obligations becomes impracticable due to obsolescence or unavailability of systems, equipment, or products (including component parts and/or materials) or because the JCI or its supplier(s) has discontinued the manufacture or the sale of the equipment and/or products or is no longer in the business of providing the services, JCI may terminate this Agreement, or the affected portions, at its sole discretion upon notice to Customer. JCI may terminate this Agreement, or the affected portions, at its sole discretion upon notice to the Customer if JCI's performance of its obligations are prohibited because of changes in applicable laws, regulations or codes.

24. ENTIRE AGREEMENT. This proposal, upon acceptance, shall constitute the entire agreement between the parties and supersedes any prior representations or understandings. Customer acknowledges and agrees that any purchase order issued by Customer in connection with this Agreement is intended only to establish payment authority for Customer's internal accounting purposes and shall not be considered to be a counteroffer, amendment, modification, or other revision to the terms of this Agreement. No term or condition included or referenced in Customer's purchase order will have any force or effect and these terms and conditions shall control. Customer's acceptance of any Services shall constitute an acceptance of these terms and conditions. Any proposal for additional or different terms, whether in Customer's purchase order or any other document, unless expressly accepted in writing by JCI, is hereby objected to and rejected.

25. CHANGES. No change or modification of any of the terms and conditions stated herein shall be binding upon JCI unless accepted by JCI in writing.

CUSTOMER ACCEPTANCE

In accepting this Agreement, Customer agrees to the terms and conditions contained herein including those on the following page(s) of this Agreement and any attachments or riders attached hereto that contain additional terms and conditions. It is understood that these terms and conditions shall prevail over any variation in terms and conditions on any purchase order or other document that Customer may issue. Any changes requested by Customer after the execution of this Agreement shall be paid for by the Customer and such changes shall be authorized in writing. **ATTENTION IS DIRECTED TO THE LIMITATION OF LIABILITY, WARRANTY, INDEMNITY AND OTHER CONDITIONS CONTAINED IN THIS AGREEMENT.**

Pricing is based upon the following billing and payment terms: Invoices will be delivered via email, payment due upon receipt, and invoices are to be paid via ACH bank transfer. Johnson Controls ACH/EFT bank transfer details will be forth coming upon contractual agreement.

This offer shall be void if not accepted in writing within thirty (30) days from the date first set forth above.

To ensure that JCI is compliant with your company's billing requirements, please provide the following information:

PO is required to facilitate billing: NO: This signed contract satisfies requirement

YES: Please reference this PO Number: _____

AR Invoices are accepted via e-mail: YES: E-mail address to be used: _____

NO: Please submit invoices via mail NO: Please submit via _____



*Scan the QR Code to see new offerings

PREVENTATIVE MAINTENANCE SERVICE REPORT



Service Request Number: 1-132743648203
Service Request Type: PSA
Service Request Sub-Type: Scheduled Service
Status: Scheduled
Requestor: Rodney Olson
Agreement Reference: 1-132540275477

JOHNSON CONTROLS CHEYENNE FT. COLLINS CB - 0N49
 2600 Old Happy Jack Rd
 Cheyenne, WY 82001-5846
 (866) 300-0522

Service Site:
 BAYARD JUNIOR AND SENIOR HIGH SCHOOL
 BAYARD JUNIOR AND SENIOR HIGH SCHOOL
 726 4th Ave
 Bayard, NE 69334-2065

Bill To:
 BAYARD PUBLIC SCHOOLS
 1180551
 P O BOX 607
 BAYARD, NE 69334

Service Requested:	
Preventive Maintenance	

Equipment Serviced For This Request:			
Asset	Customer Tag	Serial Number	Type of Service
2410100	RTU Band	5 VJ84078-01	Comp (Cooling) - RTU, with Econo - 7
2410100	RTU Band	5 VJ84078-01	Condenser Coil Cleaning - 21
2410105	Auditorium - McQuay Unit	G	Comp (Cooling) - RTU, with Econo - 9 Yes
2410105	Auditorium - McQuay Unit	G	Condenser Coil Cleaning - 23 Yes
3201408	Choir Classroom	0973077090	Comp (Cooling) - RTU, with Econo - 6
3201408	Choir Classroom	0973077090	Condenser Coil Cleaning - 20
2410055	Commons Area		Comp (Cooling) - RTU, with Econo - 7
2410055	Commons Area		Condenser Coil Cleaning - 21
2410104	Concession Area		Comp (Cooling) - RTU, with Econo - 6
2410104	Concession Area		Condenser Coil Cleaning - 20
3201415	ELECTRIC PANEL MECH ROOM		PNEUMATIC LOGIC TIME CONTROL INSPECTION - 1
3201414	Mcquay 60T chiller		Comp - Chiller, Air Cooled, Reciprocating - 1 Yes
3201414	Mcquay 60T chiller		Condenser Coil Cleaning - 1 Yes

For Questions Regarding Service, Please Contact:
 Version: Release # PHL 3

Tabatha Scott

(866) 300-0522



PREVENTATIVE MAINTENANCE SERVICE REPORT



Service Request Number: 1-132743648203
Service Request Type: PSA
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Status: Scheduled

Requestor: Rodney Olson
Agreement Reference: 1-132540275477

JOHNSON CONTROLS CHEYENNE FT. COLLINS CB - 0N49
 2600 Old Happy Jack Rd
 Cheyenne, WY 82001-5846
 (866) 300-0522

Equipment Serviced For This Request:	Asset	Customer Tag	Serial Number	Type of Service	Tasking Complete
	2410053	Old Locker Room - Boys		Comp (Cooling) - RTU, with Econo - 6	Yes
	2410053	Old Locker Room - Boys		Condenser Coil Cleaning - 20	
	2410054	Old Locker Room - Girls	2321016581	Comp (Cooling) - RTU, with Econo - 6	Yes
	2410054	Old Locker Room - Girls	2321016581	Condenser Coil Cleaning - 20	Yes
	3201395	PUMP-SML Circ Boiler		Comprehensive - Pump, Circulating - 1	
	2410120	PUMP-SML Circ Chiller		Comprehensive - Pump, Circulating - 1	Yes
	2410119	PUMP-SML System 1		Comprehensive - Pump, Circulating - 1	
	2410118	PUMP-SML System 2		Comprehensive - Pump, Circulating - 1	
	1-2XPOWOB	RTU - AAON 1 - South		Comp (Cooling) - RTU, with Econo - 7	
	1-2XPOWOB	RTU - AAON 1 - South		Condenser Coil Cleaning - 21	Yes
	1-2XPOWOG	RTU - AAON 2 - North	200904-ANGM05327	Comp (Cooling) - RTU, with Econo - 7	
	1-2XPOWOG	RTU - AAON 2 - North	200904-ANGM05327	Condenser Coil Cleaning - 21	
	1-2XPOWOJ	RTU - AAON 3 - 100% Freshair Classroom	200904-AMGF48059	Comp (Cooling) - RTU, with Econo - 6	
	1-2XPOWOJ	RTU - AAON 3 - 100% Freshair Classroom	200904-AMGF48059	Condenser Coil Cleaning - 20	
	1-2XPOWOM	RTU - AAON 4 - North		Comp (Cooling) - RTU, with Econo - 6	
	1-2XPOWOM	RTU - AAON 4 - North		Condenser Coil Cleaning - 20	Yes
	1-2XPOWOP	RTU - AAON 5 - South		Comp (Cooling) - RTU, with Econo - 6	
	1-2XPOWOP	RTU - AAON 5 - South		Condenser Coil Cleaning - 20	
	1-2XPOWOS	RTU - AAON 6 - New Locker Rooms		Comp (Cooling) - RTU, with Econo - 6	
	1-2XPOWOS	RTU - AAON 6 - New Locker Rooms		Condenser Coil Cleaning - 20	

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Tabatha Scott

For Questions Regarding Service, Please Contact:
 Version: Release # PHL 3






PREVENTATIVE MAINTENANCE SERVICE REPORT

Service Request Number: 1-132743648203
Service Request Type: PSA
Service Request Sub-Type: Scheduled Service
Status: Scheduled
Requestor: Rodney Olson
Agreement Reference: 1-132540275477

JOHNSON CONTROLS CHEYENNE FT. COLLINS CB - 0N49
 2600 Old Happy Jack Rd
 Cheyenne, WY 82001-5846
 (866) 300-0522

Equipment Serviced For This Request:	Asset	Customer Tag	Serial Number	Type of Service	Tasking Complete
	2410056	Weight Room Hallway	F481400847	Comp (Cooling) - RTU, with Econo - 6	
	2410056	Weight Room Hallway	F481400847	Condenser Coil Cleaning - 20	
	2410103	Welding Shop Classroom	R89239C042	Comp (Cooling) - RTU, with Econo - 6	
	2410103	Welding Shop Classroom	R89239C042	Condenser Coil Cleaning - 20	
	2410102	Woodshop Classroom McQuay	5VJ84079-03	Comp (Cooling) - RTU, with Econo - 7	
	2410102	Woodshop Classroom McQuay	5VJ84079-03	Condenser Coil Cleaning - 21	
	2410058	Woodshop Work Area	5VJ 84079-03	Comp (Cooling) - RTU, with Econo - 7	
	2410058	Woodshop Work Area	5VJ 84079-03	Condenser Coil Cleaning - 21	
	3201400	small split - computer room		Comp - Comp Room Unit, with Remote Condenser - 2	

Service Provided:	Work Performed	By
04/24/2024	Auditorium unit, changed return filters and washed outside filters, inspect blower motors and return motors, Right return motor is shorted and has been out of service for some time. Inspect electrical terminals and tightened. Checked condenser fan motors and washed condenser coils, checked crankcase heaters. Cycled unit and checked operation of each circuit. Complete 	Marlyn Schultz
Accepted by Rodney Olson		Activity Number 1-1P0VMSBN

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Version: Release # PHL 3

Tabatha Scott

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PREVENTATIVE MAINTENANCE SERVICE REPORT



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JOHNSON CONTROLS CHEYENNE FT. COLLINS CB - 0N49
 2600 Old Happy Jack Rd
 Cheyenne, WY 82001-5846
 (866) 300-0522

Service Provided:	Work Performed	By
05/02/2024	Older boys/girls locker, inspected filters, checked blower motors, checked operation of cooling and heating cycle, inspected condenser coils and condenser fan motors. Cleaned wash condenser coils on old boys and girls locker room, cleaned wash coils on AAON #1. Inspection on chiller pump, checked coupling, inspect for leaks, check electrical starter, Comp. on chiller will be later, two pipe system and they have not switched over.	Marilyn Schultz
05/03/2024	Accepted by Rodney Olson	Marilyn Schultz
05/06/2024	Activity Number 1-1P0VMSJ8 Activity Number 1-1P0VTGMA	Marilyn Schultz
05/09/2024	Activity Number 1-1OZC52RV Activity Number 1-1P0VMSEN	Marilyn Schultz

Materials Used:	Qty	UOM	Description
Activity #			

Tool Charges: **Disposal, Environmental & Usage Charges *** **Fuel Surcharge:** **Miscellaneous:**
Zone/Trip/Truck Charges: **Shipping /Handling Charges:** **Per Diem:**

* Disposal, Environmental & Usage Charges may include one or more of the following: miscellaneous electrical, pneumatic, welding supplies, hardware materials, cleaning supplies, or refrigerant reclaim disposal.

For Questions Regarding Service, Please Contact:
Version: Release # PHL 3
Tabatha Scott
(866) 300-0522





PREVENTATIVE MAINTENANCE SERVICE REPORT

Service Request Number: 1-132743648203
Service Request Type: PSA
Service Request Sub-Type: Scheduled Service
Status: Scheduled

Requestor: Rodney Olson
Agreement Reference: 1-132540275477

Requestor: Rodney Olson
Agreement Reference: 1-132540275477

JOHNSON CONTROLS CHEYENNE FT. COLLINS CB - 0N49
 2600 Old Happy Jack Rd
 Cheyenne, WY 82001-5846
 (866) 300-0522

Refrigerant Tracking:									
Activity #	Action Taken	Type	Amount	Asset ID	Customer Tag	Serial Number	Model Number	Leak Location	Leak Rate
No Refrigerant Activity Recorded To Date									

Condition Assessment:									
Date	Condition	Customer Tag	Technician	Condition Notes	Solution and Benefit				
04/15/2021	Acceptable	PUMP-SML Circ Boiler	Siebel Administrator	None					
04/15/2021	Acceptable	PUMP-SML System 2	Siebel Administrator	None					
04/15/2021	Acceptable	PUMP-SML System 1	Siebel Administrator	None					
04/15/2021	Acceptable	PUMP-SML Circ Chiller	Siebel Administrator	None					
04/21/2021	Alert	Choir Classroom	Siebel Administrator	Blower housing has vibration, do to blower motor mounting bracket wore out of blower housing	Age of unit, replace unit				
04/21/2021	Acceptable	RTU Band	Siebel Administrator	None					
04/21/2021	Alert	Auditorium - McQuay Unit	Siebel Administrator	Circuit two has bad compressor,	Replace compressor or of age of unit, replace unit				
04/22/2021	Acceptable	RTU - AAON 1 - South	Siebel Administrator						
04/22/2021	Acceptable	RTU - AAON 2 - North	Siebel Administrator						
04/22/2021	Acceptable	Commons Area	Siebel Administrator	Condenser fan motor are noisy bearing wear	Replace				
04/22/2021	Acceptable	Woodshop Work Area	Siebel Administrator						
04/22/2021	Acceptable	Woodshop Classroom McQuay	Siebel Administrator						

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Service Request Number: 1-132743648203
Service Request Type: PSA
Service Request Sub-Type: Scheduled Service
Status: Scheduled
Requestor: Rodney Olson
Agreement Reference: 1-132540275477

Condition Assessment:						
Date	Condition	Customer Tag	Technician	Condition Notes	Solution and Benefit	
04/26/2021	Acceptable	small split - computer room	Siebel Administrator			
04/26/2021	OOS / Obsolete	Concession Area	Siebel Administrator	This is out of service	Replace unit	
04/28/2021	Acceptable	Mcquay 60T chiller	Siebel Administrator			
04/28/2021	Acceptable	RTU - AAON 3 - 100% Freshair Classroom	Siebel Administrator			
04/28/2021	Acceptable	RTU - AAON 4 - North	Siebel Administrator			
04/28/2021	Acceptable	RTU - AAON 5 - South	Siebel Administrator			
04/28/2021	Acceptable	RTU - AAON 6 - New Locker Rooms	Siebel Administrator			
04/28/2021	Acceptable	Old Locker Room - Boys	Siebel Administrator			
04/28/2021	Acceptable	Old Locker Room - Girls	Siebel Administrator			
04/28/2021	Acceptable	Weight Room Hallway	Siebel Administrator			
04/29/2021	Acceptable	Welding Shop Classroom	Siebel Administrator			

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Service Order Warranty Terms and Conditions

PARTS WARRANTY:

Johnson Controls, Inc. (JCI) warrants that original equipment, parts or components manufactured or labeled by JCI shall be free from defects in material and workmanship under normal usage and proper installation and maintenance for a period of one (1) year from the date of shipment. Equipment, parts or components not manufactured or labeled by JCI shall carry a warranty from defects in material and workmanship under normal usage and proper installation and maintenance for a period of ninety (90) days from the date of shipment. Notwithstanding the foregoing, in the event JCI is reasonably able to identify a warranty for a period longer than the ninety (90) days applicable to equipment, parts or components not manufactured or labeled by JCI, it will assign all assignable rights under such warranty to Customer and reasonably cooperate in the enforcement of any warranty claim. Recertified or replacement parts installed on equipment and still under the original equipment manufacturer's warranty are covered for ninety (90) days or the remainder of the original equipment manufacturer warranty period, whichever is longer. For large tonnage chillers, JCI will warrant under normal usage and proper installation and maintenance for a period of one (1) year from the date of shipment: screw compressors, motors, control panels and components, VFD's and components and Liquid Cooled Solid State Starters and components. For small tonnage chillers, JCI will warrant under normal usage and proper installation and maintenance for a period of one (1) year from the date of shipment: scroll compressors, condenser coils, control panels and components, screw compressors (DXS and Mustang), and fan motors. In the event of a valid warranty claim, the Customer's remedy shall, at JCI's sole discretion and subject to the exclusions herein, be limited to repair or replacement of the subject equipment, part or component conditioned upon the return to JCI of any defective equipment, part or component. This Parts Warranty does not cover any shipping, handling or transportation charges or any associated labor costs.

LABOR WARRANTY:

Johnson Controls, Inc. (JCI) warrants its workmanship or that of its agents in relation to installation of materials for a period of ninety (90) days from date of installation or with respect to service work for a period of ninety (90) days from the date of service. Customer acknowledges that re-performance shall be its exclusive and only remedy with regards to any services provided by JCI. Customer shall bear all labor costs associated with the repair or replacement of failed material that is outside the scope of this express labor warranty. All warranty labor shall be executed during JCI normal business hours.

These warranties do not extend to any equipment which has been repaired by others, abused, altered, or misused in any way, or which has not been properly and reasonably maintained.

THESE WARRANTIES ARE IN LIEU OF ALL OTHER WARRANTIES, EXPRESSED OR IMPLIED, INCLUDING BUT NOT LIMITED TO THOSE OF MERCHANTABILITY AND FITNESS FOR A SPECIFIC PURPOSE. UNDER NO CIRCUMSTANCES SHALL JCI BE LIABLE FOR ANY SPECIAL, INDIRECT, OR CONSEQUENTIAL DAMAGES ARISING FROM OR RELATING TO ANY DEFECT IN MATERIAL OR WORKMANSHIP OF EQUIPMENT OR THE PERFORMANCE OF SERVICES.

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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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Demonstrates a deep understanding of quality instruction and consistently promotes effective instructional programs and high expectations for student learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 District goals are systemically aligned throughout the district with a focused plan for student achievement and school improvement supported by resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Leads and supports the use of data informed instruction for administrators and teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Monitors and reviews the effectiveness of curriculum and instruction and their alignment with state standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Ensures that all staff have district-specific professional development that directly enhances their performance and improves student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7 Sets self-improvement goals and applies learning from professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Implements personnel procedures, recruitment and employee performance programs to hire and retain the best qualified teachers, administrators and personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Aligns and adjusts resources accordingly to meet district priorities and annual goals/objectives operating within budget and fiscal guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Effectively works with district bargaining units and actively seeks to improve bargaining outcomes that best serve students and the district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Keeps the board regularly informed with data, reports, and information which enables them to make effective timely decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Interprets and executes the intent of board policies, and advises the board on the need for new and/or revised policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Works collaboratively with the board to shape district vision, mission, and goals with measurable objectives of high expectations for student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Works collaboratively with staff and community members to secure resources and effective partnerships to support district goals and student success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Establishes effective communication within the district and promotes positive interpersonal relations among staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Creates an atmosphere of trust and respect with staff, families, and community members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 Regularly attends events and visibly engages the school community and the community at large	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Maintains a caring and professional relationship with staff, grounded in shared district values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Demonstrates appreciation for, and sensitivity to, the diversity of the school community, and respects divergent opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Demonstrates efforts to close the achievement gap across all demographics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Demonstrates a high level of self-awareness and improves upon professional practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Operations, Resource & Personnel Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Board Governance & Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Communication & Community Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. Ethical Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Goals					
1. Annual Goal #1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Annual Goal #2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Annual Goal #3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Superintendent's Name: _____

Academic Year: _____

Board Members: _____

***Superintendent's Signature:** _____

Date: _____

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

Date: _____

1000 Series - Community

POLICY NO.1000 - PRINCIPLES AND OBJECTIVES FOR COMMUNITY RELATIONS

Successful education programs require the support of the school district community. The board addresses the importance of the role of the school district community in the school district in this series of the policy manual. The board recognizes this support is dependent on the school district community's understanding of participation in the efforts, goals, problems and programs of the school district.

In this section, the board sets out its policies defining its relationship with the school district community. In striving to obtain the support of the school district community, the board will:

- Provide access to school district records;
- Inform the school district community of the school district's goals, objectives, achievements, and needs;
- Invite the input of the school district community; and
- Encourage cooperation between the school district and the school district community.

Adopted 8-12-02

Reviewed: 1-11-10, 7-10-17, 5-13-19, 9-14-20, 5-10-21

POLICY NO.1001 - CRISIS MANAGEMENT COMMUNICATIONS

A school crisis may occur at any time, may take various shapes, and may hit with varying degrees of severity. The superintendent is directed to develop a School Communications Crisis Procedure to manage information more effectively and to ensure the crisis will be managed more effectively.

The procedure should include the following provisions:

1. Designation of a crisis spokesperson and description of the spokespersons duties;
2. Preparation to be taken before a crisis for dealing with the media;
3. Procedures for contacting various groups such as emergency response units, employees, parents, and the media;
4. Procedures for developing and releasing a public statement soon after the initiation of the crisis; and
5. Procedures for developing a public statement or report following the conclusion of the crisis.

Adopted: 8-12-02

Reviewed: 1-11-10, 7-10-17, 5-13-19, 9-14-20, 5-10-21

POLICY NO.1002 - COMMUNITY RESOURCE PERSONS AND VOLUNTEERS

The board recognizes the valuable resource it has in the members of the school district community. When possible and in concert with the education program, members of the school district community, may be asked to make presentations to the students or to assist employees in duties other than teaching. The school district may officially recognize the contributions made by volunteers.

Recruitment, training, utilization, and the maintenance of records for the purposes of insurance coverage or recognition of school district volunteers are responsibilities of the superintendent.

Adopted: 8-12-02

Reviewed: 1-11-10, 7-10-17, 5-13-19, 9-14-20, 5-10-21

POLICY NO.1003 - VISITORS TO SCHOOL

The board encourages parents and other district citizens to visit the school and classrooms at any time to observe the work of students, teachers and other employees. All visitors, which includes persons other than employees or students, must notify the principal or principal designee of their presence in the facility upon arrival and request authorization to visit elsewhere in the building.

Persons who wish to visit a classroom while school is in session are asked to notify the principal and obtain approval from the principal prior to the visit so appropriate arrangements can be made and so class disruption can be minimized. Teachers and other employees shall not take time from their duties to discuss matters with visitors.

Visitors shall conduct themselves in a manner fitting to their age level and maturity and with mutual respect and consideration for the rights of others while attending school events. Visitors failing to conduct themselves accordingly may be asked to leave the premises. The board and administration will not tolerate any person or persons whose presence disturbs classes or school activities or hinders the instructional process. Children who wish to visit school must be accompanied by a parent or responsible adult.

It shall be the responsibility of employees to report inappropriate conduct. It shall be the responsibility of the superintendent and principals to take the action necessary to cease the inappropriate conduct. If the superintendent or principals are not available a school district employee shall act to cease the inappropriate conduct.

The Board discourages using the school as a site for parents without custody to visit their children. The principal may deny the parent without custody the opportunity to deliver packages, gifts, messages, etc., to the child and/or to see the child during the school day without the approval of the custodial parent or legal guardian. In this paragraph, "without custody" means the parent lacks joint legal custody under Nebraska law. School officials are encouraged make reasonable efforts to allow parent visitations when presented with a valid court order specifying plans for such visitation.

The district may restrict the use of its buildings and grounds or restrict access to school property by issuing no trespassing commands and/or stay away/no trespassing letters when deemed necessary by the superintendent when any individual or group:

1. is determined to present a risk to the safety of others,
2. presents a disruption to the learning environment,

3. fails to follow proper check-in and identification procedures, or
4. does not have a legitimate purpose to be present on school grounds or activities.

In the event a person prohibited by this or other board policies is on district property or is attending a district-sponsored event, the superintendent or building principal will tell the person he or she must leave and will notify the person they are not permitted back on district property, except if their presence is required by the district. The superintendent or building principal may contact the proper legal authorities if necessary to enforce this policy and may file a report or sign a complaint on behalf of the district.

Denying Access to School Premises or Activities

Restrictions on the use of school buildings and grounds may be implemented by administrative action. The Board gives all district and building administrators and their designees authority to implement and enforce restrictions on access to school property and to issue no trespassing commands and stay away/no trespassing letters. Such action shall be taken consistent with constitutional and other legal rights.

All district and building administrators and their designees shall have full power and authority to direct any individual or group to leave school grounds and stay away where such individual or group:

1. has failed to comply with identification or check-in procedures;
2. has been determined by such administrators or designees to not have a legitimate school purpose to be on school grounds;
3. has disrupted the educational environment;
4. has been unreasonably boisterous;
5. has caused or attempted to cause damage to school property or to the property of any student or school employee;
6. has caused or attempted to cause personal injury to any student, school employee, or other person on school grounds or at an activity on or off school grounds;
7. has used vulgar, profane, or demeaning language;
8. has used fighting words; or
9. been determined by such administrators or designees to present a risk to the safety of building users or a risk of disruption to the educational program, including without limitation, registered sex offenders persons who have been convicted of serious crimes of violence, or persons who have been convicted of the unlawful sale of drugs (particularly if the sale was to students or other minors).

A directive to stay off school grounds may, in the discretion of the administrator giving the directive, be of either determinate or indeterminate length. The administrator shall have the authority to fix the time when, and the conditions under which, the offending person may return to school premises. A refusal to leave or stay away as directed will be considered trespassing and shall be reported by the administrators or their designees to proper law enforcement authorities.

Registered Sex Offenders

The State of Nebraska has determined that perpetrators of certain sex crimes pose a continuing threat to society as a whole even after completion of their criminal sentences. Recognizing that the safety and welfare of students is of paramount importance, the Bayard Public Schools Board of Education hereby declares that, except in limited circumstances, the premises of Bayard Public Schools will be off limits to registered sex offenders.

Rights of Parents on the Sex Offender Registry

Definition: For purposes of this policy the term "parent" means a parent, guardian, or person who stands in loco parentis to a student enrolled at Bayard Public Schools.

In the event that a registered sex offender is the parent of a child attending the Bayard Public Schools, an administrator shall be authorized to modify this policy's restrictions to permit the parent to drop off and pick up the child from school and to come onto campus to attend parent-teacher conferences, IEP conferences, and student related activities that may include but are not limited to sporting events, concerts, etc. However, such a sex offender may not linger on or about school property and may be required to be escorted by an administrator.

This policy does not impose a duty upon any school administrator or any other employee of the Bayard Public Schools to review the sex offender registry and the school system's directory information to ascertain whether a registered sex offender may have a child in the Bayard Public Schools system. The provisions of this policy shall apply only if an administrator actually becomes aware that a parent of a student is a registered sex offender.

To facilitate voluntary compliance with this policy, school administrators are encouraged to speak with any affected parents upon learning of their status as sex offenders to communicate the restrictions of this policy. At all times, the administrator shall endeavor to protect the privacy of the offender's child.

Legal Reference: NE Statute 79-8,100
Neb. Statute 28-520 to 522

Adopted: 8-12-02

Reviewed: 1-11-10

Revised: 2-8-16, 7-10-17, 5-13-19, 9-14-20, 5-10-21

POLICY NO.1004 - PUBLIC CONDUCT ON SCHOOL PREMISES

No person on district property will:

- Injure or threaten to injure another;
- Damage the property of another or of the district;
- Violate parking regulations;
- Drive a vehicle in an unsafe manner;
- Impede, delay or otherwise interfere with the orderly conduct of the district's educational program or any other activity taking place on district property which has been authorized by the Board, superintendent, principal or other authorized administrator;
- Enter any portion of district premises at any time for purposes other than those which are lawful and authorized by district officials;
- Possess an unauthorized loaded or unloaded firearm or any other instrument used as a dangerous or deadly weapon as defined in law and Board policy;
- Consume, sell, give or deliver unlawful drugs including drug paraphernalia and alcoholic beverages;
- Smoke or use tobacco products in other than a designated smoking area;
- (Wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other things which are evidence of membership or affiliation in any gang. use speech or commit any act or omission in furtherance of the interest of any gang or gang activity. A "gang" is defined as a group that identifies itself through the use of a name, unique appearance or language including hand signs, claiming of geographical territory or the espousing of a distinctive belief system that frequently results in criminal activity;)
- Willfully violate other district rules and regulations designed to maintain public order on school property.

Spectators are permitted to attend extracurricular activities only as guests of the school district, and, accordingly as a condition of such permission, they must comply with the school district's rules and policies. Spectators will not be allowed to interfere with the enjoyment of the students participating, other spectators or with the performance of employees and officials supervising the extracurricular activity. Spectators, like the student participants, are expected to display mature behavior and sportsmanship. The failure of spectators to do so is not only disruptive but embarrassing to the students, the school district, and the entire community.

To protect the rights of students to participate without fear of interference, and to permit the sponsors and officials of extracurricular activities to perform their duties without interference, the following provisions are in effect.

- Abusive, verbal or physical conduct of spectators directed at participants, officials or sponsors of extracurricular activities or at other spectators will not be tolerated.
- Verbal or physical conduct of spectators that interferes with the performance of students, officials, or sponsors of extracurricular activities will not be tolerated.
- The use of vulgar or obscene language directed at students, officials or sponsors participating in an extracurricular activity or at other spectators will not be tolerated.

If a spectator at an extracurricular activity becomes physically or verbally abusive, uses vulgar or obscene language, or in any way impedes the performance of an activity, the spectator may be removed from the event by the individual in charge of the event and the superintendent may recommend the exclusion of the spectator at future extracurricular activities.

Upon recommendation of the superintendent, the board shall cause a notice of exclusion from extracurricular activities to be sent to the spectator involved. The notice shall advise the spectator of the school district's right to exclude the individual from school district activities and events and the duration of the exclusion. If the spectator disobeys the school district's order, law enforcement authorities will be contacted and asked to remove the spectator. If a spectator has been notified of exclusion and thereafter attends an extracurricular activity, the spectator shall be advised that his/her attendance will result in prosecution.

Persons having no legitimate purpose or business on district property or violating or threatening to violate the above rules may be ejected from the premises and/or referred to law enforcement officials.

Adopted: 8-12-02

Reviewed: 1-11-10, 7-10-17, 5-13-19, 9-14-20, 5-10-21

POLICY NO. 1005 - DISTRIBUTION OR POSTING OF MATERIALS

The board recognizes that students, employees, parents or citizens may want to distribute materials within the school district that are noncurricular. Noncurricular materials to be distributed must be approved by the building principal and meet certain standards prior to their distribution.

It shall be the responsibility of the superintendent, in conjunction with the building principals to draft administrative regulations regarding this policy.

Materials shall be reviewed based on legitimate educational concerns. Such concerns include: the material is or may be defamatory; the material is inappropriate based on the age, grade level and/or maturity of the reading audience; the material is poorly written, inadequately researched, biased or prejudiced; the material contains information that is not factual; the material is not free of racial, ethnic, religious or sexual bias; or the material contains advertising that violates public school laws, rules and/or policy, is deemed inappropriate for students or that the public might reasonably perceive to bear the sanction or approval of the district.

The superintendent or designee shall determine distribution procedures for noncurricular materials. Such procedures may include:

Distribution to each student before or after class if materials are not directly related to the instructional goals;

Notification to students or parents of the availability of the materials in a specified location if this procedure is deemed less disruptive to the educational process; or

Solicitation of school-related groups such as parent organizations to distribute materials

The practice of distributing pamphlets, booklets, flyers, brochures and other similar materials shall be periodically reviewed to ensure that the volume of requests has not become an interruption to the educational process.

The facilities, the staff or the students of the district shall not be used in any manner to advertise or promote commercial, cultural, organizational or other nonschool interests except that the district may:

Utilize films and other instructional aids furnished by private sources when the advertising content is reasonable in the judgment of the building principal;

Cooperate through announcements and distribution of program material with nonprofit community organizations that supplement the school program when such cooperation will not interfere with the school program;

Permit participation on a student option basis in essay, art, science, and similar contests sponsored by outside interests when such activities parallel the curriculum and contribute to the educational program;

Release promotional material for nonschool athletic and cultural events only through appropriate school departments;

Accept, (but not actively solicit) limited advertising on extracurricular activity schedules and programs at the discretion of the principal of the school involved;

Permit other exceptions when, in the judgment of the superintendent, students of the district will benefit. The superintendent may, at his/her option refer specific cases to the board for decision.

Signs and Banners: Signs and banners will be allowed in or upon buildings and other district facilities only with the prior written approval of the building principal with consideration for the health, safety and welfare of staff and students.

The following guidelines shall be applied in considering requests to display signs or banners:

Signs and banners on sticks require special authorization;

Signs and banners fastened to any structure of a building or structures immediately adjacent to an open space shall not be allowed without specific prior written permission;

Signs and banners presenting recognizable health or safety hazards are prohibited;

Signs and banners presenting false information shall be prohibited.

Approved: 6-14-10

Reviewed: 7-10-17, 5-13-19, 9-14-20, 5-10-21

POLICY NO. 1006 - VOLUNTEERS IN THE SCHOOLS

The use of volunteers within the school program enhances the educational process both for students and for the community. Volunteers may provide additional support in the classroom, promote community-school cooperation in facilitating the learning process and provide resource persons for the district who have expertise in various areas.

Building principals shall make the final determination whether an interested community member will serve as a volunteer. The safety and well being of the students, staff and volunteers of the district is the chief concern. Therefore, the district may conduct criminal background checks on all volunteers who work directly with and/or have access to students. Background checks, if completed, will be conducted prior to the first time the individual volunteers work with the students and the district reserves the right to conduct additional background checks periodically thereafter.

Individuals will not be permitted to serve as a volunteer if there is a restraining order/protection order in place between the volunteer and any student or staff member of Bayard Public Schools.

School volunteers shall be expected to abide by all applicable laws, district polices and administrative procedures when performing their responsibilities. All district employees working directly with a volunteer are responsible for directing and supervising the activities of the volunteer with broad supervision provided by the building principal/administrators.

It shall be the responsibility of the superintendent to implement this policy.

Approved: 8-10-15

Reviewed: 7-10-17, 5-13-19, 9-14-20, 5-10-21

POLICY NO. 1006.1 - VOLUNTEER AGREEMENT FORM

Thank you for offering to serve as a Volunteer for Bayard Public Schools! The purpose of this Volunteer Agreement is to establish expectations for Volunteers, which will help ensure that effective learning and teaching take place in a safe, secure and welcoming environment. This form must be completed annually by all volunteers.

As a Volunteer at Bayard Public Schools, I understand and agree to the following:

- I will receive authorization from the School District staff member under whom I am volunteering, and the District Principal/Administrator prior to providing service as a Volunteer.
- At all times, I will serve under the supervision of a School District staff member.
- I understand that I am not permitted to serve as a Volunteer if there is a restraining order/protection order in place between the Volunteer and any student or staff member of Bayard Public Schools.
- I understand that the District reserves the right to decline my volunteer service at any time.
- I understand that I must follow all School District policies building regulations, goals, priorities and guidelines.
- I understand that I am expected to be familiar with the school building's evacuation and lockdown procedures.

Confidential Information: I agree to maintain the confidentiality of any student education records that I may generate or to which I may be given access as a Volunteer. I will never take any confidential student records off campus unless specifically authorized by the school administrator(s) with whom I am working. I understand and agree that my failure to maintain the confidentiality of all student education records to which I may be given access may disqualify me from further service as a Volunteer in the School District.

- I will dress and present myself in a professional manner when volunteering.
- I will conduct myself in a friendly, courteous manner and not show partiality toward any student nor share my personal religious or political beliefs.
- I will not receive any compensation or remuneration from the school, the School District, a parent or any fundraising organization for performing volunteer service.

- I will refer any potential student disciplinary issue to a supervising staff member or the Principal/Administrator.
- I understand that I am expected to make every reasonable effort to ensure that the School District's technology resources are used appropriately and responsibly.
- I understand that I must inform the school of any health/medical issue that may impact my services as a Volunteer.
- I understand that I am not authorized to drive School District vehicles or to transport children, staff or school guests in my own vehicle (unless I have received specific authorization from the Superintendent.)
- I understand and agree that any injury I may sustain while performing service as a Volunteer will not be covered by the School District's Workers' Compensation insurance and will be my responsibility.

Background Screening: I understand that based upon the level of my Volunteer responsibilities, the School District will determine which background screening I will need to submit. This background screening may include obtaining a report from a reporting agency that may include information concerning my criminal history. By providing the information requested and signing below, I consent to the District conducting an applicable background screening.

Volunteer Name (printed)	Signature	Date
Teacher or Coach Name (printed) Date	Signature	
School Administrator Name (printed)	Signature	Date

Approved: 8-10-15

Reviewed: 7-10-17, 5-13-19, 9-14-20, 5-10-21

POLICY NO. 1007 - THREAT ASSESSMENT AND RESPONSE

The Board is committed to providing a safe environment for the school community. Students, staff, and patrons should immediately report any statements or behavior that makes the observer fearful or uncomfortable about their safety at school, school events, or otherwise connected to the school community.

Obligation to Report threatening Statements or Behaviors.

All staff and students must report any threatening statements or behavior to a member of the administration. Staff and students must make such report regardless of the nature of the relationship between the individual who initiated the threat or threatening behavior and the person(s) who were threatened or who were the focus of the threatening behavior. Staff and students must also make such reports regardless of where or when the threat was made or the threatening behavior occurred. THREATS OR ASSAULTS WHICH REQUIRE IMMEDIATE INTERVENTION SHOULD BE REPORTED TO THE POLICE AT 911.

Threat Assessment Investigation and Response

All reports received by school administration of violent, threatening, stalking or other behavior or statements which could be interpreted as posing a threat to school safety will immediately be forwarded to law enforcement for investigation. The school administration will cooperate with and assist law enforcement in conducting a threat assessment investigation. Law enforcement's threat assessment investigation may include, but will not be limited to, conducting interviews with the person who made the statement(s) or engaged in the behavior of concern, interviews with teachers and other staff members who may have information about the individual of concern, interviews with the target(s) of the threatening statements or behavior, interviews of family members, physical searches of the individual of concern and his or her possessions, and home (as allowed by law), and any other methods that law enforcement determines to be reasonable and useful. The school district will make staff members, including the school's guidance staff, available to cooperate with law enforcement as part of the investigation.

The school administration will request from law enforcement the results of law enforcement's investigation. The Superintendent will determine what, if any, response to the threat is appropriate based upon the information received or known by the Superintendent. The Superintendent is authorized to disclose the results of the investigation to other law enforcement agencies, the target(s) of any threatened acts, and to other school staff as is reasonably necessary to enable them to make proper decisions and/or implement any interventions related to the threatening statements or behavior. The Superintendent may refer the individual of concern to the

appropriate school administrator for consequences under the school's student discipline policy or, if appropriate, report the results of the investigation to the student's individualized education plan team, 504 plan team, or the student assistance team (SAT team).

Communication with the Public about Reported Threats

To the extent deemed necessary and reasonable by the Superintendent, the Superintendent should keep members of the school community informed about possible threats and about the district's response to those threats. This communication may include oral announcements, written communication sent home with students, and communication through print or broadcast media. However, the Superintendent will not publicly reveal the identity of the individual of concern or of any target(s) of threatened violence unless required by law.

Coordination with the Crisis Team After Resolution of Threat

The Superintendent will confer with the district's crisis team and/or the school's safety committee after a threat has been investigated to provide the crisis team and/or the safety committee with information that the crisis team and/or safety committee may use in assessing or revising the district's All Hazard School's Safety Plan.

Adopted: 3-9-20

Revised:

Reviewed: 9-14-20, 5-10-21

POLICY NO. 1200 – ANTI-DISCRIMINATION

A. Elimination of Discrimination.

The policy of Bayard Public Schools is to 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 admission or access to, or treatment with regard to employment or with regard to its programs and activities.

Bayard Public Schools and its staff shall comply with all state and federal laws prohibiting discrimination. The Board of Bayard Public Schools intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination and directs its staff to take all actions necessary to meet this objective.

The Superintendent shall be the Coordinator for anti-discrimination laws (including Title VI, Title IX; the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504)) and complaints or concerns involving discrimination or compliance with those laws should be addressed to said Coordinator.

B. Preventing Harassment and Discrimination of Employees and Students.

1. **Purpose:** Bayard Public Schools is committed to offering employment and educational opportunity to its employees and students based on ability and performance in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers or other persons is prohibited. In addition, Bayard Public Schools will try to protect employees or students from reported discrimination or harassment by non-employees or others in the work place and educational environment.

For purposes of this policy, discrimination or harassment based on 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, is prohibited. The following are general definitions of what might constitute prohibited harassment.

- a. In general, ethnic or racial slurs or other verbal 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, constitutes harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.
- b. Age harassment has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.
- c. Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

Sexual harassment may exist when:

- (a) Supervisors or managers make submission to such conduct either an explicit or implicit term and condition of employment (including hiring, compensation, promotion, or retention);
- (b) Submission to or rejection of such conduct is used by supervisors or managers as a basis for employment related decisions such as promotion, performance evaluation, pay adjustment, discipline, work assignment, etc.
- (c) The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, class room or educational environment.

Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

2. **Procedures:**

- a. Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or teacher. However, 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 is encouraged to go to the next level of supervision.
- b. If the report is not satisfactorily resolved within ten calendar days, or if the discrimination or harassment continues, please report your complaint to the Superintendent of Bayard Public Schools.
- c. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.
- d. The person to whom the complaint is made is to thoroughly investigate the complaint and work with the person filing the complaint to seek an appropriate resolution so the discrimination or harassment can be remedied and put to an end.
- e. Complaints of discrimination or harassment will be treated with the utmost confidence, consistent with resolution of the problem.
- f. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, etc., may be taken.
- g. Under no circumstances will a supervisor or a teacher or the Board threaten or retaliate against a person for alleging discrimination or harassment.

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: 9-13-21

Reviewed:

Revised:

POLICY NO.1301 - PATRON OBJECTIONS

All objections by patrons concerning materials used in the school should be submitted to the office of the principal or the office of the superintendent, whichever is applicable, in writing. Forms that may be used can be obtained from any of the school's administrative offices. The form will require the objector to cite chapter, page, verse, etc. (if his objection concerns a book, for example). He must state what effect the objectionable material would have, in his judgment, on students; he must state what action he wants the district to take with respect to the material; he must sign the objection.

A four-member reviewing committee, consisting of the superintendent, a building principal, and two teachers appointed by the superintendent, will pass judgment on the objection and announce its decision.

If the objector is dissatisfied with the decision, he may then appeal to the Board of Education.

RENEWAL

Patron complaints regarding the same materials or curriculum as previously objected to may be renewed by signing a Renewal Request Form.

Adopted: 8-17-76

Revised: 8-13-90

Reviewed: 1-11-10, 7-10-17, 5-13-19, 9-14-20, 5-10-21

POLICY NO.1401 - GENERAL REGULATIONS FOR USE OF SCHOOL FACILITIES

Arrangements for the use of school property shall be made through the Superintendent or his Designate.

The use of school building facilities will be confined to the local community, church or civic groups.

For the rental of either the multipurpose room at the elementary building or the old gym at the secondary building, a fee of \$25.00 shall be charged. For the rental of the new gym at the secondary building a fee of \$100.00 shall be charged. All fees are payable in advance.

Rental of the kitchen and kitchen equipment is \$25.00 per meal, plus a minimum of \$12.50 per hour for a regular school cook as supervisor.

Breakage or damage is the responsibility of the organization using the school facilities. Facility use may be denied to any group who has failed to provide the necessary care and supervision while using the school facilities.

Adopted: 8-17-76

Revised: 8-8-77; 1-14-80; 8-8-94; 8-9-04; 2-8-10

Reviewed: 7-10-17, 5-13-19, 9-14-20, 5-10-21

BAYARD PUBLIC SCHOOLS
BAYARD, NEBRASKA

Use of School Facilities Agreement Form

Building: _____ Room or Area _____

Period Covered by Agreement: Date (s) _____ Hours of Use _____

Organization of Individual Requesting Use:

Name _____ Person Responsible _____

Address _____ Phone Number _____

Charges and Fees

Deposit \$ _____

Fees for Rental \$ _____

Special Fees (List Below) \$ _____

Other \$ _____

Total Fees or Charges \$ _____

RELEASE AND INDEMNIFICATION AGREEMENT

THE APPLICANT OR THE ORGANIZATIONAL REPRESENTATIVE HAS READ AND AGREES TO THE USE OF FACILITIES PROCEDURES AND IN ADDITION TO THE FOLLOWING:

In consideration of the undersigned being allowed or granted permission to use Bayard Public Schools – School District #21 buildings, grounds, facilities or equipment, the undersigned hereby releases and waives any and all claims, demands, causes of action, suites, debts or damages which the undersigned has or which may in the future accrue, for all personal

SCHOOL DISTRICT SUPERINTENDENT _____
DATE _____

Reviewed: 7-10-17, 5-13-19, 9-14-20, 5-10-21

POLICY NO.1403 - RED CROSS AND SALVATION ARMY

Permission shall be granted the Red Cross and the Salvation Army to list the school facilities as available in times of emergency.

Adopted: 8-17-76

Reviewed: 1-11-10, 8-14-17, 5-13-19, 6-14-21

POLICY NO.1405 - LOANING AND USE OF SCHOOL EQUIPMENT

The superintendent shall be designate as general custodian of all portable property and shall be responsible for the inventory of all portable school equipment. School equipment may be loaned to responsible community groups for a worthy, education, civic or charitable purpose and to school employees when

1. Written application is made to the superintendent or principal and permission is granted;
2. The principal of the building where the equipment is located will, upon receipt of written approval of the superintendent or principal, check out and check in the equipment; the equipment is returned, the building principal will promptly notify the office of the superintendent;
3. The group borrowing the equipment agrees to accept responsibility for repairing or replacing any equipment damaged or lost while in its possession;
4. The equipment is not both unusually expensive and also subject to easy damage;

The school will not loan mechanical equipment such as mowers, tillers, etc.

Adopted: 8-17-76

Revised: 2-8-10

Reviewed: 8-14-17, 6-10-19, 6-14-21

BAYARD PUBLIC SCHOOLS
BAYARD, NEBRASKA

Application for Use of School Equipment

In accordance with Board Policy NO. 1405 school equipment may be loaned to responsible community groups for a worthy, education, civic or charitable purpose and to school employees when:

1. Written application is made to the superintendent or principal and permission is granted;
2. The principal of the building where the equipment is located will, upon receipt of written approval of the superintendent or principal, check out and check in the equipment; the equipment is returned, the building principal will promptly notify the office of the superintendent;
3. The group borrowing the equipment agrees to accept responsibility for repairing or replacing any equipment damaged or lost while in its possession;
4. The equipment is not both unusually expensive and also subject to easy damage;

The school will not loan mechanical equipment such as mowers, tillers, etc.

Organization or Individual Requesting Use:

Name _____ Person Responsible _____

Address _____ Phone Number _____

Period of Use Requested: Date (s) ___/___/_____ until ___/___/_____

Equipment

Requested:

RELEASE AND INDEMNIFICATION AGREEMENT

THE APPLICANT OR THE ORGANIZATIONAL REPRESENTATIVE HAS READ AND AGREES TO THE USE OF FACILITIES PROCEDURES AND IN ADDITION TO THE FOLLOWING:

In consideration of the undersigned being allowed or granted permission to use Bayard Public Schools – School District #21 buildings, grounds, facilities or equipment, the undersigned hereby releases and waives any and all claims, demands, causes of action, suites, debts or damages which the undersigned has or which may in the future accrue, for all personal injuries, known or unknown, or injuries or damage to property, caused or arising out of the undersigned’s use or Bayard Public Schools buildings, grounds, facilities or equipment.

Additionally, in consideration of the undersigned being allowed or granted permission to use Bayard Public Schools’s buildings, ground, facilities or equipment, the undersigned hereby covenants to indemnify and save harmless the Bayard Public Schools, buildings, grounds, facilities or equipment.

The undersigned acknowledges and agrees that without executing the Release and Indemnification Agreement permission would not be granted to use Bayard Public School’s buildings, grounds, facilities or equipment. The undersigned further understands and agrees that this Release shall be binding on the undersigned, and the undersigned’s heirs, executors, administrators or assigns, and that by executing this Release and Indemnification Agreement, the undersigned is hereby releasing and agreeing to Indemnify Bayard Public Schools, all of its present or future Board members in their individual or official capacities, and all successors thereto.

The Bayard Public Schools does not sponsor or in anyway endorse the views, aims, policies, opinions or content of any speakers or presenters, or materials disseminated as part of the program of the person or persons or entity allowed access to Bayard Public School’s facilities and remains totally neutral with regard thereto.

The undersigned acknowledges having read this Agreement, understands the rights which are being waived or release hereby, understands the indemnification obligation assumed hereby, and executes the same voluntarily and with full knowledge of its significance.

Representative’s Signature	Title	Date
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POLICY NO.1406 - USE OF SCHOOL GROUNDS & FACILITIES

School grounds and school facilities shall be available for approved students and approved general public use, activities, practices and extracurricular events during the regular school day, evenings, weekends and vacation periods as necessary to accommodate such uses. The use of school grounds and facilities shall be governed by Policy 1401.

Anyone found on school property after 9:00 p.m., if no school activity, practice, extracurricular or approved general public event is taking place, will be considered as trespassing and, at the option of the superintendent, may be prosecuted. IN addition, anyone found on school property or in school facilities in an area other than where the activity, practice, or event is taking place will be considered as trespassing and, at the option of the superintendent, may be prosecuted. It shall be the responsibility of the parents or guardians of students or other minors attending school activities to assure that such minors abide by this policy.

Students violating this policy shall also be subject to the suspension and expulsion provisions of Policy 5089.

Adopted: 8-17-76

Revised: 8-13-01

Reviewed: 1-11-10, 8-14-17, 6-10-19, 6-14-21

POLICY NO.1407 - LIBRARY

The Bayard School Board declares that it is a policy of the Bayard City School's Elementary and Secondary libraries to provide a wide range of instructional materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view and to allow the review of allegedly inappropriate instructional materials through established procedures.

Objectives of Selection

In order to assure that the school media program is an integral part of the educational program of the school, the following selection objectives are adopted:

1. To provide materials that will enrich and support the curriculum and personal needs of the users, based on their interests, abilities, and learning styles;
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, values and ethical standards;
3. To provide information which will enable pupils to make intelligent judgments in their daily lives;
4. To provide material on opposing sides of controversial issues so that users may develop under guidance the practice of critical analysis;
5. To provide materials which realistically represent our society and reflect the contribution of groups and individuals to our American heritage;
6. To place reason above personal opinion and prejudice in the selection of materials of the highest quality in order to assure a comprehensive media collection appropriate for the users.

Responsibility for Selection

Although the Bayard School Board is legally responsible for the operation of the school, the responsibility for the selection of library materials is delegated to the certified librarian.

While selection of materials involves many people, including the librarian, teacher, students, administrators, and the community persons, the responsibility for coordinating and recommending the selection and purchase of library materials rests with the librarian. The selection and purchase of textbooks rests with the teachers.

Criteria for Selection

Library materials should: (1) be relevant to today's world; (2) represent artistic, historic, and literary qualities; (3) reflect problems, aspirations, attitudes and ideals of a society; (4) contribute to the objectives of the school's instructional programs; (5) be appropriate to the level of the users; (6) represent differing viewpoints on controversial subjects; (7) provide stimulus to creativity.

Procedures for Selection

In selecting materials the librarian will evaluate the existing collection, examine materials and consult reputable and professionally prepared selection aids. Recommendations for acquisition will be solicited from faculty and students.

Gift materials should be judged by the criteria listed in the preceding section and should be accepted or rejected on the basis of those criteria.

It should be understood that selection is an on going process which should include the removal of materials no longer appropriate and the replacement of lost or work materials still of educational value.

Procedures for Reconsideration of Materials

Occasional objections to library materials will be made despite the quality of the selection process. The Bayard School Board supports the principles of intellectual freedom as stated in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights of the American Library Association and Student's Right to Read of the National Council of Teachers of English. In the event that materials are questioned, the

principles of intellectual freedom, the right to access of materials and the integrity of the certificated librarian must be defended rather than the materials.

If a complaint is made, the following procedures should be followed:

1. Inform the complainant of the selection procedures and make no commitments.
2. Request the complainant to submit a formal "Request of Reconsideration of Instructional Materials".
3. Inform the superintendent of other appropriate personnel.
4. Keep challenged material on the shelves during the reconsideration process.
5. Upon receipt of the completed form the principal requests review of the challenged material by the review committee with 15 days. The review committee is appointed by the principal with the assistance of the librarian and includes classroom teachers, one or more parents, and one or more students.
6. The review committee takes the following steps after receiving the challenged materials; (a) reads, views, or listens to the material in its entirety; (b) reads reviews of the material and consults recommended lists; (c) determines if the material supports the curriculum; (d) completes the appropriate "Checklist for School Media Advisory Committee's Reconsideration of Instructional Materials" judging the material for its strength and value as a whole and not as a part;
7. Present a written recommendation of the review committee to the principal and the superintendent.
8. Retain or withdraw challenged materials as mandated by the decision of the administration.
9. This process will also be used in handling complaints of textbooks and/or curriculum areas.

10. The decision of the administration may be appealed to the Board of Education. The appeal will be considered by a committee of three (3) Board members, selected by the Board President. This committee will give a written recommendation of the appealed material within forty-five (45) days after the appeal has been filed. The Board of Education will make their decision on the committee recommendation at the next regular meeting of the Board of Education.

Adopted: 7-13-81

Revised: 11-9-87

Reviewed: 1-11-10, 8-14-17, 6-10-19, 6-14-21

Request for Reconsideration of Instructional Materials

School _____

Please check type of material:

- Book Film Record
 Periodical Filmstrip Kit
 Pamphlet Cassette Other

Title _____

Author _____

Publisher or Producer _____

Request initiated by _____

Telephone _____ Address _____

City _____ State _____ Zip Code _____

The following questions are to be answered after the complainant has read, viewed, or listened to the school library material in its entirety. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

1. To what in the material do you object? (Please be specific, cite pages, frames in a filmstrip, film sequence, etc.)

2. What do you believe is the theme or purpose of the material?

3. What do you feel might be the result of a student using this material?

4. For what age group would you recommend this material?

5. Is there anything good in this material? Please comment.

6. Would you care to recommend other school library material of the same subject and format?

Signature of Complainant

Date

Checklist for School Media Advisory Committee's Reconsideration of
Instructional Material – Nonfiction

Title _____

Author _____

A. Purpose

1. What is the overall purpose of the material? _____

2. Is the purpose accomplished? _____ Yes _____ No

B. Authenticity

1. Is the author competent and qualified in the field? _____ Yes _____ No

2. What is the reputation and significance of the author and publisher/producer in the
field?

3. Is the material up-to-date? _____ Yes _____ No

4. Are Information sources well documented? _____ Yes _____ No

5. Are translations and retellings faithful to the original? _____ Yes _____ No

C. Appropriateness

1. Does the material promote the educational goals and objectives of the curriculum of the District schools? _____ Yes _____ No
2. Is it appropriate to the level of instruction intended? _____ Yes _____ No
3. Are the illustrations appropriate to the subject and age level? _____ Yes _____ No

D. Content

1. Is the content of this material well presented by providing adequate scope, range, depth and continuity? _____ Yes _____ No
2. Does this material present information not otherwise available? _____ Yes _____ No
3. Does this material give a new dimension or direction to its subject?
_____ Yes _____ No

E. Review

1. Source of review _____
Favorable review _____ Unfavorable review _____

2. Does this title appear in one or more reputable selection aids? _____ Yes _____ No
If answer is yes, please list title of selection aids. _____

Additional Comments

Recommendation by School Media Advisor Committee for Treatment of Challenged Materials

Date _____

Signature of Media Advisory Review Committee

_____	_____
_____	_____
_____	_____

Checklist for School Media Advisory Committee's Reconsideration of Instructional Material – Fiction and Other Literary Forms

Title _____

Author _____

A. Purpose

1. What is the purpose, theme or message of this material? How well does the author Producer/composer accomplish this purpose?

2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children? _____ Yes _____ No; for young adults? _____ Yes _____ No. If both are marked no, for what age group would you recommend? _____

3. Will the reading and/or viewing and/or listening to material result in more compassionate understanding of human beings? _____ Yes _____ No

4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups? _____ Yes _____ No

B. Content

1. Does a story about modern times give a realistic picture of life as it is now? _____ Yes _____ No

2. Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless? _____ Yes _____ No

3. When factual information is part of the story, is it presented accurately? _____ Yes _____ No

4. Is prejudicial appeal readily identifiable by the potential reader? _____ Yes _____ No

5. Are concepts presented appropriately to the ability and maturity of the potential reader? _____ Yes _____ No

6. Do characters speak in a language true to the period and section of the country in which they live? _____ Yes _____ No
7. Does the material offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters?
_____ Yes _____ No
8. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children? _____ Yes _____ No
9. If there is use of offensive language, is it appropriate to the purpose of the text for children? _____ Yes _____ No
10. Is the material free from derisive names and epithets that would offend minority groups? _____ Yes _____ No
11. Is the material well written or produced? _____ Yes _____ No
12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex education, religion or philosophy in any adverse way? _____ Yes _____ No
13. Does the material make a significant contribution to the history of literature or ideas?
_____ Yes _____ No
14. Are the illustrations appropriate and in good taste? _____ Yes _____ No
15. Are the illustrations realistic in relation to the story? _____ Yes _____ No

Additional Comments

Recommendations by School Media Advisory Committee for Treatment of Challenged Materials

Date _____

Signature of Media Advisory Review Committee

Reviewed: 8-14-17, 6-10-19, 6-14-21

POLICY NO.1408 - PERFORMANCE REPORTING POLICY

In order to provide information to the local community about the condition and progress being made in Bayard Public Schools a performance report will be prepared by the Superintendent each October of the current school year for community wide distribution.

The report shall contain the following information:

1. Student success in achieving the State Standards in Mathematics, Science, Social Studies/History, and Reading/Writing
2. School system demographics
3. School improvement goals and progress
4. Financial information
5. Results of a follow-up study of high school graduates
6. School system learning climate

All test scores will be kept confidential and no identification of individual students will be made.

Adopted: 8-13-90

Revised: 8-9-04

Reviewed: 1-11-10, 8-14-17, 6-10-19, 6-14-21

POLICY NO.1409 - NO SMOKING

Smoking or the use of smokeless tobacco in the school buildings or school vehicles will not be allowed. This policy applies to staff, students, and the general public. Smoking or the use of smokeless tobacco will be allowed outside the buildings or vehicles by staff and the general public. At no time will students be allowed to smoke or use smokeless tobacco on any school property.

Adopted: 11-11-91

Reviewed: 1-11-10, 8-14-17, 6-10-19, 6-14-21

POLICY NO.1410 - TEXTBOOK LOAN PROGRAM

The Textbook Loan Program is intended to provide textbooks to students in private schools approved under Title 92, Nebraska Administrative Code (NAC), Chapter 10, Nebraska Department of Education, and who are also residents of the Bayard Public Schools. The loan program is a state program administered at the local level.

The district shall not expend district funds to establish or administer the program. There will be no negative fiscal impact to the district. All costs will be borne by the state. However, in the event that state funds are prorated, the operation of the program shall be prorated accordingly.

Textbooks available for loan are those defined as ones currently in use as the principal source of student. The district shall prepare an annual listing of eligible textbooks.

The Superintendent of Schools or designee is responsible for developing rules and regulations for operation of the program. The Superintendent or designee is responsible for management of the program and reporting program results.

1. The district will annually prepare a lists of the textbooks designed for use during the current year. Copies of the listing will be available in the Superintendent's office. Individuals requesting personal copies of the textbook listing shall pay, in advance, a fee of \$3.00 to cover the costs of reproduction.

2. Application forms to request textbooks are available in the Superintendent's office.

Applications for textbooks for the subsequent year are due in the office of the Superintendent

of Schools on or before January 15 of the year preceding the school year for which the books are requested. Applications must be signed by the parent/guardian who must reside within the boundaries of the Bayard Public Schools. The students must also be a resident of the school district and must be enrolled in kindergarten to grade 12 of a private school which is approved for continued legal operation under Title 92, NAC, Chapter 10.

3. No later than "ten" (10) days prior to the beginning of the academic year the

Superintendent will notify the applicant of the textbooks that are available in the Office of the Superintendent. Parents/guardians shall sign a receipt for all textbooks received.

4. Each applicant is limited to “ten” (10) textbooks per student in grades K-6 and “eight” (8) textbooks per student in grades 7-12 provided in Chapter 4, NDE>

5. The textbooks are provided at no cost to the parent/guardian unless the text is not returned or is damaged and must be replaced. The applicant shall return the textbooks to the office of the Superintendent within “fifteen” (15) days of the last day of classes for the academic year of the Bayard Public Schools.

Payment for the replacement cost will be required for all textbooks not returned by the deadline. Lost or damaged books shall require reimbursement to the school district for replacement of the lost or damaged books.

6. In the event that state funds are insufficient to cover the requests for textbooks, the Superintendent shall establish priorities for the titles and number of textbooks to be purchased to the extent of the funds available.

7. All textbooks handled under the Textbook Loan Program (77-4, 118 and Rule 4) shall be separate and apart from regular district inventories. All textbooks used in the program shall be purchased separately, stamped with the label “Textbook Loan Copy” and inventoried separately.

8. All funds involved in the Textbook Loan Program shall be accounted for separately and apart from all other district funds.

9. The Superintendent shall designate an individual responsible for directing and supervising the program. An annual report of program use and a fiscal memo will be filed with the Board of Education.

10. The district will submit a five (5) percent indirect cost assessment to the state for

administration of the program.

Adopted: 8-9-93

Reviewed: 1-11-10, 8-14-17, 6-10-19, 6-14-21

POLICY NO.1411 - EVALUATION/MODIFICATION OF THE INSTRUCTIONAL PROGRAM

The Board expects the faculty and administration to regularly evaluate the educational program of the District. Such evaluation may lead to recommendations for modifications of practice, changes in content and new courses.

After planning by the faculty and approval by the Administration, new courses will be presented to the Board for approval.

When the Administration considers that a pilot course should become a regular part of the curriculum, such recommendation will be presented to the Board for adoption.

Adopted: 8-9-93

Reviewed: 1-11-10, 8-14-17, 6-10-19, 6-14-21

POLICY NO. 1412 - PARENTAL INVOLVEMENT

Bayard Public School District #21 declares that it shall be the policy of the District to provide access to parents to all textbooks, tests, curriculum materials, and any other instructional materials used by the school.

If a parent has a complaint or objection to any such materials, it shall be the policy of the District to make provisions for personal conferences with the parent and appropriate school personnel as the Superintendent or his/her designee may deem appropriate. The purpose of the conference will be to discuss the concerns of the parents. If the parent wishes to file, a format complaint policy 1407 will be followed.

Upon any reasonable advance request by a parent to attend and monitor courses, assemblies, counseling sessions, and other instructional activities, it shall be the policy of the District to permit such parent to be in attendance at such activities unless such attendance would substantially interfere with a legitimate school interest.

The District encourages communications from parents when the parent believes it to be appropriate for his/her child to be excused from testing, classroom instruction, and other school experiences that the parent finds objectionable. The Superintendent or his/her designee shall make a provision on the complaint form hereinabove referred to for receiving information from a parent concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the parent's objection and a proposed solution for dealing with the objection that would be satisfactory to the parent. (Policy 1407)

It shall further be the policy of the District to provide full access to the records of the students to a parent or guardian as set forth in S79-4,1 157, the Federal Education Right to Privacy Act, and other applicable law during regular business hours of the school.

It shall be the policy of the District to use only testing methods and testing instruments that are not of an experimental nature and to avoid using any testing materials or testing techniques that are not generally recognized by educational professionals to be within sound educative standards or otherwise educationally appropriate.

Prior to any school sponsored survey being administered to the students of the District, it shall be the duty of the Superintendent or his/her designee to notify the parent or parents of each student involved in the survey of the nature of the survey, the date and time when such survey

shall be administered, and the purpose for which and the uses of which survey exist from the school's perspective.

It shall be the policy of the District as a general matter to leave substantive decision making processes to the professional staff, administration and Board of Education, subject to an effort to receive information from parents as to any concerns, objections, or other information such parents would wish to prove to the school district concerning a parents access, involvement, and participation in all activities of the school as it relates to the students of the District.

It shall be the policy of the District to hold a public hearing each year regarding this policy.

Adopted: 6-12-95

Revised: 8-12-02

Reviewed: 8-11-08; 1-11-10; 8-8-11, 8-14-17, 6-10-19, 6-14-21

POLICY NO. 1413 – COMBINED DISTRICT AND SCHOOL TITLE I PARENTAL AND FAMILY ENGAGEMENT POLICY

Bayard Public Schools intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, Section 1116(a -f) ESSA, (Every Student Succeeds Act) of 2015.

In General

The written District parent and family engagement policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.

- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.
- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.
- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

Adopted: 6-12-95

Reviewed: 1-11-10, 8-14-17, 6-10-19, 6-14-21

Revised: 11-14-16, 3-9-20

POLICY NO. 1414 - ELECTRONIC SIGNATURES AND ACKNOWLEDGEMENTS

If any District Policy requires the signature of a party, a digital or electronic signature or acknowledgment of that party may be accepted by the District. The District reserves the right to refuse digital or electric signatures or acknowledgments at any time. This policy shall amend any other District Policy to the extent it is inconsistent.

Adopted: 06/10/19

Reviewed: , 6-14-21

Revised:

STUDENT PARENT HANDBOOK



Bayard Public Schools 2024-2025

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

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General Information

BAYARD PUBLIC SCHOOLS Student-Parent Handbook 2023-2024

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

INTRODUCTION

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

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

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

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

VISION STATEMENT

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

MISSION STATEMENT

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

“A NATION AT RISK”

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

WELCOME TO BAYARD PUBLIC SCHOOLS

PRINCIPALS’ MESSAGE

Dear Parents and Students:

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

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

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

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

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

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

Your Principals,
Mrs. Candace Ehler, Elementary Principal
Dr. Kelley Rice, Jr./Sr. High School Principal

Student Conduct

BAYARD PUBLIC SCHOOLS STUDENT EXPECTATIONS

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

MUTUAL RESPECT

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

GUM, FOOD AND DRINKS

While gum is allowed in classrooms, it should be disposed of properly. Candy may be allowed on occasion when it is permitted by the teacher. Certain elementary grades and secondary courses, such as P.E., weights, band and choir may restrict the use of gum and candy for safety and equipment reasons. Snacks that follow the school's wellness policy are permitted in the classroom. Large bags of food or candy, exceeding one to two servings, along with sugary drinks and energy drinks are a distraction from the educational environment for students and are not appropriate for the classroom setting.

ELEMENTARY MESSAGES

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

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

ELEMENTARY PARTIES AND TREATS

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

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

ELEMENTARY/PETS

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

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

DISCIPLINE

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

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

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

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

SUSPENSION AND EXPULSION

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

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

- a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or

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

The following process will apply to short-term suspensions:

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

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

3. Expulsion:

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

b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested,

the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.

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

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

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

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

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

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

C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of

Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.

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

11. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
12. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
13. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes.
14. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
15. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
16. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
17. Willfully violating the behavioral expectations for riding school buses or vehicles.
18. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:
 - a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
 - b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.
19. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The Superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing.

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

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

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

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

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

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

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

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

2. Academic Integrity.

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

Bayard Public Schools acknowledges that artificial intelligence continues to emerge as a resource that may assist students with future technology and different wants of learning. However, artificial intelligence also poses a challenge to delineate the responsible use of artificial intelligence with student plagiarism. Please refer to School Board Policy #5114.A for further information.

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

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

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

Cheating includes, but is not limited to:

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

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

(2) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for "open book" tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.

(3) Use of Other Student Answers: Copying or looking at another student's answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student's paper during a test. A student also engages in cheating if the student tells another student answers during a test or

while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.

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

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

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

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

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

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

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

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

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

(2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:

(a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.

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

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

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

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

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

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

3. Electronic Devices

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

b. Definitions. "Electronic devices," include, but are not limited to, cell phones, portable game consoles, cameras, digital scanners, lap top computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.

c. Possession and Use of Electronic Devices.

(1) Students are not permitted to visibly possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. Cell phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging.

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

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

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

d. Violations

(1) Students shall not use electronic devices at any time or place for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests;

(d) immoral or pornographic activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; or (f) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.

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

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

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

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

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

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

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

Students will face the following consequences for IPDA:

1. 1st Offense: Student will be confronted and directed to cease.
2. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
3. 3rd Offense: Student will be suspended from school for a minimum of 1 day, and parents and student will need to meet with Administrator(s) and/or counselor.

If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.

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

1. Students in the hallway during class time must have a pass with them, and may not leave class without permission.
2. Sunflower seeds, etc. are not allowed in the school building or classrooms.
3. Lunches are to be eaten in the cafeteria unless special permission is granted.
4. Students are expected to bring all books and necessary materials to class. This includes study halls.
5. Assignments for all classes are due as assigned by the teacher.
6. Students are not to operate the mini-blinds or the windows.
7. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
8. Students are to be in their seats and ready for class on the tardy bell.
9. Special classes such as Industrial Technology, Art, P.E., and computers courses will have other safety or clean-up rules that will be explained to you by that teacher which must be followed.
10. Students are not to bring "nuisance items" to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
11. Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.
12. Throwing snow is prohibited.
13. Students are not to be in the school facilities without supervision.
14. Lying or otherwise deceiving staff or administration.

G. Law Violations

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

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

RESTRAINT (definition)

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

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.

DISCIPLINE AND SOCIAL EMOTIONAL LEARNING

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

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

ALCOHOL TESTS

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

The Superintendent of Schools or his or her designee may require students to consent and submit to a breath test to determine the presence of alcohol or similar alcohol sensor (a "Test") as a prerequisite for admittance to any voluntary school event or activity if the Superintendent determines

that such practice is necessary for the safety of students at such event or will prevent interference with school purposes. If the Test reveals that a student is under the influence of alcohol or the student refuses to submit to the Test, then the student may be denied admittance to the event (in addition to being subject to further discipline as allowed by law, school rules, and Board Policy).

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

STUDENT ATTENDANCE AND EXCESSIVE ABSENTEEISM

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

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

A. Attendance and Absences.

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

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

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

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

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

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

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

Only when specifically authorized by the principal for health or other reasons, students may be granted permission to attend class via electronic means. Student attendance will be marked the same regardless of virtual or in-person attendance.

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

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

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

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

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

2. Absence Procedure.

Make-up work may be assigned for each day missed regardless of the type of absence, school activity or otherwise. If make-up work is not completed, students will receive no credit for the work required. The time each student is allowed will be determined by the teacher, with two days per each excused absence the general rule. The student has the responsibility to contact teachers, initially, regarding make-up assignments.

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

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

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

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

The exit interview shall be personally attended by:

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

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

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

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

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

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

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

experiencing either (i) financial hardship, or (ii) an illness making attendance impossible or impracticable.

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

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

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

after 5 absences – first communication from the principal.

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

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

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

11 or more absences – possible notification to county attorney.

F. Reporting Excessive Absenteeism to the County Attorney.

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

b. Twenty Absences. If a student accumulates more than twenty (20) absences per year, the attendance officer shall file a report with the county attorney of the county in which the person having control of the student resides. The report shall be made on a form which includes the following two statements, one of which must be designated by the school representative signing the report: (a) The school representative requests additional time to work with the student prior to intervention by the county attorney; and (b) the school representative believes that the school has used all reasonable efforts to resolve the student's excessive absenteeism without success and recommends county attorney intervention. If further action is necessary to address the child's attendance, the initial meeting between the parent or guardian of the child, the school, and the county attorney or his or her designee shall be at a location determined by the school.

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

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

ELEMENTARY - ARRIVAL AND DISMISSAL

Please make every effort to have your student arrive at school no earlier than 7:55 A.M., unless previous arrangements have been made with the principal's office. Students must leave the building when dismissed in the afternoon, unless they are given permission to remain and are supervised by a staff member. Students will be asked to leave the school grounds after school is dismissed, unless arrangements have been made previously with the parent(s) or guardian(s). The playground is not supervised before 8:00 A.M. or after 3:30 P.M.

ELEMENTARY ABSENTEES AND TARDIES

Bayard Elementary Start and End Times:

Begin: 8:00 am

Dismiss: 3:25 pm

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

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

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

JUNIOR HIGH/HIGH SCHOOL ABSENTEES AND TARDIES

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

Begin: 8:00 am

Dismiss: 3:31 pm

Students are expected to be in class on time and in attendance every class period (See SCHOOL BUILDING HOURS AND BELL SCHEDULE for start and end times for each period). Other than emergencies, students will not be allowed in the halls and must have a hall pass.

Unexcused tardies will be monitored by individual teaching staff and the principal's office. Each teacher will post rules and punishment regarding tardies in their individual classrooms.

I. Failure to meet school/teachers' rules and expectations regarding tardiness during the semester will result in disciplinary action.

II. If a student's absence is unexcused, the student may receive zeros for any class work missed during the absence, and may be required to make-up work and the time missed

III. Accumulation of three absences in a semester, which are not verified by the student's parents with a phone call, note or doctor's slip shall be considered truant and may result in disciplinary action. Continued unverified absences will result in additional disciplinary action and reported as excessive absenteeism.

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

0-9 days absent 0 credit deducted per course

10-15 absences 1 credit deducted per course

16-20 absences 2 credits deducted per course

21-25 absences 3 credits deducted per course

25-30 absences 4 credits deducted per course

31+ absences 5 credits deducted per course

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

Students who lose credit will be given the opportunity for credit recovery during summer school.

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

TRUANCY

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

ELEMENTARY CLOSED CAMPUS / RELEASE OF A STUDENT DURING THE DAY

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

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

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

JUNIOR/SENIOR HIGH SCHOOL CLOSED CAMPUS / RELEASE OF A STUDENT DURING THE DAY

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

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

ELEMENTARY CELLULAR PHONES

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

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

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

JUNIOR/SENIOR HIGH STUDENTS CELLULAR PHONE AND ELECTRONIC DEVICE USE

Students may be in possession of a cellular telephone subject to the terms of Board Policy #5133 and the administrative rules of the District. Use of the device shall be limited to the period before classes begin in the morning, during the student's lunch period and after the student's last class in the

afternoon. Such devices shall not be used during instructional time, which includes all class time, unless there is a bona fide health or safety emergency.

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

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

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

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

Students are permitted to use electronic devices before and after school, during their scheduled lunch, and during passing periods. Because school issued devices are available to all students, other personal electronic devices and cell phones are not to be used during instructional periods and study halls. Student use of personal devices can diminish the available internet bandwidth and diminishes the quality of the educational environment for other students and staff.

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

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

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

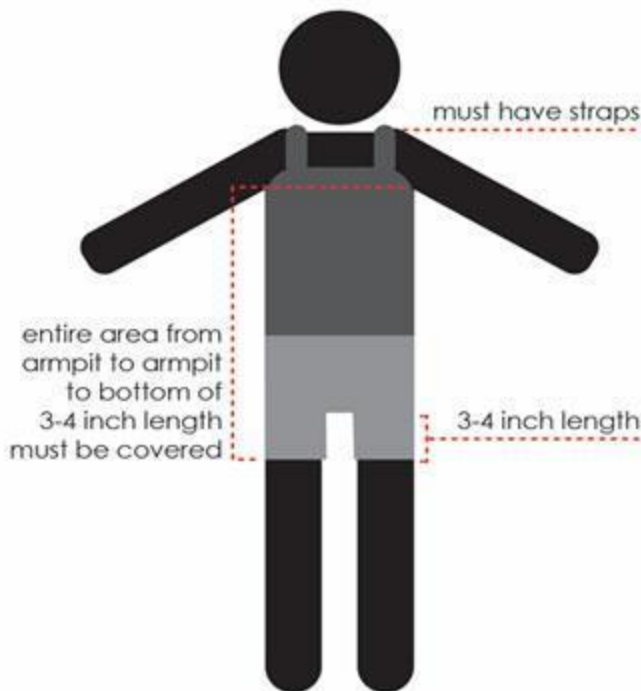
3rd Offense- Student will serve detention, plus the electronic device will be confiscated until a parent/guardian picks up the device

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

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

STUDENT DRESS CODE

Bayard Public Schools respects students' rights to express themselves in the way they dress. All students who attend Bayard Public Schools are also expected to respect the school community by dressing appropriately for a K-12 educational environment. Student attire should facilitate participation in learning as well as the health and safety of students and the adults that supervise them. This policy is intended to provide guidance for students, staff, and parents.



Minimum Requirements:

1. Clothing must cover areas from one armpit across to the other armpit, down to approximately 3 to 4 inches in length on the upper thighs (see images below). Tops must have shoulder straps. Rips or tears in clothing should be lower than the 3 to 4 inches in length.
2. Shoes must be worn at all times and should be safe for the school environment (pajamas, bedroom shoes or slippers shall not be worn, except for school activities approved by the principal).
3. See-through or mesh garments must not be worn without appropriate coverage underneath that meet the minimum requirements of the dress code.
4. Headgear including hats, hoodies, and caps are not allowed unless permitted for religious, medical, or other reason by school administration.
5. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Additional Requirements:

1. Clothing may not depict, imply, advertise, or advocate illegal, violent, or lewd conduct, weapons, or the use of alcohol, tobacco, marijuana or other controlled substances.
2. Clothing may not depict or imply pornography, nudity, or sexual acts.
3. Clothing may not display or imply vulgar, discriminatory, or obscene language or images.
4. Clothing may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
5. Sunglasses may not be worn inside the building.
6. Clothing and accessories that endanger student or staff safety may not be worn.
7. Apparel, jewelry, accessories, tattoos, or manner of grooming that, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior is prohibited.

Teachers will send students to the office, or notify the office if a student's clothing or dress is questionable.

The administration reserves the right to determine what constitutes appropriate dress.

Students who do not adhere to these guidelines will not be allowed to attend class. Parents will be called if appropriate clothing is not available or the student refuses dress-code appropriate clothing.

STUDENT GRIEVANCE PROCEDURE

The grievance procedure for students is published in the district student handbook and publications that reach all students including those in special education. The procedure, along with explanations, due process, and directions are available for inspection in the following offices: Superintendent of Schools and building principals. Inquiries can also be directed to the Director of Region VII Office for Civil Rights, 10220 North Executive Hills Boulevard, 8th Floor, Kansas City, Missouri 64153 or call (816) 891-8026.

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

EXPLANATIONS

1. Grievance

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

2. Grievant

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

3. Days

Days when school is in session.

DUE PROCESS

1. Right to Representation

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

2. Right to Present Witnesses and Evidence

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

3. Time Limits

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

4. Right to Information

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

5. Privacy

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

6. Reprisals-Retaliation

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

DIRECTIONS:

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

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

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

HAZING

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

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

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

Policies and Procedures

NONDISCRIMINATION IN EDUCATION PROGRAMS AND ACTIVITIES

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

POLICY ENFORCEMENT:

To ensure compliance with this policy, the superintendent shall:

I. Designate a member of the administrative staff:

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

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

GRIEVANCE PROCEDURE:

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

The Board of Education shall permit the complainant to address the board in public or closed session, as appropriate and lawful, concerning his or her complaint and shall provide

the complainant with its written decision on the matter as expeditiously as possible following completion of the hearing.

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

ACCIDENT INSURANCE

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

CAFETERIA RULES AND LUNCH ACCOUNT PROCEDURES

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

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

Bayard Public Schools has a computerized meal program, and the account balances and bookkeeping aspects of the program are beneficial to everyone concerned. Each student's account will show a running balance. It is the policy of the Bayard Public Schools that if a family has insufficient funds in the student's lunch account, the student will not be allowed to charge a meal from the school until the student's account has a positive balance. Notice will be given to students when they have a low balance. The program is designed that meals be paid for in advance so that situations like this do not occur. It is not the desire of the school district to keep any child from a meal, nonetheless, it is the responsibility of the parent to provide the financial means for their children.

Refunds will be issued to graduating seniors with no siblings enrolled at Bayard Public Schools and families ceasing enrollment in the school district. Funds remaining in family accounts at the end of the year will be carried over to the following term. We offer a breakfast program to Bayard students starting at 7:45 A.M. in the Jr/Sr High School and 8:00 A.M. at the Elementary School. We encourage all students to eat breakfast.

LUNCH PROGRAM NON-DISCRIMINATION STATEMENT:

This explains what to do if you believe you have been treated unfairly.

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

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

CHANGE OF ADDRESS/TELEPHONE

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

UNENROLLMENT FROM DISTRICT

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

OPTION STUDENTS

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

STUDENT GUESTS

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

LOST AND FOUND PROCEDURE

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

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

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

STUDENT VALUABLES

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

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

Students are directed to not bring valuables to school.

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

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

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

PERMANENT RECORD FOLDER

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

SCHOOL PROPERTY USE

The property furnished for use by the pupils, including books, desks, furniture, equipment of all kinds, and buildings, shall be used and handled with reasonable care. Any pupil(s) who intentionally, willfully, or maliciously lose, damage, deface or destroy property of the school shall pay the cost of replacement or repair of such property. All teachers and employees shall at once report any such loss, damage, destruction, or defacement of school property to the principal and/or the superintendent, who shall investigate the matter and require payment if necessary.

STUDENT DIRECTORY INFORMATION

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

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

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

ELEMENTARY TELEPHONE MESSAGES

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

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

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

JUNIOR/SENIOR HIGH TELEPHONE MESSAGES

The school telephone is a business phone and is not to be used by student(s) except in special cases. In order to keep classroom interruptions at a minimum, we are requesting that parents do not phone the school to leave messages for their children unless it is an emergency. If it is an emergency, we will try our best to deliver the message. Nonemergency messages will be kept in the office, and students will be notified at an appropriate time. It is the students' responsibility to report for messages when notified.

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

POLICIES AND PROCEDURES FOR MOBILE DEVICE PROGRAM

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

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

- Students will receive instruction from school district staff on the proper use of the mobile device.
- Students in grades 7-12 will be able to take the mobile device home during the school year if the student and parent/guardian signs the Student Acceptable Use of Technology, and Mobile

Device Consent sheets. Students in grades K-6 will be able to take the mobile device home during the school year in the event of a school closure if the student and parent/guardian signs the Student Acceptable Use of Technology, and Mobile Device Consent sheets.

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

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Section 1: Mobile Device Specifications

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

Section 2: Receiving Your Mobile Device

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

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

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

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

General Precautions

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

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

Carrying Mobile Devices

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

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

Screen Care

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

- Do not lean on the top of the mobile device when it is closed.
- Do not place anything near the mobile device that could put pressure on the screen.
- Do not place anything in the carrying case (if provided) that will press against the cover.
- Clean the screen with a soft, dry microfiber cloth or antistatic cloth. Use of harsh chemicals WILL damage the screen. **Do not use Clorox wipes or similar products.**
- Do not "bump" the mobile device against lockers, walls, car doors, floors, etc. as it could break the screen.

Section 4: Using Your Mobile Device at School

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

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

Mobile Devices Undergoing Repair

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

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

Screensavers and Backgrounds

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

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

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

Sound

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

Printing

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

Section 5: Managing Your Files and Saving Your Work

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

Section 6: Mobile Device Apps

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

Security

Student mobile devices will be filtered through the district's Internet content filter at school.

Parents/Guardians are responsible for mobile device security after school hours.

Inspection

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

Section 7: Protecting and Storing Your Mobile Device

Mobile Device Identification

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

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

Password Protection

Students are required to set a pass code on their mobile device to protect student information . Tampering with machine security measures is forbidden. Violations of this requirement will result in disciplinary action. If tampering results in the inability of the district to access the mobile device, the student/family will pay the full cost of device replacement.

Section 8: Acceptable Use Guidelines

Students are responsible for their ethical, socially appropriate and educational use of the technology resources of the Bayard Public Schools. Under no circumstances should the mobile device be opened or mobile device turned on while in the locker room or restroom areas.

Access to the Bayard Public Schools technology resources is a privilege and not a right. Each employee, student, and/or parent will be required to follow the Bayard Public Schools Student Internet and Computer Access Policy.

Transmission of any material that is in violation of any law is prohibited. This includes, but is not limited to the following: confidential information, copyrighted material, threatening or obscene material, and mobile device viruses.

Any attempt to alter data, the configuration of a mobile device, or the files of another user, without the consent of the building principal or his/her designee(s), will be considered an act of vandalism and subject to disciplinary action in accordance with the district Student Internet and Computer Access Policies. Students who violate this may also be referred to law enforcement for criminal prosecution as appropriate.

Integrity and Civility

In addition to any standard or rules established by the schools, the following behaviors are specifically prohibited as they violate the standard of integrity and civility.

- Cheating
- Plagiarizing
- Falsifying Information
- Violating Copyright Law
- “Hacking” or Gaining unauthorized access to any network or mobile device

Permissible Uses of Artificial Intelligence in School Assignments

Students may use artificial intelligence or related platforms when any of the following occurs:

1. The student receives advance permission from the teacher for the given assignment or project; or
2. The teacher's classroom rules or expectations established artificial intelligence as a permissible resource for students to access.

Any student with questions about the use of artificial intelligence should contact their teacher in advance of using artificial intelligence to assist with any assignment. It is the responsibility of each student to understand the permissible use (if any) of artificial intelligence in a given class or a particular assignment. Students must be fully forthright and honest about their use of artificial intelligence to assist with any school assignment.

Impermissible Uses of Artificial Intelligence in School Assignments

Unless otherwise permitted by this Policy, students may not use artificial intelligence or related platforms to assist or complete any assignment, project, test, or other school-related task. The impermissible use of artificial intelligence may subject the student to discipline in accordance with the District's plagiarism policy and academic dishonesty rules.

Email

The only email account that students are allowed to access while using a school issued mobile device is that student's Bayard Public Schools Google account (bayardtigers.org). Please note that emails sent via the Google server and accessed on school issued devices are not private and may be reviewed at any time and without notice.

Students are prohibited from using their bayardtigers.org email address to create accounts for any application or website not approved by the technology coordinator or administration.

The following rules will apply when using an email account:

- Always use appropriate language.
- Do not transmit language/material that is profane, sexual, obscene, abusive, or offensive to others.
- Do not send mass emails, chain letters, or spam. Students should maintain high integrity with regard to email content.
- No private chatting during class without permission.

Section 9: Precautions and Consequences

Under no circumstances should mobile devices or other technology equipment be left in unsupervised areas. Unsupervised areas include, but are not limited to: the school grounds and campus, computer labs, break areas, unlocked classrooms or lockers, bathrooms, buses and hallways. Any mobile device left in these areas is in danger of being stolen.

* Lockers are to be locked when storing any technology equipment. This includes, but is not limited to: power cords and mobile device.

* Unsupervised mobile devices will be confiscated by staff and taken to the administrative office. Each student is responsible for his or her mobile device once it has been issued.

Cost to Student

Noncompliance with the policies of the Bayard Public Schools Student/Parent Handbook or school district policies will result in loss of privileges, disciplinary action, and/or criminal prosecution as deemed appropriate.

For devices which need professional repair or replacement, a \$200 deductible per incident will be charged. In the case of theft or accidental breakage in the course of normal, educational use, the administration of Bayard Public Schools may elect to waive the deductible for the first incident. ALL further such incidents within a given school year and summer will require that the parent or student pay the full cost of repair or replacement. Take home privileges are only allowed for students with no outstanding fees or deductible charges.

Electronic mail, network usage, and all files stored on a school issued mobile device is not to be considered confidential and may be monitored at any time by designated Bayard Public Schools staff. The district will refer student misconduct to law enforcement and will cooperate fully with local, state, or federal officials in any criminal investigation, particularly those concerning or relating to violations of computer crime laws.

Mobile Device Use

The consequences for students who abuse their mobile device privileges are as follows:

Mobile Device Suspensions Violation

- A. Unattended mobile device
- B. Inappropriate/unauthorized apps or device usage
- C. Inappropriate Music (Administrative Discretion)
- D. Inappropriate Voice Recording
- E. Abuse of mobile device and Accessories
- F. Inappropriate Pictures
- G. Inappropriate Internet Site

The administration retains the right to suspend the student or suspend student's mobile device access if the offense warrants or for any offense not listed on this sheet. This includes suspending the mobile device for the remainder of the semester or school year. Suspension days are school days. All Student Handbook procedures will apply.

The Bayard School District is not liable for and disclaims any liability arising from any injury or damage caused by or stemming from unauthorized access to the network or inappropriate use of authorized access to the network.

A student and the student's parents or guardians, by submitting the Mobile Device Agreement Form with their respective signatures in order to gain access to the mobile device network, agree to release the School District from any liability for physical or emotional harm or damage resulting to the student that is caused by or related to the inappropriate use of the mobile device network.

Acceptable Use

Students may use the Internet to conduct research assigned by teachers. Students may use the Internet to conduct research for classroom projects. Students may use the Internet to gain access to information about current events. Students may use the Internet to conduct research for school related activities. Students may use the Internet for appropriate educational purposes.

Policy Reference: Policy No. 5114 – Network Acceptable Use and Internet Safety Policy
Policy No. 5110 – Student Fees, Fines and Charges

STUDENT ADMISSION REQUIREMENTS

Minimum Age:

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

Early Admission to Kindergarten:

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

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

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

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

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

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

Admission to First Grade:

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

Graduates:

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

Age 21:

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

Birth Certificate, Physical, Visual Evaluation and Immunization:

The parents or legal guardian shall furnish:

- (1) A certified copy of the student's birth certificate issued by the state in which the child was born, upon admission of a child for the first time, shall be provided within 30 days of enrollment. Other reliable proof of the child's identity and age, accompanied by an affidavit

explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).

(2) Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.

(3) Evidence of a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.

(4) Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox), and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement that establishes that an exception to the immunization requirements are met.

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

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

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

Enrollment of Expelled Students

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

under such Act. For purposes of this policy, the term expulsion or expelled includes any removal from any school for a period in excess of twenty (20) school days.

ABSENCE VERIFICATION

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

PERMIT TO RE-ENTER

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

CHILD FIND PROGRAMS

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

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

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

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

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

Special Education Department
PO Box 607
Bayard, NE 69334

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

STUDENT FEES

The Board of Education adopts the following student fees policy in accordance with the Nebraska Public Elementary and Secondary Student Fee Authorization Act. The District's general policy is to provide for free instruction in accordance with the Nebraska State Constitution. The District also provides activities, programs and services that extend beyond the minimum level of constitutionally required free instruction. Under the Public Elementary and Secondary Student Fee Authorization Act, the District is permitted to charge students fees for these activities or to require students to provide specialized equipment and attire for certain purposes. This policy is subject to further interpretation or

guidance by administrative or Board regulations. Students are encouraged to contact their building administration, their teachers or their coaches and sponsors for further specifics.

A. Definitions.

1. "Students" shall mean students, their parents, guardians or other legal representatives.
2. "Extracurricular activities" shall mean student activities or organizations that (1) are supervised or administered by the District; (2) do not count toward graduation or advancement between grades; and (3) are not otherwise required by the District.
3. "Post-secondary education costs" shall mean tuition and other fees associated with obtaining credit from a post-secondary educational institution.

B. Listing of Fees Charged by this District.

1. *Guidelines for Clothing Required for Specified Courses and Activities.*

Students are responsible for complying with the District's grooming and attire guidelines. They are also responsible for furnishing all clothing required for any special programs, courses or activities in which they participate. The teacher, coach or sponsor of the activity will provide students with written guidelines that will detail any special clothing requirements and explain why the special clothing is required for the specific program, course or activity.

2. *Safety Equipment and Attire.*

The District will provide students with all safety equipment and attire that is required by law. Building administrators will assure that (a) such equipment is available in the appropriate classes and areas of the school buildings, (b) teachers are directed to instruct students in the use of such devices, and (c) students use the devices as required. Students are responsible for using the devices safely and as instructed.

3. *Personal or Consumable Items.*

Teachers may not require students to supply various personal or consumable items for use in courses. However, they may state that students are asked but not required to bring certain items for use in school. The school must supply any items required for course work but not brought by students. The district may set reasonable general guidelines on the use of consumables to avoid abuse and unnecessary waste of district resources. The district may require students to provide such personal and consumable items for extracurricular activities such as reeds for musical instruments, protective mouthpieces, and blank tapes for audio or video recording.

4. *Materials Required for Course Projects.*

Students in some courses produce a project that becomes their property at the end of the course. In those circumstances, students must either furnish or pay for the reasonable cost of any materials required for the course project; otherwise the project remains in the ownership of the school district.

5. *Extracurricular Activities.*

The District may charge students a fee to participate in extracurricular activities to cover the District's reasonable costs in offering such activities. The District may require students to furnish specialized equipment and clothing that is required for participation in extracurricular activities, or may charge a reasonable fee for the use of District owned equipment or attire. The coach or sponsor will provide students with written guidelines detailing the fees charged, the equipment and/or clothing required, or the usage fee charged. The guidelines will explain the reasons that fees, equipment and/or clothing are required for the activity.

6. *Post-secondary Education Costs.*

Some students enroll in post-secondary courses while still enrolled in the District's high school. As a general rule, students must pay all costs associated with such post-secondary courses. However, for a course in which students receive both high school and post-secondary education credit or a course being taken as part of an approved accelerated or differentiated

curriculum program, the District shall offer the course without charge for tuition, transportation, books or other fees, except tuition and other fees associated with obtaining credits from a post-secondary educational institution.

7. Transportation Costs.

The District will charge students reasonable fees for transportation services provided by the District to the extent permitted by federal and state statutes and regulations.

8. Copies of Student Files or Reports.

The District will charge a fee for making copies of a student's files or records for the parents or guardians of such students. The Superintendent or the Superintendent's designee shall establish a schedule of student record fees. Parents of students have the right to inspect and review the student's files or records without the payment of a fee, and no fee shall be charged to search for or retrieve any student's files or records.

9. Participation in Before-and-After-School or Pre-kindergarten Services.

The District will charge reasonable fees for participation in before-and-after-school or pre-kindergarten services offered by the District pursuant to statute.

10. Participation in Summer School or Night School.

The District will charge reasonable fees for participation in summer school or night school, and may charge reasonable fees for correspondence courses.

11. Charges for Food Consumed by Students.

The District will charge for items that students purchase from the District's breakfast and lunch programs. The fees charges for these items will be set according to applicable federal and state statutes and regulations. The District will charge students for the cost of food, beverages, and the like that students purchase from a school store, a vending machine, a booster club or from similar sources. Students may be required to bring money or food for field trip lunches and similar activities.

C. Waiver Policy.

Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for (1) participation in extracurricular activities and (2) the use of a musical instrument in optional music courses that are not extracurricular activities. Actual participation in the free or reduced-price lunch program is not required to qualify for the waiver provided in this section. The District is not obligated to provide any particular type or quality of equipment or other materials to eligible students.

D. Distribution of Policy.

This policy will be published in the Student Handbook or its equivalent that will be provided to students at no cost.

STUDENT FEE WAIVER PROCEDURES

The Board recognizes that while certain fees, specialized equipment, specialized attire, or project materials are appropriate and authorized, some students and their families are not financially able to afford them. The school district will grant waivers upon request to the students of families eligible for free or reduced priced meals under the federal Child Nutrition Program.

Waivers must be requested prior to the waiver deadlines as listed below. Waivers will not be approved retroactively for fees previously paid or specialized items, attire or project materials purchased by students. Only those fees and items eligible for waivers as required by state statute shall be waived.

The following deadlines will apply to requests for waivers:

1. Extracurricular Activity Participating Fees – The end of the first week of practice for a particular sport or activity.
2. Extracurricular Activity Specialized Equipment and Attire – The end of the first week of practice for a particular sport or activity.

Parents or students eligible for waivers shall make an application on the form provided by the school district at the end of this handbook. Applications may be made at any time but must be renewed annually. Denial of a waiver may be appealed to the superintendent, but eligibility is strictly dependent upon meeting financial guidelines established by the Child Nutrition program.

The school district will treat the application and waiver process, as any other student record and student confidentiality and access provisions will be followed.

The school district will annually notify parents and students of the waiver. The student fee policy and guidelines will be published annually in the Student Handbook.

STUDENT FEE ASSESSMENTS

The following fees, charges or fines will be assessed during the school year for students involved in the activities described.

Students may apply for waivers of some fees under district waiver guidelines. The student fee policy and guidelines will be published annually in the Student Handbook.

ACTIVITY

Lunch

Band Uniform Cleaning Fees

FFA

Cheerleading Clinic

Miscellaneous Fees:

Lost textbooks and library books.

Damaged textbooks and library books.

Lost school or athletic equipment.

Broken or destroyed school or athletic equipment.

COST

Price established for the year.

\$10.00

As set by the organization.

As set by sponsoring group.

Cost to replace.

Cost to repair or replace.

Cost to replace.

Cost to repair or replace.

STATE AND FEDERAL PROGRAMS

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

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

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to every student.

6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent).
11. File a local grievance.

NOTICE CONCERNING DIRECTORY INFORMATION

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

ADDITIONAL NOTICE CONCERNING DIRECTORY INFORMATION

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

NOTIFICATION OF RIGHTS UNDER FERPA

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

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

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

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

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

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

UNIVERSAL SCREENING

All students in grades K-12 will participate in universal screening to identify student needs, provide prevention, and/or positive supports and intervention. The survey will be administered in the Fall (September) to identify and provide the opportunity to meet needs early in the year. The teachers of students in grades K-12 will complete a screener on the behaviors and attitudes they see in the

classroom. Each child will be screened by one teacher. Students in grades 3-12 will also complete a self-screener on their own beliefs or feelings. The information from these screeners will help us identify children who may be at risk of developing academic or other school-related concerns. This survey will also help promote social emotional well-being for all students. If you do not want your child screened, you must submit it in writing to the counselor in your child's building by Sept. 15.

HOMELESS CHILDREN AND YOUTH

Students defined in state law as homeless children shall be admitted without payment of tuition. Transportation for homeless students who enroll in the district shall be furnished by the district under the same guidelines applying to other students or if such transportation is necessary for compliance with federal law. Each homeless child shall be provided services for which the child is eligible comparable to services provided to other students in the school selected regardless of residency. Homeless children shall be provided access to education and other services that such children need to ensure that they have an opportunity to meet the same student performance standards to which all students are held.

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

NOTICE CONCERNING DESIGNATION OF LAW ENFORCEMENT UNIT

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

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

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

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

1. Political affiliations or beliefs of the student or student's parents;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents;
8. Income, other than as required by law to determine program eligibility.

- Receive notice and an opportunity to opt a student out of-

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law;

3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

• Inspect, upon request and before administration or use-

1. protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes;
3. Instructional material used as part of the educational curriculum.

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

Bayard Public Schools has developed policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Bayard Public Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Bayard Public Schools will also directly notify, such as through U.S. Mail or automated voice messaging, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Bayard Public Schools will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement;

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

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

Family Policy Compliance Office
U.S. Department of Education
4009 Maryland Avenue, SW
Washington, D.C. 20202-5920

NOTICE CONCERNING DISCLOSURE OF STUDENT

RECRUITING INFORMATION

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

Academic and Course Information

SCHOOL BUILDING HOURS AND BELL SCHEDULE

Unless special activities or an early morning class make it necessary, students should not be in the buildings before 7:40 A.M. Students entering the building prior to 7:40 A.M. for a special meeting are

to remain in their meeting room until 7:40 A.M. Students who are not involved in special activities or meeting with a staff member are directed to leave the building immediately following their last assigned class. Students may work in classrooms or the library as long as supervision is present. Practices, rehearsals, or meetings in school buildings WITHOUT A SPONSOR BEING PRESENT, are not permitted.

Bayard Jr./Sr. High School Bell Schedule

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

Bayard Elementary School Schedule

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

GRADES AND REPORT CARDS

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

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

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

Parents may ask for a progress report on their child at anytime. No pupil may be penalized for discipline by or through his/her grades. Parents are encouraged to utilize the school district's InfiniteCampus student information system to keep track of student grades. For help with setting up an account, parents can contact the school's technology teacher for account access and help.

GRADING PRACTICES TO SUPPORT LEARNING

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

- 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.

GRADES FOR DISTANCE LEARNING AND DUAL CREDIT COURSES

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

HIGH SCHOOL GRADUATION

A commencement service will be held for each graduating class of seniors. All graduating seniors are expected to attend graduation exercises in cap and gown, unless excused by the superintendent. The top 10% of the graduating class will be publicly honored at the graduating exercises. Commencement services will be held in the auditorium. No senior will be allowed to take part in graduation exercises if they have not met all the requirements of graduation.

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

97% and above = Summa Cum Laude

95-96% = Magna Cum Laude

93-94% = Cum Laude

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

EDUCATIONAL REQUIREMENTS FOR GRADUATION

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

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

English – 40 semester hours

Mathematics – 30 semester hours

Science – 30 semester hours

Social Science – 30 semester hours

Physical Education – 10 credit hours

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

Preferred Sequence of Core and Technical Classes for Graduation Progress:

Freshman Year

English I

Math I

Physical Science

World Geography

Sophomore Year

English II

Math II

Biology

World History

8 hours Community Service

Junior Year

English III

American History

Math III

Science III

8 hours Community Service

Senior Year

College English

or

English IV

American Government

8 hours Community Service

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

JUNIOR/SENIOR HIGH FINAL TEST EXPLANATION

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

HIGH SCHOOL ACADEMIC LETTER

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

Qualifications:

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

JUNIOR/SENIOR HIGH AWARDS ASSEMBLY

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

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

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

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

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

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

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

The Hall of Fame is composed of graduating students, who, through their years of high school, have contributed the most to their school in the line of scholarship, activities, citizenship, and the general

welfare of the student body. Four boys and four girls are nominated by the seniors and placed on the ballot in the general election, in which all high school classes vote. The names of the two boys and two girls who receive the most votes are then placed in the Hall of Fame.

CONFERENCES

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

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

COPYRIGHT

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

ELEMENTARY HOMEWORK CLUB

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

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

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

JUNIOR/SENIOR HIGH HONOR ROLL

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

ELEMENTARY AND SECONDARY LIBRARIES

The elementary and secondary school libraries are open on a regularly scheduled basis and are supervised by the librarian. Library classes are held for grades K-6 and for special classes in the

secondary school for the purpose of library instruction as well as for the enjoyment of the materials and books.

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

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

ELEMENTARY PHYSICAL EDUCATION

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

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

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

ELEMENTARY RESPONSE to INTERVENTION

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

STUDY SKILLS

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

1. Come to class prepared with all necessary materials.
2. Be an **ACTIVE PARTICIPANT** in class. Listen well and take part in class.
3. Ask questions to clarify problems.
4. Plan your day and schedule time for homework.
5. Use what is learned and apply it to new situations.

6. Strive to do the very best work possible. Just 'getting by' is not a worthwhile goal.

TEACHER SCHEDULE

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

HIGH SCHOOL TESTING PROGRAM

Pursuant to Nebraska Department of Education requirements, all juniors will take the ACT at the school on the dates set by NDE. The ACT is also available for all students to take on national test dates. Students may also take the SAT. College admissions officials and scholarship program sponsors use the test scores, your school record, and other criteria to assess your ability to do college work to assist in placement in an appropriate program of study on campus. To decide if you should take one or more of these tests, you must know the test requirements of the college and scholarship programs in which you are interested. The Counselor or District Assessment Contact will help you find this information, or you may write directly to the colleges or scholarship program sponsors.

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

ELEMENTARY TITLE I SCHOOLWIDE PROGRAM

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

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

ALTERNATE LEARNING ENVIRONMENT

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

Virtual Attendance Expectations

Expectations for students:

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

Expectations for parents/guardians:

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

Expectations for teachers:

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

ACADEMIC INTERVENTION/ACADEMIC DETENTION

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

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

intervention to assist students seeking to improve their learning and grades in accordance with the grading procedures of the school district.

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

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

- A current failing grade in any class.

- Missing/Late assignments.

- Risk of course failure.

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

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

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

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

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

JUNIOR HIGH REQUIREMENTS - SUMMER SCHOOL

Junior high students (7-8) must pass a minimum of six (6) academic subjects (English, Math, Science, Social Studies, Reading) for the year (three per semester) to be considered for advancement. Social promotion may be considered after a conference with the principal, parents, and the student. These students will be placed on probationary status for one full semester. Failure to maintain passing grades during the probationary period may result in a change of enrollment, back

to the previous grade, for the remainder of the school year. If summer school is offered, junior high students could be required to attend if grades indicate a need for remediation.

HIGH SCHOOL REQUIREMENTS – SUMMER CREDIT RECOVERY

High school students will be required to attend summer school in order to recover credits for failed courses and/or excessive absences at the discretion of the principal. Typically the students are required to retake the class during the next available semester with the teacher before Credit recovery is considered. Credit recovery will be based on (at or near) perfect attendance and completion of all assignments and assessments with at least 70% proficiency. The student will be completing coursework from Odysseyware Online or Edgenuity. There may be additional coursework as assigned by the regular education teacher that, if assigned, will need to be completed at 70% proficiency as well. Poor attendance and behavior will result in immediate removal from the summer credit recovery opportunity and students may be required to retake the class the following year.

SUGGESTED PERSONAL OR CONSUMABLE ITEMS

Teachers may suggest students to supply various personal or consumable items for use in school. The following list provides an example of the types of items that may be considered personal or consumable. Teachers shall furnish the principal with a list of all items suggested prior to the beginning of the school year. This will allow students and parents time to purchase them.

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

WESTERN NEBRASKA DISTANCE LEARNING CONSORTIUM CLASSROOM DISCIPLINE PROCEDURE

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

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

Classroom Rules:

1. I will not disrupt teaching or learning in WNDLC classrooms; insubordination of any kind will not be tolerated.

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

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

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

Transportation

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

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

BUS RULES

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

- I. Previous to Loading (on the road and at school)
 - A. Be on time at the designated school bus stop to keep the bus on schedule.
 - B. Stay off the road at all times while waiting for the bus. Bus passengers must conduct themselves in a safe manner while waiting.

C. Do not move toward the bus at loading zones until the buses have been brought to a complete stop.

D. After the bus comes to complete stop, take your seat without delay.

II. While on the Bus:

A. Students will sit where assigned by the driver or the activity sponsor.

B. Keep hands and head inside the bus at all times after entering the bus.

C. Windows will be kept closed - heat and ventilation will be controlled by the driver.

D. No gum, food, or drink will be allowed on route buses without the bus driver's permission.

E. Assist in keeping the bus safe and sanitary at all times.

F. Remember that loud talking and laughing or unnecessary confusion diverts the attention of the bus driver.

G. Treat bus equipment as you would valuable furniture in your own home. Damage to seats, etc., must be paid for by the offender.

H. Never tamper with the bus or any of its equipment.

I. Leave no books, lunches, or other articles on the bus.

J. Keep books, packages, coats, and all other objects out of the aisles.

K. Remain in the bus in case of a road emergency, unless directed by the driver to do otherwise.

L. Keep ABSOLUTELY QUIET when approaching a railroad crossing.

M. Do not throw anything out of the bus windows.

N. Remain in seats while bus is in motion (NO STANDING).

O. Be courteous to fellow pupils, the bus driver, and the driver's assistants.

P. Parents will be notified if there is misconduct on the bus. The bus rider may be denied the privilege of riding.

Q. While on the bus, you are in the driver's charge, and you must obey him/her promptly and cheerfully; as well as, any student assistant that is officially designated.

R. Inform the driver, if possible, when a rider will be absent.

S. All school rules, regulations, and policies apply to all students while riding school buses.

III. After Leaving the Bus

A. Cross the road, when necessary, after getting off the bus (at least 12 feet in front of the bus) but only after looking to be sure that no traffic is approaching from either direction.

B. Help look after the safety and comfort of small children.

C. Be alert to the danger signal from the driver.

D. Do not get off the bus at places other than the regular bus stop, unless proper authorization has been given in advance by parent and school officials.

IV. Extra-Curricular Trips

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

V. Unsatisfactory Bus Conduct

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

RIDING THE BUS IS A PRIVILEGE.

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

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

General driving of automobiles by students, except during their lunch period, is prohibited. It shall be the responsibility of all faculty and school employees to report any violation of traffic laws or any improper conduct of student drivers to the principal (with a signed complaint from the school employee) who will (a.) require the student to check in his/her keys at the principal's office from 8:30 a.m.-3:30 p.m. for one (1) week or (b.) file a civil legal action to be brought against the student.

VEHICLE PARKING RULES

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

TRAFFIC RULES

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

CONTINUED PARKING/TRAFFIC VIOLATIONS WILL RESULT IN THE FOLLOWING DISCIPLINE

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

VEHICLES ON SCHOOL PROPERTY

Pupils driving cars to school are required to park them in the designated area upon arrival at school. The school assumes no liability for pupils driving motor vehicles. It shall be the responsibility of all faculty and school employees to report any violation of traffic laws or any improper conduct of student drivers to the principal.

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

Parking

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

Driving/Vehicles

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

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

Health and Safety

SEVERE WEATHER/SCHOOL CLOSING

The importance of notifying parents and students when school will be delayed in opening, not opened at all, or be dismissed early is of prime concern. We will be using an automated messaging system which will allow the school to contact each family with regard to school closing and other notifications. This system is designed to contact the phone number or numbers listed in your student's file. If you do not wish to be a part of the automated system, please notify the school and your name will be removed from the system.

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

CIVIL DEFENSE AND TORNADO DRILLS

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

The student should:

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

FIRE DRILLS

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

The student should:

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

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

HEALTH SERVICES

A registered nurse is on duty or on call during school hours. The nurse's office is located at the elementary building. If a student is ill, a student will need to either secure a pass from his or her teacher and report directly to the nurse's office or the office staff will contact the nurse.

If a student is seriously ill, the student should remain at home for proper treatment and care. The following list of communicable diseases should serve as a guideline to parents with regard to the amount of time a student should be kept out of school with a communicable disease:

- A. Measles – one week and until symptom free
- B. Three day measles (German measles) – until rash is gone
- C. Mumps – one week and until swelling is gone on both sides
- D. Chicken pox – one week after onset of rash and when all lesions are crusted and not weeping
- E. Strep throat – may return to school 24 hours after being on antibiotic and without fever
- F. Ringworm or impetigo – must remain out of school until under treatment.
- G. Conjunctivitis (Pink eye) – may return to school 24 hours after treatment with prescribed eye drops.
- H. COVID-19 – may return to school under the direction of current Centers of Disease Control and Prevention (CDC) and/or Panhandle Public Health Department (PPHD) guidelines.
- I. RSV – until fever free and/or coughing has subsided.

J. Temperature – Any student with a temperature of 100 degrees or greater should remain home from school. Temperature must be normal 24 hours before returning to school without fever reducing medications, such as acetaminophen (Tylenol), Motrin, or Ibuprofen.

*This is not a complete list of communicable diseases and infections. The nurse will contact PPHD for recommendations and guidelines if there is a question about a student on his or her illness or presenting symptoms.

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

An ill or injured student may not leave school until permission of the parent, or person designated by the parent, has been received. Ill or injured students are not to leave the building without the knowledge of the nurse and without signing out properly in either the elementary or junior/senior high office.

A health record is on file for each student. Parents/guardians are required to keep this record up-to-date for their child by reporting to the nurse of any medical diagnosis, allergies, immunizations/booster shots, eye prescription changes, or any pertinent health information that should be recorded.

Medications

Students are not allowed to take any sort of medication during school hours that have not been cleared by the nurse. School hours are considered from “bell to bell.” If a student takes a medication without permission, he or she may have consequences at the discretion of the appropriate principal. If a student needs to take a prescription medication during school hours, it is the student’s responsibility to report to the nurse’s office for medication administration unless otherwise specified. A medication administration form must be completed by a parent or guardian prior to taking a medication during school. If a student needs to take an over the counter medication during school hours, they must see the nurse at the elementary building or go to the junior/senior school office for assistance.

Nebraska State Law prevents over the counter and prescription medications being sent to school with students. Do not send medication(s) to school with the student or student sibling. The medication must be brought to the school by the parent(s)/guardian(s) or other specified designee and given to a certified medication Bayard Public School Staff member. Designated Bayard Public Schools personnel have been trained to accept student medications. These staff members are: principals, school secretaries, and school nurses. The medication must be given directly to Bayard Public School staff members and a verified count of the medication amount will be conducted together with the staff member and parent(s)/guardian(s) or other specified designee. All medications must be sent in their original container. Prescription medications must be sent in a prescription container with the proper prescription label secured to the container. Failing to do so will result in no medication administration. It is the sole responsibility of the parent(s)/guardian(s) to ensure that the student has their medication during school in its proper container.

If there is a medication change during school, documentation from a licensed healthcare professional must be provided with the medication change. If documentation is not provided, Bayard Public School Staff will not administer the medication to the student and must be done so by a parent or guardian until such documentation is obtained.

Medications cannot be altered by Bayard Public School Staff in any way. For example, if a student is to take a ½ a tablet of a medication, the medication must be halved prior to dropping off the medication at school.

Prescription medications must have a prescription label with the designated student's name, medication name, medication dosage, and directions for use. The prescription medication label must match what the licensed healthcare provider prescribes for administration. For example: if a student is to take 2 tablets of a medication but the prescription label states 1 tablet, documentation must be provided or the medication will not be administered.

Over the Counter Medications

Over the counter medications are offered in the nurse's office as well as the High School office. Over the counter medications that are supplied by Bayard Public Schools are: Acetaminophen (Tylenol), Ibuprofen, Calcium Carbonate (Tum's), and Cough Drops. An over the counter permission form must be signed by a parent/guardian and will be kept on file until the student graduates or transfers. If a permission form is not filled out, a parent/guardian will be called each time for consent of administration of medication. If any revision(s) occur in the over the counter permission form, a written statement must be submitted to the school nurse.

Over the counter medication dosage will be based on the medication recommendations (age and/or weight). Medications will only be administered at the discretion of the nurse or authorized personnel.

Immunizations

In the state of Nebraska, children **can't attend classes** in public or private school until the school has written proof of their immunization status.

NEBRASKA STATE LAW requires students to be immunization against the following diseases:

- Diphtheria, tetanus, and pertussis
- Polio
- Measles, mumps, and rubella
- Hepatitis B
- Varicella (chicken pox)

Student Age and Required Vaccines:

- Students entering school (Kindergarten or first time enrolled)
 - 3 doses of DTap, DTP, DT, or Td vaccine, one on or after the 4th birthday
 - 3 doses of Polio vaccine
 - 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age

- 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month.
- 2 doses of Varicella (chickenpox) vaccine, or MMRV given on or after 12 months of age. Written documentation (including year) of Varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.
- Students entering 7th grade
 - Must be current with above vaccinations AND receive 1 dose of Tdap (contain Pertussis booster)
- Students who are an out-of-state transfer at any grade level
 - Must be immunized appropriately according to the grade entered.

Any student who does not comply with one of the following will not be permitted to attend school until he or she is compliant:

1. Proof of up-to-date immunizations,
2. Have an upcoming scheduled appointment date to receive required immunization, or
3. Have a signed medical or religious waiver

Physicals and Eye Exams

Physical exams are required by Nebraska State law for any student to participate in any sport; any student entering Kindergarten or is a first time enrolled student; 7th grade student; or are an out-of-state transfer student. Eye exams are required by Nebraska State law for any student entering Kindergarten or are a first time enrolled student and any out-of-state transfer student. Eye exams must be completed by a certified ophthalmologist.

School Health/Speech Screenings

School health screenings will be conducted for all elementary students as well as 7th and 10th grade students. Depending on grade level, screening includes a student's: height, weight, vision, dental, and hearing. Kindergarten students will also participate in a Speech screening. Findings are recorded in the student's permanent record file. Screening does not replace a regular examination completed by a licensed healthcare professional. Parents/guardians will receive a notice of any unusual symptoms found and are urged to seek further medical help when necessary. If a parent/guardian wishes to refuse school health screening, a parent/guardian must submit written statement(s) from a qualified examiner that the child has received the minimum required screening within the past six months or the child will be screened at school.

Physical Education

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

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

Junior/High School

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

Elementary

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

CONCUSSION: RETURN TO LEARN PROTOCOL

A concussion must be diagnosed by a licensed healthcare professional. Students may be sent home if there is a concern for a concussion. If a student is diagnosed with a concussion, the student will need to complete the return to learn and return to play protocol. The return to learn and return to play are both informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered. Bayard Public Schools has a specific concussion protocol that will be followed as well as any licensed healthcare professional recommendations and guidelines.

If a student is suspected of sustaining a concussion away from school, the student and his/her parent/guardian will need to notify the school so that the school nurse and activities director can ensure the concussion protocol is implemented and followed.

INITIATIONS

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

DATING VIOLENCE PREVENTION

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

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

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

SAFESCHOOLS DISTRICT TIP REPORTING SERVICE

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

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

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

DISPENSING PRESCRIPTION MEDICATION

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

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

NETWORK ACCEPTABLE USE AND INTERNET SAFETY POLICY

Bayard Public Schools recognizes the value of computer and other electronic resources to improve student learning and enhance the administration and operation of its schools.

To this end, the Bayard Public Schools encourages the responsible use of computers; computer networks (including the Internet), and other electronic resources in support of the mission and goals of the Bayard Public Schools.

It is the policy of Bayard Public Schools to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via the Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c)

prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (CIPA).

It is the policy of the Bayard Public Schools to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, Bayard Public Schools recognizes its legal and ethical obligation to protect the well-being of students in its charge.

The following uses of school-provided electronic resources, including Internet and email, are not permitted:

- a. to access, upload, download, or distribute pornographic, obscene, or sexually explicit material;
- b. to transmit obscene, abusive, sexually explicit, or threatening language;
- c. to violate any local, state, or federal statute;
- d. to vandalize, damage, or disable the property of another individual or organization;
- e. to access another individual's materials, information, or files without permission;
- f. to violate copyright or otherwise use the intellectual property of another individual or organization without permission; and
- g. to distribute or forward "chain letters" via email.

Any violation of District policy and rules may result in loss of District-provided access to the Internet. Additional disciplinary action may be determined in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

Students may...

- Design and post web pages and other material from school resources.
- Use direct communications such as email, online chat, or instant messaging with a teacher's permission.
- Use the resources for any educational purpose.

Consequences for Violation: Violations of these rules may result in disciplinary action, including the loss of a student's privileges to use the school's information technology resources.

Supervision and Monitoring: School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

Enforcement of Policy:

- To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.
- Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

- Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.
- A Bayard Public Schools staff member may override the technology protection measure that blocks or filters Internet access for a student to access a site with legitimate educational value that is wrongly blocked by the technology protection measure that blocks or filters Internet access.
- Bayard Public Schools staff will monitor students' use of the Internet by either direct supervision or by monitoring Internet use history to ensure enforcement of policy.

Inappropriate Network Usage: To the extent practical, steps shall be taken to promote the safety and security of users of Bayard Public Schools' online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking," and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring: It shall be the responsibility of all members of Bayard Public Schools staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Bayard Public Schools will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.

Disclaimers:

- Bayard Public Schools and its individual schools, administrators, faculty, and staff thereof, make no warranties of any kind for the service provided and will not be held responsible for any damage suffered by users. This includes the loss of data resulting from delays, non-deliveries, and intrusion by computer virus, or service interruption.
- Use of any information obtained via network access is at the risk of the user, and Bayard Public Schools specifically denies any responsibility for the accuracy or quality of the information obtained.
- Bayard Public Schools cannot guarantee complete protection from inappropriate material. Furthermore, it is impossible for the district or content filter to reflect each individual or family's opinions of what constitutes "inappropriate material." If a student mistakenly accesses inappropriate information, he/she should immediately notify a district staff member.
- Bayard Public Schools is not liable for an individual's inappropriate use of district's electronic communications systems or violations of copyright restrictions or other laws, or other costs incurred by users through use of Bayard Public Schools' electronic communication systems.
- The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's electronic communication systems.

CIPA Definition of Terms:

Minor: The term “minor” means any individual who has not attained the age of 17 years.

Technology Protection Measure: The term “technology protection measure” means a specific technology that blocks or filters Internet access to visual depictions that are:

1. Obscene, as that term is defined in section 1460 of title 18, United States Code;
2. Child Pornography, as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors.

Harmful to Minors: The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Sexual Act; Sexual Contact: The terms “sexual act” and “sexual contact” have the meanings given such terms in section 2246 of title 18, United States Code.

SEARCH AND SEIZURE

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

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

DRUG DETECTION DOGS

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

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

6. Drug detection dog searches in the Bayard Public Schools may involve the Bayard Police Department, Morrill County Sheriff and/or the Nebraska State Patrol.

JUNIOR HIGH/HIGH SCHOOL SEARCHES - AUTOMOBILE

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

ELEMENTARY SEARCHES – DESK

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

JUNIOR HIGH/HIGH SCHOOL SEARCHES - LOCKER

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

SEARCHES - PERSONAL

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

SEIZURE OF ILLEGAL MATERIALS

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

SEXUAL/ETHNIC HARASSMENT POLICY

The Bayard Public School's Board of Education strongly endorses, and will comply with the provisions of Title VII of the Civil Rights Act of 1972, as amended; Title IX of the Education Amendments of 1972; and the Nebraska Equal Opportunity and Education Act. Therefore, it is the policy of the Bayard Public Schools to prohibit any and all discrimination based on race, color, sex, or national origin.

Regarding school district employees, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature shall constitute "Quid Pro Quo" sexual harassment when:

- I. Submission to sexual conduct is made either explicitly or implicitly a term or condition of an individual's employment.
- II. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that individual.
- III. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

It is also prohibited for any school district employee or student to verbalize on school district property any racial, ethnic, or gender-harassing jokes or stories, or to bring or store on school property any

sexual, racial, or ethnic 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:

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

Regarding students, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual/ethnic nature shall constitute sexual/ethnic harassment when:

- I. Submission of such conduct is made either explicitly or implied a term or condition of an individual's enrollment, participation, or affiliation with a course, activity, or other school-sanctioned program.
- II. Submission to or rejection of such conduct by individuals is used as a basis for any decision that may affect the educational standing of that individual.
- III. Such conduct has the purpose or effect of unreasonable interference with an individual's educational performance or creating an intimidating, hostile, or offensive environment.

RESPONSIBILITY

All Bayard Public School employees and students shall have the responsibility of keeping school administrators informed, through the most confidential and direct means possible, of any alleged acts and/or complaints of sexual/ethnic harassment. It is the responsibility of each school district administrator, principal, department head, and supervisor to provide a working and academic environment free of sexual/ethnic harassment or sexual/ethnic intimidation. The school district will take prompt action to investigate an act upon all reported instances of alleged sexual/ethnic harassment.

All complaints and allegations of either sexual or ethnic harassment will be thoroughly investigated by a member of the Bayard Public Schools administrative team. That team shall consist of: Administrators: Principals and Assistant Principals, and the Superintendent. The Bayard Public Schools will utilize a three-phase process to investigate all allegations of sexual or ethnic harassment:

PHASE I: COMPLAINT

Any individual who believes that he or she has been either sexually or ethnically harassed, or any individual having knowledge of any incident of alleged sexual or ethnic harassment (hereinafter referred to as "complainant"), should notify a member of the administrative team. Such notification shall be by the most direct means possible and will be considered confidential. The complaint should be made as soon as possible after the alleged incident.

The administrative team member who receives a report of alleged sexual/ethnic harassment shall notify the Superintendent, unless the superintendent is alleged to be the school district employee engaged in sexual/ethnic harassment. If the complaint is made against the superintendent, the information is to be brought to the attention of the President of the Board of Education. He/she shall, in turn, contact the school district's attorney to conduct an investigation of the allegation.

If the complaint is made by a student, his or her parent(s) or legal guardian(s) shall be notified immediately in writing, by certified mail, by the individual assigned to conduct the investigation. If the person accused of sexual/ethnic harassment is a student, that student's parent(s) or legal guardian(s)

will be notified both telephonically and in writing, by certified mail, of the alleged complaint, and they shall be present when the accused student is interviewed.

PHASE II: INVESTIGATION

Every effort shall be made to maintain full confidentiality throughout the entire investigation. The investigation phase will be directed towards securing signed statements about the complaint itself. Minimally, it shall include the name(s) of the complainant(s) and person(s) accused of sexual/racial harassment; the date(s), time(s), location(s), description of the incident(s), witness(s), and the respective signed statement(s).

Additionally, signed statement(s) by the person(s) accused of sexual/ethnic harassment shall be obtained where possible. The person(s) accused of sexual/ethnic harassment will be advised of due process rights at the time of being informed of the allegation. The intent of this phase is to investigate all of the facts and to corroborate evidence either for or against the complainant.

PHASE III: ACTION TAKEN

In determining whether conduct constitutes sexual/ethnic harassment, the individual conducting the investigation will examine the record as a whole and the totality of the circumstances, such as the nature of the alleged sexual advancements and the context in which the alleged incident occurred. The determination will be on a case-by-case basis. The individual conducting the investigation will review all information with the superintendent. The superintendent may take whatever disciplinary action is deemed appropriate. In any case where the disciplinary action of a school employee or student is subject to the due process procedures set forth in law, they will be followed as required.

If the Superintendent is the alleged individual, the school district's attorney will provide the evidence to the Board of Education, and they will determine the action to be taken.

The Superintendent will inform all parties of any disciplinary action taken by the Superintendent. The record of the investigation will be kept in a confidential file. If the complaint involves the Superintendent, the file will be kept in the office of the school attorney. A simple statement indicating that a complaint has been filed and the action taken, if any, will be placed in the individual's personnel/student file. However, where the complaint is found to be without merit, the complaint will be placed in a separate sexual/ethnic harassment file, which shall be confidential and not placed in the individual's personnel/student file. If deemed necessary, the academic or employment situation of the complainant may be changed to provide for a non-intimidating or non-hostile atmosphere. These changes may occur but are not limited to: a transfer of work situations, change of instructor, and, if pertinent, waiver of academic requirements. Decisions concerning such action must consider that the complainant is not to be inadvertently or otherwise punished because he or she has allegedly been sexually/ethnically harassed.

Any employee who is found to have engaged in sexual/ethnic harassment of a subordinate, co-worker, or student will be subject to disciplinary sanctions, which may include, but are not limited to: written reprimand, probation, demotion, transfer, required professional counseling, or termination of employment. Where required by law, any disciplinary action taken shall be subject to the due process procedures set forth in Sections 79-12,107 to 79-12,121, as amended.

A student, who is found to have engaged in sexual/ethnic harassment against either an employee or another student, will be subject to disciplinary sanctions which may include, but are not limited to: written reprimand, disciplinary probation, suspension, and/or expulsion. Where required by law, any

disciplinary action taken shall be subject to the due process procedures set forth in the Student Suspension or Expulsion Act, Sections 79-4,170 to 79-4,205, as amended.

If the complainant or accused is not satisfied with final action taken by the Superintendent, he/she may request that the Board of Education review the decision and action taken by placing it on the regular Board of Education meeting agenda as a personnel/student matter. Such a request will be held in executive Session unless the accused individual chooses otherwise. The decision by the Board of Education will be the final administrative act. Likewise, any person accused of sexual/ethnic harassment may appeal the Superintendent's disciplinary action taken by filing a grievance through the established grievance procedures of the Bayard Public Schools as specified in Board Policy.

RECORDING OF OTHERS

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

TOBACCO, ALCOHOLIC BEVERAGES, DRUGS AND CONTROLLED SUBSTANCES

Any Bayard School student engaging in the selling, using, smoking, possessing or dispensing of alcoholic beverages, tobacco, narcotics, drugs, drug paraphernalia, controlled substances, inhalants or being under the influence of any of the above; will be subject to the following disciplinary actions, providing the incident has been reported in one of the following ways:

1. ADMISSION by the participant involved.
2. WRITTEN STATEMENT of the violation from a certified staff member or coach.
3. WRITTEN STATEMENT of the violation from a parent/guardian of the participant.
4. CHARGED WITH OR CITED by law enforcement personnel or accepting a diversion program in lieu of charges being filed.

Note: The term "under the influence" for school purposes has a less strict meaning than it does under criminal law. For school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant. In addition, "possession" of alcohol or drugs will be considered to have occurred for purposes of school rules if the student is in such close proximity to alcohol or drug (for example, a student being in a car where alcohol is in the back seat and no adults are present in the car) or to others who are consuming alcohol or drugs (for example, being at a student party at which other students are drinking) that school officials may reasonably determine that the student was in "possession" of the items as well).

Students shall not possess cigarettes, vapor products, alternative nicotine products, lighters, cigarette packages, or chewing tobacco. These items will be confiscated and disciplinary action may result.

Definition of smoking: smoking consists of being seen holding a lit or unlit cigarette, vapor, or alternative nicotine product or being seen throwing a cigarette or vapor or alternative nicotine product away or being seen with smoke coming out of the nose or mouth or admitting to having smoked on the school campus.

The following disciplinary actions for violations occurring while not on school property are based on self-reporting. The student must self-report any violations/possible violations within a 48-hour period from the time of violation to the administration, athletic director, or coach. If a student fails to self-report such violation and it is later learned that the violation took place, the discipline for the action will be doubled.

Violations occurring while not on school property – Violations not occurring on school property will result in the following discipline. The student shall not be allowed to participate in, but must still practice for the activity with the team or group, and shall not attend any school sponsored activity for fourteen (14) calendar days from the date of written notification and must complete a minimum of eight (8) hours of professional alcohol and or drug education and counseling. (The education course and or counseling will be the parents' or student's expense).

The eight (8) hours of professional education/counseling must be completed before the student can again begin participation in the activities program. Suspensions for violations occurring during the summer shall commence with the beginning of the next school year.

Violations occurring while on school property - Violations occurring on school property or while attending or participating in school related activities will result in the student being suspended or expelled from school. After the suspension, the student shall not be allowed to participate in, but must still practice for the activity with the team or group, and shall not attend any school sponsored activity for fourteen (14) calendar days from the date of written notification and must complete a minimum of eight (8) hours of professional alcohol and or drug education and counseling. (The education course and or counseling will be the parents' or student's expense.) The eight (8) hours of professional education/counseling must be completed before the student can again begin participation in the activities program.

If the disciplinary actions from any violation of this policy are not completed during the current school term, the following will apply: The number of days that remain to complete the suspension from activities will be completed during the next school term. The 8 hours of professional alcohol and or drug education must also be completed before the student can begin participation in the activities program the following year. Forfeiture of the right to hold honorary positions will not be carried forward to the next school term. In the case of violations occurring on school property, days suspended from school will not carry forward to the next school year.

A second violation of these rules and regulations during any one year period, whether occurring on or off school property, will result in the student being ineligible to compete in or participate in or attend any extracurricular activity for 12 months and is in effect beginning with the date of the first violation. These consequences will carry over from one school year to the next.

Any student who is suspended under this policy will forfeit their right to hold any of the following honorary positions during the year in which the suspension occurred. This includes: homecoming king or queen, winter royalty king or queen, prom king or queen, Citizenship Award, Book of Knowledge, Class Yoke, School Spirit Award, Athletic Letter

Award, current standing in the National Honor Society, prom server, class officer, student council officer, and nomination for any post season athletic awards including all conference, all district, all regional, and all state.

Any transfer student, who is under suspension at their previous school for alcohol and/or drug policy violations, may be required to complete their period of suspension prior to becoming eligible at Bayard Public Schools at the discretion of the superintendent.

Notice of the suspension hereunder shall be given to the student and the student's parents and the student and his or her parent shall have an opportunity to present his or her version, however, the suspension shall take effect upon the delivery of the notice of suspension to the student.

This policy is in effect 12 months of the year, including both the school term and the summer months. The 12 months is in effect beginning with the date of the first violation. These consequences will carry over from one school year to the next.

Activities

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. Exception to these times will be by administrators' discretion.

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

The school day for Junior High students participating in a sport (during that sport season) will end after 7th period. Students participating in a sport are required to attend the full duration of practice with their team. Junior High students not participating in a sport are required to attend homeroom and then physical education class. When students are not participating in a sport (such as the times of the school year that fall between sport seasons) they are required to attend homeroom and then physical education class.

ELEMENTARY STUDENT COUNCIL

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

REGULATIONS FOR PROVIDING REQUIRED SPECIALIZED EQUIPMENT OR ATTIRE IN EXTRACURRICULAR ACTIVITIES

The following extracurricular activities require specialized equipment or specialized attire to be provided by participating students. Students qualifying for free or reduced price meals are eligible to apply for waivers under school policy.

<u>ACTIVITY</u>	<u>DESCRIPTION</u>
All Classes	No class dues will be assessed. All class money for class activities will be earned through fundraising activities. If you want to take part in the class activities you must work the fund raising projects.
Band	Instruments; meals during competition; band uniform cleaning fee; registrations fees (All-State, High Plains, etc.).
Choir	Registration fees (All-State, High Plains, etc.); meals at contests; folder for music (2-pocket); choir trip.
Elementary Music	Miscellaneous costumes and props for Elementary shows.
21 st Century	Performance outfit (girls – dresses, briefs, shoes and nylons. Boys – shirt, pants, vest, black socks and shoes); white shirts for caroling; meals on competition days; miscellaneous costumes and props for annual show; 21 st trip.
JR. High Swing Choir	T-shirt; meals for competitions.
FFA	Meals for trips, FFA jackets.
Library	LOST library material – pay the replacement cost of the item. If item is found, money is refunded. DAMAGED library material – if material is severely damaged, there will be a replacement cost charge. REPAIR of textbooks will be charged by the instructor.
National Honor Society	Each member is required to collect 5 pledges or donations for the bowl-a-thon fundraiser. Each member pays for the games they bowl (2-3 games).
One-Act Plays	Costumes.
Quiz Bowl	Meals at competition.
Senior Class	Class t-shirt; donating items for concessions, prom, etc.; flower for graduation if class funds are not available.
Speech	Meals at competition.
Cheerleading	Cheerleading uniform – cheerleader will conduct fundraisers to help with the cost of uniform. You must help with these activities in order to be a cheerleader.
Football	Football shoes.
Golf (Boys/Girls)	Golf clubs, bag, tees, balls.
Track (Boys/Girls)	Track shoes (running spikes, field event shoes, jumping event shoes, etc.); t-shirts/sweatshirts; gloves and cap; and meals on competition days.
Volleyball	Meals on competition days and black spandex shorts.
Wrestling	Shoes.
X-Country	T-shirt (optional), jacket (optional), shoes- spikes (optional), socks, running tights, one size fits all gloves, head bands (ear covers) and meals on competition days.
JR High Football	Football shoes (optional) may wear tennis shoes.
JR High Track (Boys/Girls)	Track shoes and meals on competition days.
JR High Volleyball	Shoes and black shorts.

This list is not all inclusive. Activities and items may be added during the year.

JUNIOR/SENIOR HIGH SCHOOL ATHLETIC INSURANCE

All pupils participating in interschool athletics (including practice) shall have athletic insurance. They may purchase school-sponsored insurance or sign a verification form, informing the school district

that they have their own insurance carrier or a signed waiver from the parents relieving the school of all responsibility

HIGH SCHOOL ACTIVITIES

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

JUNIOR HIGH ACTIVITIES

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

HIGH SCHOOL MUSIC

Concert Band	Pep Band
Marching Band	Mixed Choir
21st Century Singers	

JUNIOR HIGH MUSIC

Concert Band	Swing Choir
Marching Band	JR. High Mixed Choir

APPEARANCES OF SCHOOL GROUPS

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

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

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

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

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

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

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

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

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

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

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

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

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

FFA

Chorus

Jr. High music

Elementary Music

All school clubs and organizations

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

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

FUNDRAISERS AND ACTIVITIES ACCOUNTS

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

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

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

JUNIOR HIGH/HIGH SCHOOL ORGANIZATIONS

FUTURE FARMERS OF AMERICA (FFA)

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

NATIONAL HONOR SOCIETY

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

STUDENT COUNCIL

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

Extracurricular Overnight Trip Rules for Students

Bayard Public Schools

Extracurricular Overnight Trip Rules for Students

The sponsor shall function as the designated administrator for the activity when an administrator is not present. Any violation of the rules may result in penalties provided under the student handbook, sponsoring organization rules, and/or the student being returned to the Bayard Public Schools or the nearest transportation terminal at the parent's expense.

1. All Bayard Public Schools rules apply as well established rules of the organization involved in the trip.
2. Use or possession of tobacco, alcohol or any illegal drugs will result in notification of proper authorities and possible immediate return of the student to the school at the parent's expense. If illegal activity results in detention by authorities, parents shall have the responsibility for all intervention and counsel.
3. Curfew will be established nightly and adhered to strictly by all students. The external doors may be taped following a bed check.
4. Students must stay in assigned rooms. No sexual or other inappropriate activity is permitted on overnight trips. Student couples are not permitted to be alone in rooms together without a chaperone. Only participating Bayard Public Schools students are allowed in Bayard Public School rooms. Students must notify sponsor/chaperone of their whereabouts at all times if they are in a location other than their assigned room.

5. No phone calls are allowed between rooms after curfew. No long-distance calls are to be made from hotel rooms unless approved in advance by the sponsor. Room phones should be turned off during the stay.
6. No pay-per-view is allowed unless approved in advance by the sponsor.
7. Malicious or willful damage/theft of property by a student shall result in the student being returned to the school. Parents and students assume full financial responsibility for damages, transportation and other associated costs.
8. Luggage and personal items are subject to search at any time if school officials and/or chaperones have reasonable suspicion that the luggage or personal items contain contraband.
9. Violations of the school rules on overnight trips shall be reported the school administration.

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, Imagine Learning, Amplify Science, Google Apps for Education, Clever, Remind, IXL, 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 District Information 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 CORE COVENANTS

FOCUSED ON THE STUDENT

Positive Interactions and Relationships

Focus on Student Potential

Diverse Opportunities

Unconditional Acceptance
 ATTITUDE OF EXCELLENCE
 Act with Integrity
 Expect to Be Great
 Accept Daily Challenges and Setbacks
 Think “Big Picture”
 COMMUNITY
 Support Each Other
 Set Aside Self for Benefit of the Group
 Respect Everyone
 Be a Wing, Not a Weight
 TIGER WAY!
 Every Person, Every Day. It’s a FACT!

HISTORY

ACADEMIC SEAL



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

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

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

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

Athletics and Arts: Flanking the Book of Knowledge on the left is the school’s Tiger mascot, representing athletics and the fiercely competitive nature of our student-athletes. Flanking the Book of Knowledge on the right is an artists’ palette and musical notes, representing the arts and the creative

talents of our student performers. Athletics and arts support and enhance the academic and personal development of our students.

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

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

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

A BRIEF HISTORY OF BAYARD SCHOOLS

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

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

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

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

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

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

projects have proven to be great assets to the students and faculty of Bayard Schools and the Bayard community.

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

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.

April 4, 2024

Bayard Public School
Board of Education
726 4th Ave
Bayard, NE 69334

Dear Negotiations Committee:

The Bayard Education Association requests that the school board of the Bayard Public Schools take action to recognize Bayard Education Association as the exclusive bargaining agent for the district's non-supervisory certificated staff to begin bargaining next fall for the 2025-26 contract year.

Please direct your response to the undersigned.

Sincerely,

Crystal Batt

President

Bayard Education Association

April 4, 2024

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