

**Board of Education Regular Meeting
Monday, June 10, 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, June 10, 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. Public Comments
- V. Consent Agenda
 - V.A. Minutes of Previous Meeting
 - V.B. Bills
 - V.C. Board Member Reports
 - V.D. Reports and Correspondence Requiring No Action
 - V.D.1. General Reports and Financial Reports
 - V.D.2. Reports for Information Only
 - V.E. Adoption of Policies on First Reading
 - V.F. Adoption of Policies on Second Reading
 - V.G. Approval of Contracts within Policy Guidelines
- VI. Invited Presentations and Discussions with Presenters
 - VI.A. Early Childhood Presentation
 - VI.B. Transportation Presentation
 - VI.C. Financial Literacy Program Presentation
- VII. Principals and District Administrators
- VIII. Curriculum and Instruction
- IX. Superintendent
- X. Board Committee Reports and Recommendations
- XI. Discussion Items
 - XI.A. Review and Discussion of Policies 2000 through 2113 in the 2000 series.
- XII. Action Items
 - XII.A. Discuss, Consider, and Take All Necessary Action in Regard to Approval of the Following Handbooks for the 2024-2025 School Term: Activities Handbook for Head Coaches and Sponsors, and the Student and Parent Activities Handbook.

- XII.B. Discuss, Consider, and Take All Necessary Action in Regards to Classified Staff Pay
- XII.C. Discuss, Consider, and Take All Necessary Action in Regard to Adoption of the NSAA-Related Activities Budget for the 2024-2025 School Term
- XII.D. Discuss, Consider, and Take All Necessary Action to Purchase and Installation of a Generator for the Greenhouse Contingent of Perkins Grant Award
- XII.E. Discuss, Consider, and Take All Necessary Action to the Evaluation of the Superintendent.
- XIII. Set Next Meeting Date
- XIV. 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 Retreat/Work Session

Wednesday, May 29, 2024 4:00 PM

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

Carolyn Applegate:	Present
Joe Applegate:	Present
Kim Burry:	Present
Randy Eirich:	Absent
Bill Ferrero:	Present
Donna Stuart:	Absent

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 4:01p.m.

I.B. Open Meetings Act

The Board President informed the audience that the Open Meetings Act was posted.

I.C. Notice of Meeting

I.D. Roll Call

The following members were present: Carolyn Applegate, Joe Applegate, Bill Ferrero, and Kim Burry, member Randy Eirich was not present but attended via Zoom. Administrators present: Superintendent Olson, Director Zach Nesbitt and Business Manager Bobbie Stuart.

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 Carolyn Applegate and a second by Joe Applegate.

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Bill Ferrero: Yea

III. Introduction of Guests

IV. Public Comments

V. Discussion Items

V.A. Discussion with Carl Dietz, Northland Securities, Regarding 2024-2025 Budget

Carl Dietz, Northland Securities, discussed 2024-2025 budget with the board.

VI. Adjournment

Motion Passed: Motion for adjournment at 5:38p.m. passed with a motion by Carolyn Applegate and a second by Joe Applegate

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Bill Ferrero: Yea

Secretary

Board of Education Regular Meeting

Monday, May 13, 2024 7:00 PM

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

Carolyn Applegate: Present
Joe Applegate: Present
Kim Burry: Present
Randy Eirich: Absent
Bill Ferrero: Present
Donna Stuart: Present

I. Opening the Meeting

I.A. Call to Order

The regular meeting of Bayard Public Schools Board of Education was called to order by President 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, Joe Applegate, Donna Stuart Administrators present: Superintendent Olson, Principals Ehler and Rice, and Director Nesbitt.

I.E. Status of Absent Board Members

Motion Passed: Motion to excuse board member Randy Eirich passed with a motion by Donna Stuart and a second by Bill Ferrero.

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

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 Bill Ferrero.

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

III. Introduction of Guests

IV. Recognition of Student Achievements

The following students were recognized:

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 Joe Applegate.

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: 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

VIII. Invited Presentations and Discussions with Presenters

VIII.A. Presentation on the Pathfinder Program

Mrs. Rowe presented on the Pathfinder's program.

VIII.B. Presentation on the Aulick Partnership Program

Mr. McKibbin presented on the Aulick Partnership Program.

IX. Principals and District Administrators

Mrs. Ehler provided her report to the board: Academics: Scheduling for next year is nearly complete. We saw great success with the changes we made throughout the year in 4-6 interventions and will work to recreate that in K-3. Our small group reading instruction in K-3 was also very successful. Nurse Jobman is looking into a health curriculum called Organwise Guys. OWG is a whole-child approach to nutrition and physical activity spanning PreK to Grade 5 that helps support both academic and social-emotional needs. NWEA and NSCAS assessments are complete. We will use this data to make adjustments to instruction and interventions for next year. Leadership: We have a final total for the School Store Fundraiser. 112 students participated which is 77% of enrollment of 145. Thank you Miss Bauer for your hard work on this! 38 entries each week for the book vending machine drawing, 151 gift cards donated, total amount of gift cards - \$6,010.00, gift card amount in each grade - Kindergarten - \$1,640, 2nd grade - \$1,100.00, 3rd grade - \$1,040.00, 1st grade - \$730.00, 6th grade combined - \$710.00, 4th grade -

\$520.00, 5th grade - \$270.00, the school has earned \$740.46 this year! We celebrated Teacher Appreciation Week last week with Teacher Olympics, coffee and donuts, treat bags, notes from students, cookies from the Bayard Fire Department Ladies Auxiliary, and a lunch sponsored by elementary parents. I'd like to recognize and thank the entire elementary staff for their hard work and dedication to our students this year. They have stepped up and filled new roles, took on major challenges without hesitation. Just to put in perspective the multiple roles that people fill, their primary roles and additional responsibilities are listed below. Thank you to our incredible staff! Engagement: Nurse Jobman helped to coordinate free physicals with Morrill County Hospital and gave 97 free physicals for students in grades 6-11. Summer School planning is underway as well as Summer Pathfinders. We have three field trips planned and will be focused on Problem-Based Learning where students have a topic and complete Math, Science, Language Arts, and Social Studies tasks around that topic. We are excited that LB 71 was passed and will allow for children who are 5 years old to enroll in preschool rather than kindergarten if parents choose to do so. This has been a barrier for us enrolling students who are very young for their grade and gives parents the opportunity to still educate their children with us when they feel they need another year prior to kindergarten. Community: The Elementary Showcase was a big success on May 2. Our students were able to showcase their work in several areas. We had approximately 175 people in attendance. Our annual basket auction also raised around \$1000 for Elementary Activities next year. The Elementary Music Concert was on April 30 and the students did a great job! School Clean-Up Day is planned for May 10. Our elementary Lighthouse Leadership Team has paired up the younger grades with older grades so they can work together on projects around the school. Mrs. Ehler and Mrs. Stuart were able to attend the Rural Prosperity Conference in Sindy on May 1 and 2. It was a great time of networking and thought-provoking discussions to continue to partner with local businesses and utilize resources that are available to help grow our school and our community.

Dr. Rice provided her report to the board: Academics: Mrs. Barker submitted student entries for the Digital Citizenship Message Contest and Addisyn Dalbey earned Honorable mention for the 6-8 grade Poster division. Congratulations to Mailey Wood and Adriana Foote for qualifying for State Journalism. Mailey earned 5th place for her editorial cartoon and Adriana earned 8th place for her editorial writing. Scheduling for next year is still in progress. We have hit several snags in this process this year. Mrs. Rafferty is hopeful that this can be completed before the students leave for summer break. We are in the process of finalizing summer school. Letters have been sent to the students who qualify. Summer school will run from 8am-12pm from May 21st through June 11th. We are still working to secure a music teacher. Mr. Olson and I have looked into several options, but none have been successful. Leadership: Mr. Nesbitt is to be commended for his leadership at the B-C-D and District Track Meets Community clean-up was held on Friday, May 10th. Students cleaned areas around our campus to prepare for graduation on Saturday, May 11th. Engagement: The Student Showcase and Spring music programs were a big success. Thank you to all of the teachers for their part in making this event a success. Community: Mr. Rafferty and the FFA Chapter are to be commended for the success of the Greenhouse Open House held on May 3rd. Despite the poor weather conditions, many people came out to support our FFA program. School Physicals were completed on May 3rd. I would like to commend Mr. Nesbitt and Nurse Jobman for their leadership.

Mr. Nesbitt provided his report to the board: Academics: We ran grade reports to check for eligibility throughout the previous month. The number of students on this list has been lower over the past month. Participating students on this list are becoming lower with the academic intervention

policy after school. Leadership: I am currently filling the activities sponsor list for the 2023-2024 school year. We have filled most of the positions, but have a few open positions. We have some students working to increase numbers for groups next year. These students have shown initiative to increase participation by talking with younger students about being a part of different activities next year. Boys Golf: We had our home meet on Tuesday, May 7th here in Bayard. Due to weather we were only able to complete 9 holes. They are traveling to districts in North Platte on Sunday, May 12th for their district meet on Monday morning at Rivers Edge Golf course. They have had a great year of golf with not so great weather. The track teams qualified 10 boys, and 6 girls for the Best of the West in high school. We had numerous of our participants place in the top 6 and set new PR's this year. Kolby Houchin got 3rd in pole vault and made the podium. Danika Hassel got 3rd in long jump and made the podium. All our other athletes competed hard that day with a tough field. We hosted district track this year and we got a lot of compliments for our meet. The true compliments need to go out to our staff members that put in the time that day to make it a great day. We qualified 3 kids to the state meet coming up this week. Kolby Houchin in the pole vault. Danika Hassel in the long jump and triple jump. Lexi Fiscus in the shotput. We are excited to watch them compete in Omaha. The JH track team qualified 7 boys and 4 girls for the Best of the West JH school. Wyatt Edmunds placed 2nd in the discus and 3rd in the shot put and made the podium. He will also represent Bayard at the JH state meet in Gothenburg on Saturday, May 11th. All our other athletes competed hard that day with a tough field. District music was last month and we saw some great things in Alliance. Choir and Show Choir received a 1 rating from all 3 judges. (for those of you who know- Kathy Simpson told the Show Choir kids that Sharon Hoffman would be so proud! Which is the ultimate compliment!) Taylor, Jessi, Shay all received a 1 rating, Taylor and Jessi's duet received a 1, Izzy received a 2 rating, Taylor also received an outstanding solo award. Engagement: The FFA had their end of the year banquet and had a great turnout. They had many awards, showcased yet another great FFA year, saw our senior leaders off, and they welcomed in the new officers. It was a great night for the FFA to showcase for our students, staff, families, and community members. They also have been running the greenhouse and selling plants to many community members both locally and from the panhandle. Matt Erdman with Veritas came and worked with our students in our weights classes to help them understand the importance of speed and agility. He also talked with them about college expectations and the importance of education along with hard work in their activities. He also added in the JH students this year for the first time. We are excited for them to learn from Mr. Erdman. The EdRising students are working towards their goal to attend Washington DC for their competitions. They still have some fundraisers they will be completing to continue towards their goal. Community: Mr. Rafferty and the FFA Chapter are to be commended for the success of the Greenhouse Open House held on May 3rd. School Physicals were completed on May 6th. I would like to commend Nurse Jobman for her leadership. We had 96 students get physicals that day. We also want to thank Morrill County Community Hospital for coming out to help with these physicals for our students.

X. Curriculum and Instruction

XI. Superintendent

Mr. Olson provided his report to the board. Some highlights that impact budget and relationships with neighboring districts. Please review attached total costs of staff: Math: We have interviewed application for the 7-12 math position and have offered a contract which has been signed and returned. 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. 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. 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 downtime 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. We have reviewed various interlocal agreements to assess actual savings. 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 the consistency of service and possibly share some of these services with a neighboring district. The following are budget-related considerations that are our periphery: 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. 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 as 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. 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.

XII. Board Committee Reports and Recommendations

The American Civics Committee gave an update of their meeting

XIII. Discussion Items

XIII.A. Discussion to Finalize Plan for District Summer Improvements

The board discussed potential district summer improvements and needs.

XIII.B. Discussion Regarding Extra-Duty Assignments

The board discussed extra duty assignments

XIII.C. Discussion Regarding Superintendent Evaluation

The board discussed the upcoming Superintendent Evaluation.

XIII.D. Review and Discussion of Policies 1000 through 1414 in the 1000 series.

The board discussed the 1000 series policies.

XIV. Action Items

XIV.A. Discuss, Consider, and Take All Necessary Action to the Approval of Certified Staff Resignations

Motion Passed: Motion to accept the resignation of Ms. Sara Schmidt as Music/Band Teacher and thank her for her 5 years of service passed with a motion by Donna Stuart and a second by Joe Applegate.

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

XIV.B. Discuss, Consider, and Take All Necessary Action to the Employment of Gina Doughty as a Math Teacher

Motion Passed: Motion to approve Gina Doughty as Math Teacher passed with a motion by Donna Stuart and a second by Bill Ferrero.

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

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

Motion Withdrawn: Motion to approve the classified staff pay as presented to the board Withdrawn with a motion by Donna Stuart and a second by Bill Ferrero.

XV. Set Next Meeting Date

Next meeting set for June 10, 2024 at 7:00p.m.

XVI. Adjournment

Motion Passed: Motion for adjournment at 8:49p.m. passed with a motion by Bill Ferrero and a second by Carolyn Applegate

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

Secretary

Committee on American Civics Meeting

Monday, May 13, 2024 5:30 PM

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

Kim Burry: Present

Bill Ferrero: Present

Donna Stuart: Present

I. Opening the Meeting

I.A. Call to Order

Meeting was called to order at 5:43p.m.

I.B. Open Meetings Act

I.C. Notice of Meeting

I.D. Roll Call of Committee Members

The following board members were present: Bill Ferrero, Donna Stuart, Kim Burry, Superintendent Rodney Olson, Principal Kelley Rice, and Mrs. Rafferty.

I.E. Status of Absent Committee Members

II. Approval of Agenda

Motion Passed: Motion to Approve the Agenda passed with a motion by Donna Stuart and a second by Bill Ferrero.

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

III. Introduction of Guests

IV. Public Comments

V. Review Nebraska State Statute 79-724

The board reviewed Nebraska State Statute 79-724

VI. Committee Discussion Items

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

The board discussed the Social Studies curriculum and instruction compliance with Nebraska State statutes 79-719 to 79-723 and the Social Studies Standards adopted by the Nebraska State Board of Education.

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

The board discussed compliance with statutory requirements for students

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

The board discussed curricular materials and resources and recommendations for updating or altering curricular resources.

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

The board discussed potential strategies to increase positive student civics participation in the Bayard Public Schools Community.

VII. Set Next Meeting Date

The next meeting will be set for November 11, 2024 at 6:00p.m.

VIII. Adjourn

Motion Passed: Motion for adjournment at 5:57p.m. passed with a motion by Bill Ferrero and a second by Donna Stuart

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

Secretary

Bayard Public Schools

6/10/2024

GENERAL FUND

Vendor Name	GL Acct #	Description	Amount
AL'S MARKET	01 6968 610 002 002 2	cooking club	9.17
	01 6968 610 002 002 2	supplies	73.25
	01 6968 610 002 002 2	water	22.60
	01 6968 610 002 002 2	club supplies	6.49
	Total		111.51
ALARM SECURITY TECHNICIANS	01 2620 352 002 002 2	ast monitoring	28.95
	01 2620 352 001 001 1	ast monitoring	28.95
	Total		57.90
Amazon Capital Services	01 1100 733 001 001 1	chair	164.99
	01 2710 610 000 000 0	bus barn supplies	229.65
	01 2510 610 000 000 0	148A toner	443.80
	01 3540 610 002 002 2	prek supplies	51.35
	01 2510 610 000 000 0	P Touch Label Tape for Label Maker - 6 p	17.99
	Total		907.78
BAYARD PUBLIC SCHOOLS - ACTIVITY	01 2310 610 000 000 0	board bucks DI	33.00
	01 2310 610 000 000 0	board bucks girl's wrestling	9.00
	Total		42.00
BAYARD PUBLIC SCHOOLS - LUNCH	01 1160 610 000 000	may24 adult meals	710.00
	01 1200 610 003 002 2	iep meals	50.00
	Total		760.00
BENZEL PEST CONTROL	01 2620 352 001 001 1	pest control	110.78
	01 2620 352 002 002 2	pest control	110.77
	Total		221.55
BLACK HILLS ENERGY	01 2610 621 001 001 1	#242155 heating fuels	2,080.40
	01 2610 621 002 002 2	#462419 heating fuels	1,293.75
	Total		3,374.15
BRADY, DEE	01 1100 352 001 001 1	accompanist	596.25
	01 1100 352 001 001 1	mileage	117.92
	Total		714.17
CAERT, INC.	01 1100 610 001 001 1	Ag curriculum	2,000.00
Total		2,000.00	
CANNON FINANCIAL SERVICES	01 1100 810 001 001 1	copier lease	72.98
	01 1100 810 002 002 2	copier lease	72.97
	Total		145.95
CARDMEMBER SERVICE	01 2410 610 002 002 2	Academic Planner 24-25	39.98
	01 2510 810 000 000 0	fees	117.47
	01 2510 810 000 000 0	canva	12.99
	Total		170.44
CENTURY LINK	01 2510 382 000 000 0	telephone	201.07
Total		201.07	
COACH MASTERS INC	01 2730 352 000 000 0	windshield replacement	1,287.28
Total		1,287.28	
COMMUNITY BUILDING SOLUTIONS LLC	01 2620 352 002 002 2	final hvac payment phase II item 5	44,140.00
Total		44,140.00	
Computer Information Concepts	01 2510 810 000 000 0	Online Payment	1,770.00
Total		1,770.00	
CONNECTING POINT	01 2410 610 002 002 2	staple cart	67.86
Total		67.86	
CRABLE, BOB	01 2730 352 000 000 0	bus repairs	2,236.70
Total		2,236.70	
DAS STATE ACCOUNTING - CENTRAL	01 1100 382 000 000 0	apr 24 network	267.63
Total		267.63	
EAKES OFFICE SOLUTIONS	01 2610 610 002 002 2	paper products	460.28
	01 2610 610 002 002 2	scrubber machine floor pads	35.98

	Total		496.26
EDUCATIONAL SERVICE UNIT #13	01 1200 591 003 001 1	panhandle beginnings	965.70
	01 2190 591 000 000 0	mips	80.00
	01 2190 591 000 000 0	counseling non sped elem	2,091.08
	01 2190 591 000 000 0	counseling non sped hs	406.60
	01 1100 591 001 001 1	onto college test prep	3,040.00
	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	160.58
	01 1292 591 003 000 0	sup 0-2 instructional prek	12.85
	01 1292 591 003 000 0	sup 0-2 esu programs	4.59
	01 1292 591 003 000 0	sup 0-2 ot	6.11
	01 2161 591 003 002 2	elem ot	1,548.36
	01 2161 591 003 001 1	hs ot	99.36
	01 2153 591 003 000 0	0-2 speech	57.23
	01 2171 591 003 001 1	hs pt	37.80
	01 2181 591 003 002 2	elem low vision	135.27
	01 2163 591 003 000 0	0-2 ot	76.36
	01 1200 330 003 000 0	sped inservice	67.20
	01 1200 591 003 002 2	sup esu programs homeschool	12.21
	01 1200 591 003 000	sup esu programs sa	873.26
	01 1200 591 003 001 1	meridian sup speech	17.30
	01 1200 591 003 001 1	meridian a program	2,199.00
	01 1200 591 003 000	sped consultation	1,300.00
	01 1200 591 003 002 2	elem ot	123.87
	01 1200 591 003 001 1	sup hs pt	3.02
	01 1200 591 003 002 2	sup elem low vision	10.82
	01 1200 591 003 002 2	sup elem ot	7.95
	01 1200 591 003 000	student srs	1,278.72
	01 1291 591 003 000 0	sup 3-5 ot	45.41
	01 1291 591 003 000 0	3-5 instructional prek	893.92
	01 1291 591 003 000 0	sup instructional 3-5 prek	71.51
	01 1291 591 003 000 0	sup esu programs 3-5	104.82
	01 2162 591 003 000	3-5 ot	567.64
	01 2152 591 003 000 0	3-5 speech	1,310.29
	01 2151 591 003 001 1	meridian speech	216.27
	01 2151 591 003 002 2	elem homeschool speech	152.63
	01 2151 591 003 001 1	hs speech	369.36
	01 2151 591 003 002 2	elem speech	5,977.58
	01 2141 591 003 001 1	hs psych	1,626.39
	01 2141 591 003 002 2	elem psych	2,875.23
	Total		30,710.62
ESU COORDINATING COUNCIL	01 1100 810 001 001 1	proopoint renewal 24-25	182.04
	Total		182.04
FNBO CARD	01 1160 330 000 000 0	Annual NE School Health Conference	200.00
	01 2510 531 000 000 0	postage and mail chimp	59.10
	01 2310 610 000 000 0	graduation programs	162.49
	01 2620 610 001 001 1	replacement parts for greenhouse control	142.50
	01 6988 610 000 000 0	Movie Theater	150.00
	01 2310 330 000 000 0	conference reimb	(175.00)
	01 2510 610 000 000 0	home dept	11.53
	Total		550.62
GOPHER SPORT	01 1100 610 001 001 1	PE equipment	76.26
	Total		76.26
GROSS, ALLEN	01 2660 352 000 000 0	annual safety review	300.00
	Total		300.00
HEMINGFORD PULIC SCHOOLS	01 1100 352 001 001 1	spanish 2024 spring semester	8,771.73

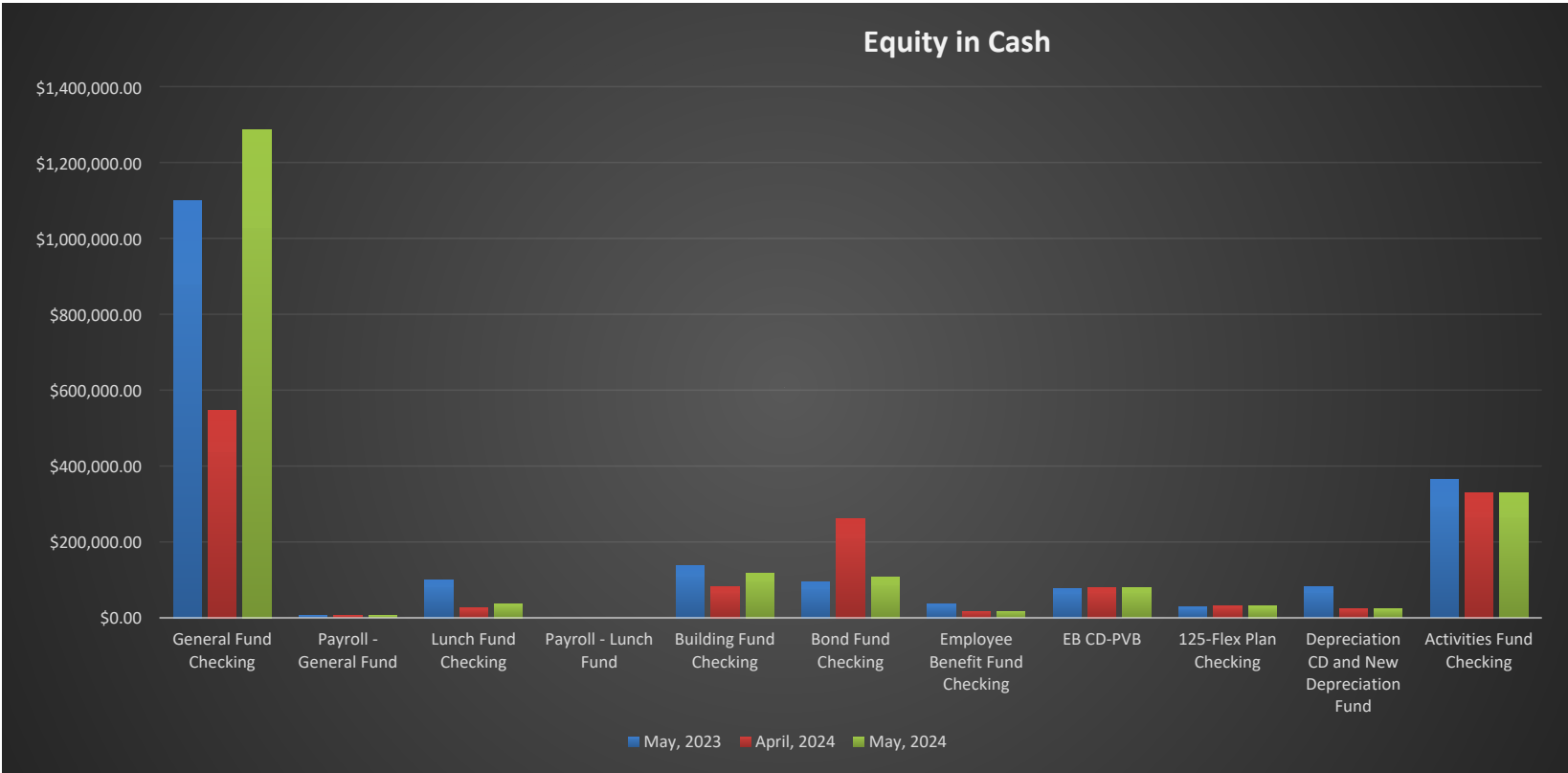
	Total		8,771.73
HULLINGER, JENNIE	01 1200 352 003 002 2	interpreting	110.00
	01 1200 352 003 002 2	mileage	33.50
	Total		143.50
IDEAL LINEN SUPPLY	01 2610 610 002 002 2	mops rags mats	269.20
	01 2610 610 001 001 1	mops rags mats	180.13
	Total		449.33
JOSTENS	01 2310 610 000 000 0	diploma covers and envelopes	292.55
	01 2310 610 000 000 0	heritage medals	74.95
	Total		367.50
KUSKIE STATION LLC	01 2710 626 000 000	bus fuel	1,895.79
	Total		1,895.79
Lakeshore	01 3540 610 002 002 2	supplies	24.68
	Total		24.68
LARSEN'S JEWELRY STORE	01 2310 610 000 000 0	name plates	108.00
	Total		108.00
MATH LEARNING CENTER, THE	01 1100 610 002 002 2	Math curriculum workbooks	1,963.44
	Total		1,963.44
MCI COMM SERVICE	01 2510 382 000 000 0	telephone	40.87
	Total		40.87
MENARDS	01 1100 610 001 001 1	Foam brushes/towels for staining	17.13
	01 1100 610 001 001 1	pvc/misc	50.41
	01 2610 610 002 002 2	cleaning supplies and painting supplies	61.78
	01 2620 610 002 002 2	Grass seed and supplies	179.94
	01 2610 610 001 001 1	cleaning supplies sprinkler parts	153.35
	Total		462.61
MIDWEST BUS REPAIR	01 2710 610 000 000 0	parts	468.38
	01 2710 610 000 000 0	parts	134.35
	Total		602.73
MIDWEST TECHNOLOGY PRODUCTS	01 2610 610 001 001 1	tools tape	657.59
	Total		657.59
MORRILL COUNTY HOSPITAL	01 2710 340 000 000 0	driver physicals	668.00
	Total		668.00
NE COLORADO CELLULAR, INC	01 1100 382 000 000 0	hotspots	286.11
	Total		286.11
NEBRASKA CENTRAL EQUIPMENT INC.	01 2730 610 000 000 0	sensor kit	137.82
	Total		137.82
PARCO SCIENTIFC COMPANY	01 1100 610 002 002 2	human eye model	168.00
	Total		168.00
Pyramid School Products	01 1100 610 000 000 0	annual buy instructional supplies	1,477.61
	Total		1,477.61
RENAISSANCE LEARNING INC.	01 1100 610 002 002 2	AR and STAR licenses	3,618.10
	Total		3,618.10
SCHOOL SPECIALTY LLC	01 1100 610 001 001 1	instructional supplies	313.88
	Total		313.88
SHERWIN WILLIAMS	01 2620 610 001 001 1	paint	561.24
	Total		561.24
SIGN GLASSES LLC	01 1200 352 003 002 2	remote interpreting	1,554.00
	01 1200 352 003 002 2	remote interpreting	3,465.00
	Total		5,019.00
SIMMONS OLSEN LAW FIRM P.C.	01 2330 317 000 000 0	legal fees	275.00
	Total		275.00
SOAR PEDIATRIC THERAPY, LLC	01 2173 591 003 000 0	0-2 pt	477.91
	01 2172 591 003 000 0	3-5 pt	1,373.04
	01 2171 591 003 002 2	elem pt	931.50
	Total		2,782.45
STEPH'S STUDIO	01 2310 352 001 001 1	graduation photos	1,716.00
	Total		1,716.00

TEAM CHEVROLET	01 2730 352 000 000 0	service 2013 suburban	68.21
	01 2730 352 000 000 0	sales tax	(10.42)
	01 2730 352 000 000 0	service impala	496.43
	01 2730 352 000 000 0	service 2022 suburban	835.11
	01 2730 352 000 000 0	sales tax	(31.44)
	01 2730 352 000 000 0	service 2022 suburban	821.75
	Total		2,149.07
TIME MANAGEMENT SYSTEMS	01 2510 810 000 000 0	timeclock	178.75
	Total		178.75
VERIZON	01 2710 610 000 000 0	gps	210.47
	Total		210.47
Wyckoff, Jennifer	01 2710 626 000 000	reimburse fuel	61.99
	Total		61.99
Y M C A	01 6989 610 000 000 0	Admission summer field trip	250.00
	Total		250.00
		General Fund Total	126,153.05
		Building Fund	0.00
		Payroll	409,860.93

Bayard Public Schools

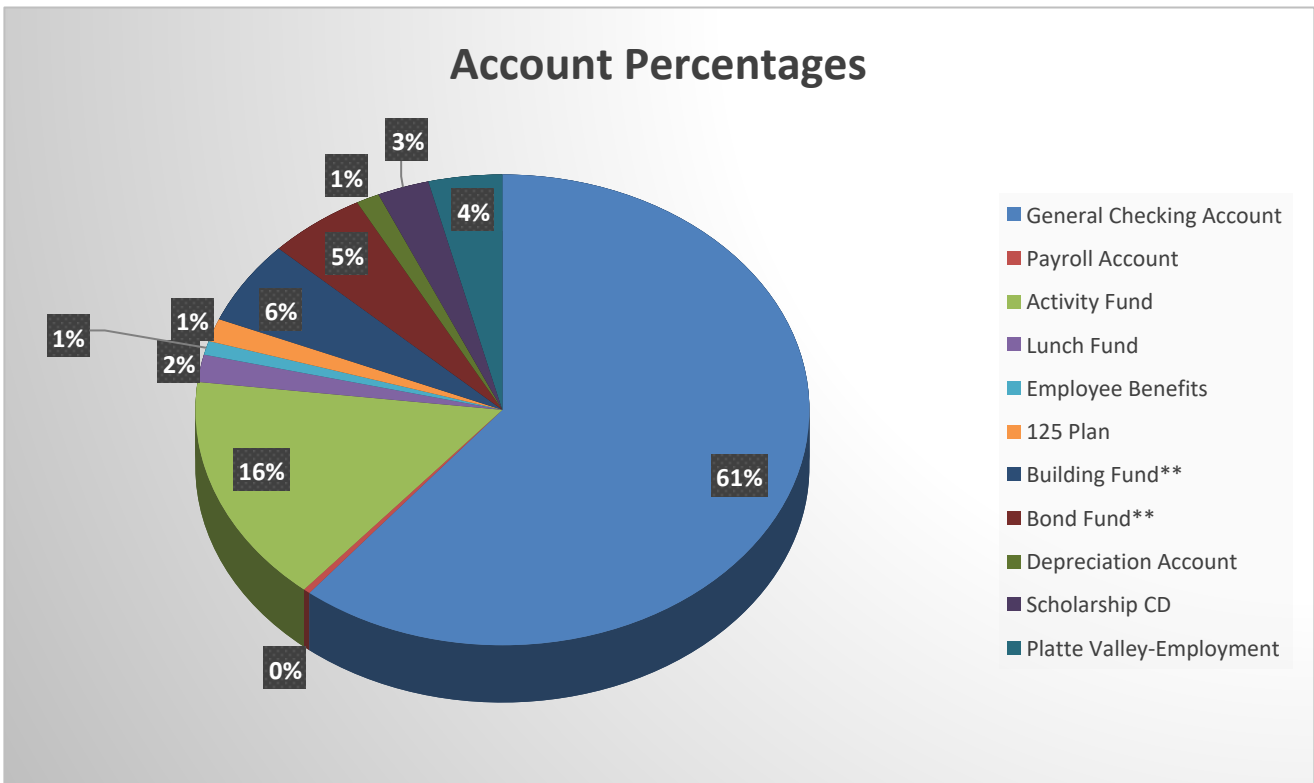
Equity in Cash May 31, 2024

Fund	Fund #	May, 2023 PRIOR YEAR BALANCE	April, 2024 PRIOR MONTH BALANCE	May, 2024 REVENUES	May, 2024 EXPENSES	May, 2024 ENDING BALANCE
General Fund Checking	01-101	\$1,100,049.51	548,898.47	1,437,180.44	(699,473.80)	\$1,286,605.11
Payroll - General Fund	01-104	\$7,812.34	\$ 7,691.81	424,510.60	(424,524.40)	\$ 7,678.01
Lunch Fund Checking	02-101	\$102,257.38	27,904.60	53,069.66	(41,314.48)	\$39,659.78
Payroll - Lunch Fund	02-104	\$0.00	0.00	11,092.37	(11,092.37)	\$0.00
Building Fund Checking	03-101	\$138,788.21	84,009.40	37,067.23	0.00	\$121,076.63
Bond Fund Checking	04-101	\$96,659.73	262,382.25	54,289.80	(207,995.00)	\$108,677.05
Employee Benefit Fund Checking	05-101	\$38,589.19	20,078.96	67.39	0.00	\$20,146.35
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	\$31,106.83	34,687.40	4,324.98	(5,800.05)	\$33,212.33
Depreciation CD and New Depreciation Fund	06-101	\$84,588.23	26,022.09	31.96	0.00	\$26,054.05
Activities Fund Checking	07-101	\$366,981.29	331,530.52	36,473.57	(35,581.48)	\$332,422.61
Scholarship CD	07-114	\$61,428.58	57,214.75	618.34	0.00	\$57,833.09
TOTAL		\$2,108,798.39	\$ 1,482,499.67	\$ 2,058,726.34	\$ (1,425,781.58)	\$2,115,444.43



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

General Checking Account	\$	1,286,605.11	
Payroll Account	\$	7,678.01	
Activity Fund	\$	332,422.61	
Lunch Fund	\$	39,659.78	
Employee Benefits	\$	20,146.35	
125 Plan	\$	33,212.33	
Building Fund**	\$	121,076.63	
Bond Fund**	\$	108,677.05	
Depreciation Account	\$	26,054.05	
Scholarship CD	\$	57,833.09	
Platte Valley-Employment	\$	82,079.42	
	\$		2,115,444.43



Detail Check Register

Checking Account: 7		Student Activity					
Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount	Check Total:	
42924	05/07/2024	24-001119	Meal for banquet	07 2900 610 124 000 0		1,980.00	
Check Number: 1708 Check Type: Check Check Date: 05/08/2024 Vendor: WALMARTC Capital One Check Total: 1,681.41							
20240429	04/29/2024	24-001019	track hospitality	07 2900 610 102 000 0	243.48		
20240429-0001	04/29/2024	24-001051	post prom items	07 2900 610 134 000 0	848.00		
20240429-0001	04/29/2024	24-001051	post prom items	07 2900 610 134 000 0	18.78		
20240429-0001	04/29/2024	24-001051	post prom items	07 2900 610 134 000 0	554.79		
20240429-0002	04/29/2024	24-001063	fishing line	07 2900 610 225 000 0	2.42		
20240429-0002	04/29/2024	24-001063	clorox wipes	07 2900 610 225 000 0	3.38		
20240429-0002	04/29/2024	24-001063	site mech	07 2900 610 225 000 0	3.28		
20240429-0002	04/29/2024	24-001063	poster strips	07 2900 610 225 000 0	6.28		
20240429-0002	04/29/2024	24-001063	15 ct blue balloons	07 2900 610 225 000 0	1.00		
Check Number: 1709 Check Type: Check Check Date: 05/08/2024 Vendor: WALMARTC Capital One Check Total: 200.14							
20240429-0002	04/29/2024	24-001063	50 hot Glue Sticks	07 2900 610 225 000 0	14.44		
20240429-0002	04/29/2024	24-001063	Hot Glue Roll	07 2900 610 225 000 0	2.54		
20240429-0002	04/29/2024	24-001063	Command hanging kit	07 2900 610 225 000 0	18.84		
20240429-0002	04/29/2024	24-001063	tax	07 2900 610 225 000 0	3.65		
20240429-0003	04/29/2024		post prom	07 2900 610 134 000 0	60.44		
20240429-0003	04/29/2024		ed rising	07 2900 610 152 000 0	35.84		
20240429-0003	04/29/2024		ed rising	07 2900 610 152 000 0	64.39		
Check Number: 1710 Check Type: Check Check Date: 05/08/2024 Vendor: CARD CARDMEMBER SERVICE Check Total: 6,195.00							
apr24stmt	04/23/2024		ed rising national flights	07 2900 580 152 000 0	6,195.00		
Check Number: 1711 Check Type: Check Check Date: 05/08/2024 Vendor: CASHDIST CASH-WA DISTRIBUTING Check Total: 1,684.46							
14163448	04/22/2024		inventory	07 2900 610 118 000 0	1,719.36		
cm3589150	05/07/2024		credit	07 2900 610 118 000 0	(34.90)		
Check Number: 1712 Check Type: Check Check Date: 05/08/2024 Vendor: FLOBAS FLOWER BASKET Check Total: 68.00							
868417	05/08/2024	24-000983	prom flowers	07 2900 610 225 000 0	68.00		
Check Number: 1713 Check Type: Check Check Date: 05/08/2024 Vendor: FNBOCARD FNBO CARD Check Total: 560.82							
20240507	05/07/2024	24-000939	Cheer party	07 2900 610 132 000 0	174.93		
20240507-0001	05/07/2024	24-001083	Nationals Shirts	07 2900 610 152 000 0	148.65		
20240507-0002	05/07/2024	24-001021	cards for track	07 2900 610 102 000 0	23.53		
20240507-0003	05/07/2024	24-001030	JH quiz bowl	07 2900 610 102 000 0	12.86		
20240507-0004	05/07/2024	24-001019	track hospitality on Nesbitt Card	07 2900 610 102 000 0	182.38		

Detail Check Register

Checking Account:		Student Activity					
20240507-0005	05/07/2024	24-001109	WTC Meal	07 2900 610 102 000 0		18.47	
Check Number: 1714		Check Type: Check		Check Date: 05/08/2024	Vendor: FNBOCARD	FNBO CARD	Check Total: 1,266.63
<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>	
20240507-0006	05/07/2024	24-001110	Meal Best of the West	07 2900 610 102 000 0		229.50	
20240507-0007	05/07/2024	24-001037	Gas for State FFA	07 2900 580 111 000 0		72.06	
20240507-0007	05/07/2024	24-001037	Gas for State FFA	07 2900 580 111 000 0		80.19	
20240507-0007	05/07/2024	24-001037	Gas for State FFA	07 2900 580 111 000 0		76.22	
20240507-0007	05/07/2024	24-001037	Gas for State FFA	07 2900 580 111 000 0		12.10	
20240507-0008	05/07/2024	24-001025	ffa state meal/shoguns	07 2900 580 124 000 0		747.31	
20240507-0009	05/07/2024	24-001038	The Waffle cone/kids icecream	07 2900 580 124 000 0		49.25	
Check Number: 1715		Check Type: Check		Check Date: 05/08/2024	Vendor: FNBOCARD	FNBO CARD	Check Total: 1,248.71
<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>	
20240507-0010	05/07/2024	24-001000	Food for hospitality room	07 2900 610 147 000 0		95.01	
20240507-0011	05/07/2024	24-001039	State FFA gas	07 2900 580 111 000 0		62.38	
20240507-0012	05/07/2024		nat ffa	07 2900 610 124 000 0		727.25	
20240507-0013	05/07/2024	24-001053	Scooters gift cards to cornhole winners	07 2900 610 124 000 0		50.00	
20240507-0014	05/07/2024	24-001054	Banquet supplies at Hobby Lobby	07 2900 610 124 000 0		95.42	
20240507-0015	05/07/2024	24-001070	25 bags potting soil for greenhouse sale	07 2900 610 124 000 0		218.65	
Check Number: 1716		Check Type: Check		Check Date: 05/08/2024	Vendor: FNBOCARD	FNBO CARD	Check Total: 284.99
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>		<u>Detail Amount</u>	
20240507-0016	05/07/2024	24-001117	Hobby Lobby plates for banquet	07 2900 610 124 000 0		57.92	
20240507-0017	05/07/2024	24-001118	Tea for banquet	07 2900 610 124 000 0		17.98	
20240507-0019	05/07/2024	24-001029	Summer Camp	07 2900 610 114 000 0		50.00	
20240507-0019	05/07/2024	24-001029	Summer Camp	07 2900 610 115 000 0		50.00	
20240507-0021	05/07/2024	24-001002	1 medium, 1 large tshirt	07 2900 610 130 000 0		40.00	
20240507-0023	05/07/2024	24-001008	Stoles	07 2900 610 103 000 0		69.09	
Check Number: 1717		Check Type: Check		Check Date: 05/08/2024	Vendor: FNBOCARD	FNBO CARD	Check Total: 1,135.42
<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>	
20240507-0024	05/07/2024	24-001073	Gier	07 2900 610 120 000 0		100.00	
20240507-0024	05/07/2024	24-001073	Dickey	07 2900 610 120 000 0		75.00	
20240507-0024	05/07/2024	24-001073	Schmidt	07 2900 610 120 000 0		25.00	
20240507-0025	05/07/2024		state di meals	07 2900 610 121 000 0		320.89	
20240507-0025	05/07/2024		state di meals	07 2900 610 143 000 0		320.89	
20240507-0026	05/07/2024	24-000960	elem di supplies	07 2900 610 121 000 0		75.52	
20240507-0027	05/07/2024	24-000959	Coaching gear for next year	07 2900 610 114 000 0		98.84	
20240507-0027	05/07/2024	24-000959	Coaching gear for next year	07 2900 610 114 000 0		119.28	
Check Number: 1718		Check Type: Check		Check Date: 05/08/2024	Vendor: FNBOCARD	FNBO CARD	Check Total: 100.21
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>		<u>Detail Amount</u>	

Detail Check Register

Checking Account: 7		Student Activity				
20240507-0029	05/07/2024	24-001047	Pop Corn Party Supplies	07 2900 610 146 000 0	14.00	
20240507-0029	05/07/2024	24-001047	Pop Corn Party Supplies	07 2900 610 146 000 0	19.95	
20240507-0030	05/07/2024	24-001062	Balloon Arch	07 2900 610 225 000 0	7.00	
20240507-0030	05/07/2024	24-001062	Balloon #9	07 2900 610 225 000 0	5.00	
20240507-0030	05/07/2024	24-001062	20ct White Balloons	07 2900 610 225 000 0	5.00	
20240507-0030	05/07/2024	24-001062	20 ct White balloons	07 2900 610 225 000 0	3.00	
20240507-0030	05/07/2024	24-001062	tax	07 2900 610 225 000 0	1.30	
20240507-0031	05/07/2024	24-001064	1 med pep pizza 1 med cz pizza 1 lg supr	07 2900 610 225 000 0	38.96	
20240507-0031	05/07/2024	24-001064	tip	07 2900 610 225 000 0	6.00	
Check Number: 1719		Check Type: Check	Check Date: 05/08/2024	Vendor: FNBOCARD	FNBO CARD	Check Total: 289.59
<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>	
20240507-0032	05/07/2024		state journalism travel	07 2900 580 111 000 0	11.99	
20240507-0032	05/07/2024		state journalism travel	07 2900 580 111 000 0	23.54	
20240507-0032	05/07/2024		state journalism travel	07 2900 580 111 000 0	68.50	
20240507-0032	05/07/2024		state journalism travel	07 2900 580 111 000 0	37.17	
20240507-0034	05/07/2024	24-001077	teacher appreciation goodies	07 2900 610 122 000 0	117.04	
20240507-0034	05/07/2024	24-001077	teacher appreciation goodies	07 2900 610 122 000 0	31.35	
Check Number: 1720		Check Type: Check	Check Date: 05/08/2024	Vendor: HAMPTONNOR	HAMPTON INN NORFOLK	Check Total: 278.00
<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>	
20240423	04/23/2024		state journalism lodging	07 2900 580 111 000 0	278.00	
Check Number: 1721		Check Type: Check	Check Date: 05/08/2024	Vendor: MEN	MENARDS	Check Total: 281.62
<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>	
01151	04/22/2024	24-001055	Greenhouse supplies	07 2900 610 124 000 0	112.24	
149	04/22/2024	24-001022	potting soil/shelf	07 2900 610 124 000 0	78.97	
360	04/22/2024	24-000991	track camera supplies	07 2900 610 102 000 0	36.44	
472	04/22/2024	24-001024	potting soil	07 2900 610 124 000 0	53.97	
Check Number: 1722		Check Type: Check	Check Date: 05/08/2024	Vendor: PARDEM	DEMURI PARRISH	Check Total: 35.00
<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>	
20240508	05/08/2024		reimbursement of snacks	07 2900 610 133 000 0	35.00	
Check Number: 1723		Check Type: Check	Check Date: 05/08/2024	Vendor: PEPSI	Pepsi-Cola of Western NE	Check Total: 1,179.40
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
5100135921	04/22/2024		inventory	07 2900 610 118 000 0	322.65	
5100137822	05/03/2024		vending inventory	07 2900 610 122 000 0	39.45	
5100137824	05/03/2024		inventory	07 2900 610 118 000 0	817.30	
Check Number: 1724		Check Type: Check	Check Date: 05/08/2024	Vendor: PERKAL	KALENA PERRY	Check Total: 450.00
<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>	
20240507	05/07/2024	24-001122	hospitality	07 2900 610 102 000 0	450.00	

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: 1725	Check Type: Check	Check Date: 05/08/2024	Vendor: UGLKIM	KIM UGLOW	Check Total:	15.00	
20240508	05/08/2024		reimbursement of snacks	07 2900 610 133 000 0	15.00		
Check Number: 1726	Check Type: Check	Check Date: 05/08/2024	Vendor: VERITAS	VERITAS ATHLETIC PERFORMANCE	Check Total:	510.00	
532024	05/07/2024	24-001001	training	07 2900 610 102 000 0	510.00		
Check Number: 1727	Check Type: Check	Check Date: 05/16/2024	Vendor: ALBRAM	AMY ALBRO	Check Total:	204.00	
20240515	05/15/2024	24-001135	Labor for greenhouse sales	07 2900 352 124 000 0	204.00		
Check Number: 1728	Check Type: Check	Check Date: 05/16/2024	Vendor: ARAZA	ZACH ARAUJO	Check Total:	60.00	
20240514	05/14/2024	24-001124	5 hours working in the greenhouse	07 2900 352 124 000 0	60.00		
Check Number: 1729	Check Type: Check	Check Date: 05/16/2024	Vendor: TIGERPAWS	Bayard Tiger Paws	Check Total:	495.00	
20240514	05/14/2024		hospitality	07 2900 610 102 000 0	195.00		
20240514	05/14/2024		pizza	07 2900 610 155 000 0	300.00		
Check Number: 1730	Check Type: Check	Check Date: 05/16/2024	Vendor: BRISCH	BRIDGEPORT PUBLIC SCHOOLS	Check Total:	200.00	
20240515	05/15/2024	24-001137	Bridgeport Team Camp	07 2900 610 114 000 0	200.00		
Check Number: 1731	Check Type: Check	Check Date: 05/16/2024	Vendor: CABMAN	MANWELL CABARRUS	Check Total:	5.00	
20240514	05/14/2024	24-001133	Refund for lost book - Pete the Cat: I L	07 2900 610 122 000 0	5.00		
Check Number: 1732	Check Type: Check	Check Date: 05/16/2024	Vendor: HOUCHJENNY	JENNY HOUCHIN	Check Total:	50.00	
20240514	05/14/2024	24-001131	Deposit refund for weight room	07 2900 610 102 000 0	50.00		
Check Number: 1733	Check Type: Check	Check Date: 05/16/2024	Vendor: MIDWESTELI	MIDWEST ELITE BASKETBALL	Check Total:	2,640.00	
20240514	05/14/2024	24-001130	MEB Basketball Camp	07 2900 610 114 000 0	1,320.00		
20240514	05/14/2024	24-001130	MEB Basketball Camp	07 2900 610 115 000 0	1,320.00		
Check Number: 1734	Check Type: Check	Check Date: 05/16/2024	Vendor: NORTHROCK	NORTH OF THE ROCK DESIGNS	Check Total:	140.00	
286	05/15/2024		state track shirts	07 2900 610 104 000 0	140.00		
Check Number: 1735	Check Type: Check	Check Date: 05/16/2024	Vendor: PANPREP	PANHANDLE PREP	Check Total:	100.00	
HARTER	05/14/2024		hartar sponsorship by Winner's Circle	07 2900 610 102 000 0	100.00		

Detail Check Register

Checking Account:	7	Student Activity				
20240530	05/30/2024	24-001158	Boys basketball camp	07 2900 610 115 000 0		300.00
Check Number: 1745	Check Type: Check	Check Date: 05/30/2024	Vendor: HAMPCSB	HAMPTON INN & SUITES-SCOTTSBLUFF	Check Total:	1,956.79
<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>	
bayard prom 2024	05/30/2024		prom venue	07 2900 610 225 000 0	2,072.87	
bayard prom 2024	05/30/2024		tax exempt	07 2900 610 225 000 0	(14.00)	
bayard prom 2024	05/30/2024		tax exempt	07 2900 610 225 000 0	(35.00)	
bayard prom 2024	05/30/2024		tax exempt	07 2900 610 225 000 0	(67.08)	
Check Number: 1746	Check Type: Check	Check Date: 05/30/2024	Vendor: HAMPTONMID	HAMPTON INN OMAHA MIDTOWN	Check Total:	1,290.00
<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>	
1716231630	05/30/2024		state track lodging	07 2900 580 111 000 0	1,290.00	
Check Number: 1747	Check Type: Check	Check Date: 05/30/2024	Vendor: RICEKELL	KELLEY RICE	Check Total:	108.15
<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>	
20240530	05/30/2024	24-001157	District track hospitality	07 2900 610 102 000 0	50.51	
20240530	05/30/2024	24-001157	BCD Track Hospitality	07 2900 610 102 000 0	57.64	

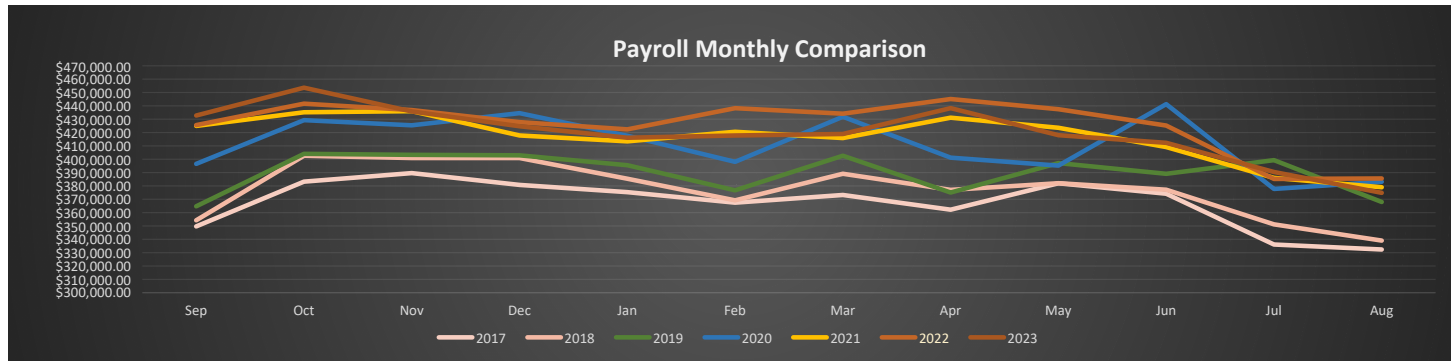
*Denotes Expensed Invoice Item

Checking Account ID: 7

Total without Voids: 35,373.95



	2016	2017	2018	2019	2020	2021	2022	2023	2024	Notes
Sep	\$346,572.05	\$349,677.03	\$354,248.27	\$364,733.37	\$396,528.05	\$424,950.99	\$425,574.29	\$432,747.40	\$420,467.94	retiree payout 2022
Oct	\$373,084.19	\$383,212.42	\$402,595.54	\$404,054.78	\$429,285.24	\$435,183.91	\$441,632.83	\$453,600.99	\$433,787.45	retiree payout 2022
Nov	\$371,043.99	\$389,610.43	\$400,909.40	\$403,299.96	\$425,426.51	\$436,011.47	\$436,846.03	\$435,809.74	\$444,261.45	
Dec	\$383,584.51	\$380,765.64	\$400,909.40	\$402,933.43	\$434,523.55	\$417,810.82	\$427,794.00	\$424,709.38	\$429,947.73	
Jan	\$358,636.43	\$375,341.82	\$385,398.10	\$395,527.82	\$417,581.90	\$413,398.94	\$422,377.80	\$416,109.91	\$420,998.33	
Feb	\$356,124.34	\$367,465.44	\$369,212.38	\$376,713.71	\$398,048.99	\$420,567.01	\$438,245.99	\$417,793.26	\$440,999.75	
Mar	\$368,732.47	\$373,224.95	\$389,117.39	\$402,633.08	\$431,831.29	\$415,869.62	\$434,120.13	\$418,920.36	\$436,879.22	
Apr	\$363,078.02	\$362,200.93	\$377,058.65	\$375,061.17	\$401,185.42	\$431,124.85	\$445,100.89	\$438,278.55	\$424,661.41	
May	\$370,130.63	\$381,990.69	\$382,035.74	\$397,113.66	\$395,230.24	\$423,564.57	\$437,471.03	\$418,015.61	\$435,589.57	
Jun	\$369,788.31	\$374,166.69	\$377,175.46	\$389,086.28	\$441,278.96	\$409,128.47	\$425,248.86	\$412,300.04		Jun20 was early retirement p/o
Jul	\$343,703.33	\$336,113.70	\$351,217.41	\$399,312.17	\$377,751.50	\$386,036.37	\$385,242.84	\$390,439.35		Jul 19 was CSI summer work admin payout 2022
Aug	\$327,857.22	\$332,377.42	\$339,058.60	\$367,987.54	\$383,108.66	\$379,015.87	\$385,588.49	\$374,826.09		
Totals	\$ 4,332,335.49	\$ 4,406,147.16	\$ 4,528,936.34	\$ 4,678,456.97	\$ 4,931,780.31	\$ 4,992,662.89	\$ 5,105,243.18	\$ 5,033,550.68	\$ 3,887,592.85	
								monthly avg	\$ 431,954.76	
								remaining proj	\$ 1,295,864.28	
								total projected	\$ 5,183,457.13	





	2016	2017	2018	2019	2020	2021	2022	2023	2024
Sep	\$23,047.53	\$24,359.90	\$171,566.38	\$91,881.69	\$230,217.46	\$179,009.21	\$144,245.35	\$91,751.88	\$103,307.14
Oct	\$67,788.48	\$69,143.17	\$62,865.31	\$101,910.30	\$104,740.02	\$103,691.94	\$84,163.83	\$85,879.28	\$53,774.08
Nov	\$197,912.25	\$71,308.01	\$89,512.28	\$130,784.22	\$104,289.77	\$101,981.48	\$92,280.59	\$117,083.56	\$66,458.17
Dec	\$74,396.80	\$64,049.52	\$52,089.14	\$111,294.80	\$95,245.00	\$133,950.86	\$126,390.19	\$111,897.46	\$101,916.95
Jan	\$81,447.39	\$54,125.15	\$58,279.03	\$112,244.24	\$96,089.58	\$69,957.40	\$99,283.84	\$72,152.92	\$99,555.98
Feb	\$62,346.90	\$83,702.16	\$72,978.05	\$78,813.69	\$90,194.19	\$92,989.55	\$95,171.49	\$80,726.74	\$169,024.56
Mar	\$73,868.09	\$73,523.74	\$47,086.56	\$68,361.77	\$101,336.15	\$95,563.07	\$82,274.72	\$79,916.41	\$96,745.54
Apr	\$71,501.44	\$112,676.18	\$46,112.70	\$74,255.26	\$71,200.21	\$90,420.33	\$98,930.56	\$89,088.24	\$72,559.80
May	\$42,336.68	\$69,580.36	\$100,515.26	\$118,608.54	\$78,216.37	\$129,899.99	\$96,559.92	\$115,110.85	\$177,561.16
Jun	\$71,037.17	\$90,328.61	\$81,103.97	\$81,912.13	\$100,996.69	\$108,177.33	\$106,869.61	\$111,748.97	
Jul	\$71,868.88	\$82,411.64	\$89,967.59	\$220,046.89	\$77,056.42	\$85,632.42	\$100,305.98	\$82,910.13	
Aug	\$169,975.25	\$131,508.47	\$144,908.12	\$152,592.70	\$194,496.26	\$276,804.95	\$306,696.73	\$290,854.99	
Totals	\$1,007,526.86	\$926,716.91	\$1,016,984.39	\$1,342,706.23	\$1,344,078.12	\$1,468,078.53	\$1,433,172.81	\$1,329,121.43	\$940,903.38
								monthly avg	\$104,544.82
								remaining proj	\$313,634.46
								Projection	\$1,254,537.84

May 8, 2024

Rod Olson, Superintendent
Bayard Public Schools
P.O. Box 607
Bayard, NE 69334

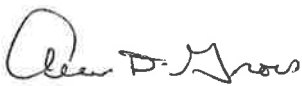
Dear Rod

Copies of the annual review of the Safety Procedures for Bayard Public Schools are enclosed.

The Bayard School District continues to provide an excellent learning environment for students and staff. The district has excellent plans and procedures in place. Facilities are upgraded on a regular basis. Training for staff is excellent. All staff and students practice drills to prepare them if a crisis should occur. Communication concerning safety for students and staff appears to be excellent between all parties involved in the district operations.

I appreciate you allowing me to conduct the annual review. If I can be of any further assistance or you have any questions concerning the review, please do not hesitate to contact me at your convenience.

Sincerely

A handwritten signature in cursive script, appearing to read "Allen D. Gross".

Allen D. Gross

Enclosure

ANNUAL REVIEW
OF
SAFETY PROCEDURES
FOR
BAYARD PUBLIC SCHOOLS
BAYARD, NEBRASKA

May 8, 2024

OVERVIEW OF REVIEW PROCEDURE

The annual review of the Safety Procedures for Bayard Public Schools was completed on May 8, 2024. Allen Gross conducted the review. This review is required by Rule 10, Section 011.01D of the Nebraska Department of Education.

The review consisted of an onsite visit on May 6, 2024. During the visit the current safety procedures were discussed. The review included a walk-through of educational facilities located in Bayard, Nebraska

Safety Committee Chairperson Bobbi Stuart, Elementary Principal Candace Ehler, and Secondary Principal Kelley Rice assisted during the visit and answered questions pertaining to the safety procedures.

SAFETY PROCEDURES PLAN

Bayard Public Schools has Safety Procedure in place. The procedures are aligned with the Standard Response Protocol recommended by the Nebraska Department of Education. The procedures address safety and security concerns for students, staff, and visitors. The district has an Emergency Operations Plan and a Reunification Plan in place. The procedures are reviewed and revised as deemed necessary.

SAFETY AND SECURITY COMMITTEE

The Bayard School District has a safety committee in place. The committee is comprised of parents, school personnel, law enforcement personnel, and community members. The Safety Committee continues to meet at least quarterly during the year. The committee considers changes or additions to the safety procedures on a regular basis.

SUMMARY OF FINDINGS

FACILITIES

During the last year, the following facility improvements were made to help improve safety and the overall educational environment.

1. A new HVAC system was installed at the elementary facility.
2. ADA compliant locksets were installed at the elementary school.
3. Entry doors were repaired at the gymnasium area of the secondary school.
4. A new floor was installed on the stage at the secondary school.
5. New House Curtains were installed on the stage in the auditorium. The new curtains have a better fire rating than the curtains that were replaced.
6. A non-slip floor was installed in the wood shop area at the secondary school.
7. A new moveable ladder was purchased for use in the wood shop area.
8. Storage of track jumping pits and other track items was removed from an overhead area and moved closer to the track facility.

Other Facility Items

1. The Bayard Police Department and the Morrill County Sheriffs Office have master keys to the facilities.
2. AED devices are found in buildings.
3. Landline telephones are placed next to the Life Safety Stations in the buildings. This allows for timely emergency calls by those in the buildings.
4. Playground equipment is inspected on a regular basis. Records of the inspections are kept.

5. Entry doors to the facilities are locked during the school day. Entry is controlled by authorized school personnel.
6. Vape detectors are in the rest rooms and locker rooms of the secondary building.
7. Emergency buckets are in the classrooms.
8. Local law enforcement, including SWAT teams have toured the facilities and have access to building plans.
9. The facilities are clean and free from hazards that could cause injury to students and staff.

Comment

The district has applied for a safety grant from the Nebraska Department of Education. If approved the grant would be used to make improvements to the overall safety environment of the district.

TRAINING

The Bayard Public School District provides training in safety procedures for staff.

Staff receive training in the following areas.

1. The procedures of the Standard Response Protocol.
2. The Asthma Protocol of the district.
3. Blood-borne Pathogens
4. The use of Epi-Pens.
5. Suicide Awareness
6. Dating Violence
7. Bullying
8. The use of the AED machines in the facilities.
9. Training in concussion management, heat illness, and sudden cardiac arrest.
10. First Aid and CPR
11. Some staff members have been trained in Threat Assessment including Digital Threat Assessment.
12. The Reunification Process.
13. Records are kept of all staff training.

Some training utilizes the Safe School videos available through the Nebraska School Boards Association.

PROCEDURE PRACTICE

The school district continues to practice procedures outlined in the Standard Response Protocol. All students and staff take part in the practice of drills.

Drills practiced included:

1. Fire drills
2. Evacuation drills
3. Lockdown drills
4. Secure drills
5. Hold drills
6. Shelter/Tornado – practiced at least two times per
7. Bus evacuation drills
8. Records are kept of all drills and procedures that are practiced.

OTHER RELATED ITEMS

1. The district is using the Navigate 360 Safety App. and the Safe 2 Help App. to notify others of a safety issue.
2. AED devices are checked on a regular basis by school personnel.
3. Digital citizenship is included in the curriculum.
4. The district provides services in mental health to students and staff.
5. The district uses computer software to monitor student use of internet sites on school owned devices.
6. All buses have backup cameras and are equipped with first aid kits.
7. District employees a full-time nurse.
8. Narcan is available for use in the facilities if the need arises

STRENGTHS OF THE PROCEDURES

1. The facilities of the district are well maintained and clean.
2. Faculty and staff are trained annually in the Standard Response Protocol.
3. Safety related drills are practiced with students and staff taking part.
4. Periodic inspection of facilities including playground equipment is standard practice.
5. The district has limited access points into the buildings which are controlled through the use of electronic locks.
6. Communication within the district concerning safety issues appears to be excellent.
7. The Safety Committee continues to meet and discuss safety issues as they arise.
8. Chemicals and cleaning items are stored properly.
9. Teaching of Digital Citizenship in the curriculum.
10. Designated EpiPen and Narcan locations.
11. Exits are clearly marked.
12. The availability of mental health services is positive.
13. Availability of first aid kit on all buses.
16. Utilization of software to monitor student internet usage.
17. Emergency buckets in classrooms.
18. Use of videos provided by Safe Schools is a great way to provide training.
19. Availability of Life Safety Stations in buildings and on the activity bus.
20. Availability of landline telephones next to Life Safety Stations in the buildings is an excellent idea.
22. School employees a full-time nurse.
23. Vape detectors are a good preventative measure.

24. Fire extinguishers were checked as required.
25. Suggestions from past reviews have been addressed.

ITEMS FOR CONSIDERATION

1. The all-glass entry doors at the schools present a concern. It is not difficult to intentionally break the glass. Consider a plan to either replace the doors with a more secure type of door or installing safety film on the existing doors. This is an item that has been discussed by the safety committee.
2. Consider inspecting and upgrading emergency buckets in the classrooms on a regular basis.

SUMMARY

The district continues to do an excellent job of providing a safe environment for students and staff. An excellent staff training program is in place at the school. Drills are practiced with students and staff taking part. Communication concerning safety related items appears to be excellent among all involved. Facility improvements are made on a continual basis. Policies are reviewed and revised as necessary to keep up with the changing school climate. The Safety Committee does an excellent job of recognizing hazards and works to eliminate these hazards. A safe and positive learning environment exists through the work and cooperation of the Board of Education, administration, faculty, staff, and patrons of the district.

The Bayard School District has had their safety plan and program reviewed each year as required by the Nebraska Department of Education Rule 10.

NASB BOARD NOTES

A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



Leadership

Innovation

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1,960,000 Nebraskans

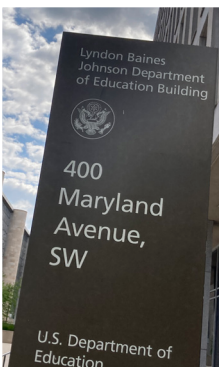
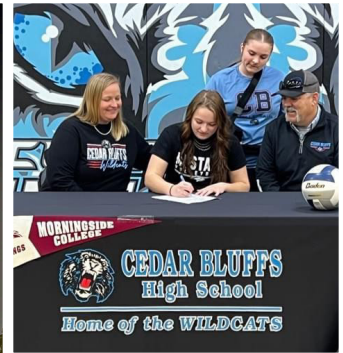
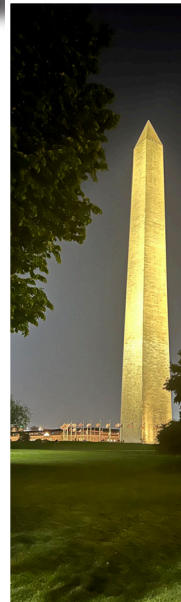
324,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA

Snapshots



IN THIS EDITION OF BOARD NOTES ...

TO THE CLASS OF 2024 ...

AT THE BOARD TABLE

NPLF AWARDS TWO SCHOLARSHIPS TO FUTURE EDUCATORS

NASB MAKES OUR WAY BACK TO DC

NDE STRATEGIC PLAN REVIEW AND RECOMMENDATIONS

JOIN US THIS JUNE

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

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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>

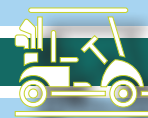
NASB is hiring an Administrative Assistant ... visit the About Us page to learn more.



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 402-423-4951 for assistance.

TO THE CLASS OF 2024 ...

Leadership

Innovation

Vision

Engagement

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1,960,000 Nebraskans

324,000 Students

1,700 Locally Elected School Board Members

260 Member Districts/ESUs

ONE NEBRASKA



The Class of 2024 did some pretty cool things. Here are just a few quick highlights ...

A Ralston Senior discovered a new virus!

In Friend, the Senior class completed a treasure map left by a longtime former teacher in 2012. They found the treasure in a crawl space by a brick wall that they had to dig about 6 inches into. It was a great time capsule with items and memories from the teacher's years at Friend!

Jack Hoffman of TEAM JACK not only graduated from West Holt High School but gave the graduation speech!

Bancroft-Rosalie had the first high school student to also graduate from Nebraska Indian Community College with an Associates Degree!

The Seward Community Foundation gave out \$233,000 to graduating seniors this year. A tremendous benefit to help them start at either a four-year college or a community college. Each student who applied for a community scholarship received one!

Hundreds if not thousands intend to become future educators! (See Page 5)

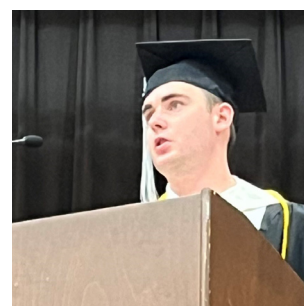
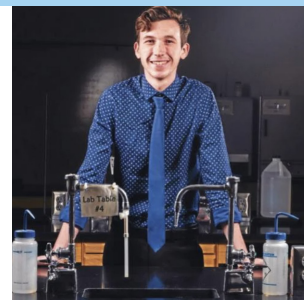
Kearney proudly celebrated the graduation of EIGHT Eagle Scouts, and had a group receive the Quill and Scroll Award for their outstanding work in multimedia!

Two students, one from Lincoln and one from Blair, will be headed to Broadway to perform and compete with 100 others from across the US at the National High School Musical Theatre Awards this June! They were 2 of 16 Nebraska students to be named National Finalists!

Millard has a number of students working towards the AP Capstone diploma, and Millard North specifically includes the highest number of National Merit finalists in the state!

Not to mention all of those not only receiving their high school diploma, but to all of the Nebraska graduates who have also already earned higher ed degrees in a number of fields from biomedical engineering, to applied technology, certifications in Auto Tech, Welding, Collision Repair & Refinish, Phlebotomy, EMT, and more!

Just a few of MANY stories out there!



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.

JUNE BOARD AGENDA ITEMS

Please see the May 15 email from mherring@NASBonline.org and shiggins@NASBonline.org for the draft of the June 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 Board Candidate Workshops

July 9 - Board Candidate Workshop - Ogallala Library

July 10 - Board Candidate Workshop - Hastings - ESU 9

July 11 - Board Candidate Workshop - Ord High School

July 16 - Board Candidate Workshop - Milford - ESU 6

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

The Board Leadership team encourages the Superintendent and Board President to reach out to invite the non-incumbent board candidate(s) to visit the district to initiate a positive working relationship by learning more about the individual and share information pertaining to board service.

Work begins today to compile a full list of all non-incumbent board candidates. Board Leadership will mail a Board Candidate packet to each non-incumbent who will appear on the General Election ballot. We will include a copy of the 2024 Preparing to Serve publication, NASB Association Membership guide and a personal invite to attend the Board Candidate Workshop to be held throughout the State, July 2024.

The Board Candidate Workshop is designed to provide a high-level overview of the role and responsibilities of a board member. This workshop is sponsored/provided free of charge to all participants courtesy of the Nebraska Public Leadership Foundation [NPLF]. Target audience includes non-incumbent board candidates, experienced board members who wish to accompany candidates, and superintendents.

If you have questions and/or wish to learn more about the workshop, please feel free to contact Marcia at 402-423-4951. Registration is not required but appreciated.

NPLF AWARDS TWO SCHOLARSHIPS TO FUTURE EDUCATORS

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<https://www.nepublicleadership.org/>

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. In thousands of classrooms across Nebraska, teachers lead our students to discover new and important facts and ideas, the stepping stones that shape their future. NPLF supports the students who want to give to the overall mission of success for every student in Nebraska. Applications were due March 1st, with NPLF receiving over 80 individual applicants. This year's recipients are Lauren Schnoonveld of Mullen High School who will be attending UNL and majoring in Elementary Education, and Harrison Sjuts of Doniphan-Trumbull High School who will be attending Doane and also majoring in Elementary Education. Please consider helping today's student leaders become tomorrow's education leaders by donating to the NPLF Student Scholarship Program at www.nepublicleadership.org.



Lauren Schnoonveld
Mullen High School
University of Nebraska-Lincoln - Elementary Education

"I have been inspired by generations of educators within my family. My goal is not only to continue that tradition of exceptional teaching, but to leave an educational legacy of my own. I've had the privilege of being part of Sandhills Youth Leadership, an organization that allows students to have a voice and create change through passion projects in rural communities in the Sandhills region. One of the main focuses of the past two years has been centered on how to keep people from leaving rural communities. I am committed to staying connected to my rural roots, with plans to teach in a rural community, leveraging my experiences to positively impact the lives of children who have grown up and often under served areas." Lauren is pictured with NPLF Board Member, Barb Svoboda.



Harrison Sjuts
Doniphan-Trumbull High School
Doane University - Elementary Education

"I have answered the question, "What do you want to be when you grow up?" the same way since kindergarten, a teacher. I've been blessed to be able to attend a small school, which has allowed me to be very active in a large variety of school and community activities and this has shaped my desire to become an educator. Last year, I was able to shadow my fourth grade teacher. Being back in her classroom and seeing her connection with students from a different lens amplified my desire to become a teacher. This year I have tutored some seventh grade students who struggled with the transition to junior high. I meet with them to build their confidence and learn how to advocate for themselves with the classroom teacher. Through these experiences, I have learned that I want to be a teacher who strives to make strong connections with my students to help them realize their full potential. My ultimate goal is to become a middle-grade elementary teacher in a smaller community where I can be involved in as many activities as possible along with my students, both in and out of the classroom." Harrison is pictured with Sallie Horky, NPLF staff member.



You can learn more about NPLF and donating to this annual scholarship at www.nepublicleadership.org
Congrats Lauren and Harrison!

NASB MAKES OUR WAY BACK TO DC

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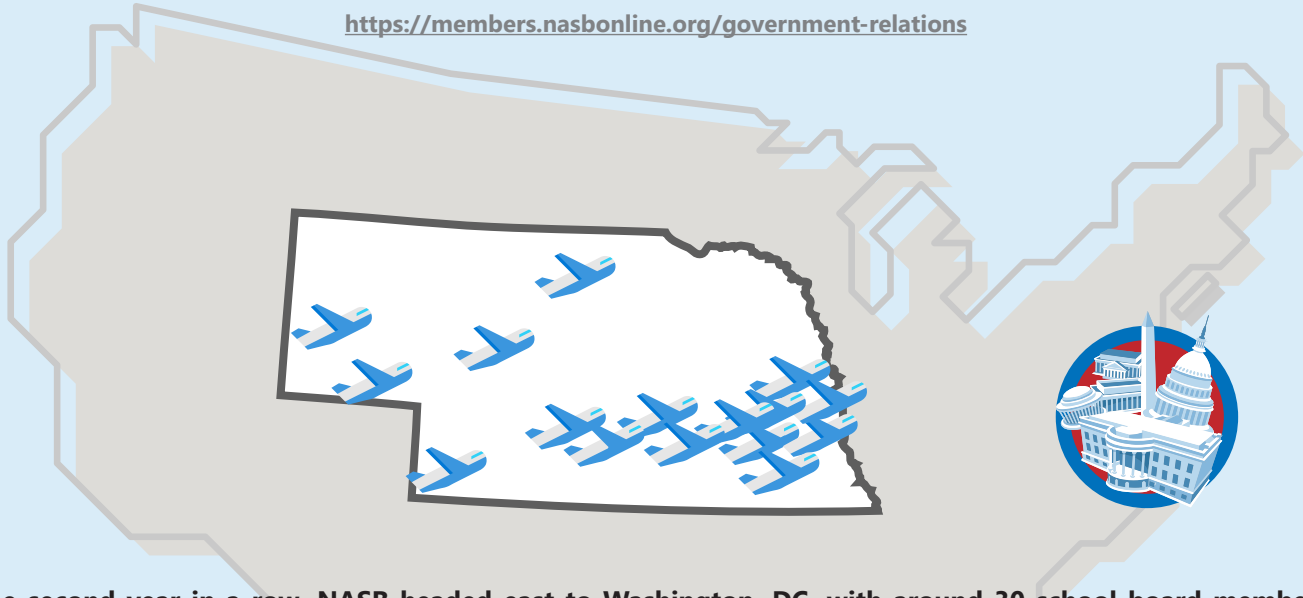
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<https://members.nasbonline.org/government-relations>



For the second year in a row, NASB headed east to Washington, DC, with around 30 school board members and education leaders from across Nebraska, to continue building on the relationships we have with our delegation, meet with the U.S. Department of Education and experience advocacy on the Federal level. Another extremely productive and memorable trip, which included representation from Nebraska's smallest district with 49 total students in McPherson County, to Omaha with over 50,000, as well as a wide variety in between. Check out additional photos on pages 15 and 16! Thanks to all who joined us this year. If you're interested in joining us for future trips, please let us know!



NDE STRATEGIC PLAN REVIEW AND RECOMMENDATIONS

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Prior to her election to the State Board of Education in November 2020, Patti Gubbels served on the Norfolk Board of Education, and was a member of the NASB Board of Directors, and the NASB Legislation Committee since 2016.

At a recent State Board of Education meeting, Commissioner Maher reported the findings of his NDE Strategic Direction review and recommended that, with modifications to the plan itself and to procedures for using the plan, we rely on the current plan through 2025 and develop a new plan to take effect in January 2026.

NDE initiated the current strategic plan in 2016 to provide guidance for education in Nebraska for the next ten years.



The plan identified roles of the NDE and included guiding principles, general goals, strategies, and measures of progress. The plan, revised in 2019 following an internal review, resulted in changes to the structure of the plan, and incorporated strategies related to stakeholder engagement and equity. Proposed modification to the existing plan includes replacing the current goals and measures of progress with the Nebraska Every Student Succeeds Act Long Term Goals and the State Board's Legislative Priorities.

The Every Student Succeeds Act (ESSA) is a federal law that governs education policy for K-12 students. ESSA (2015) takes the place of No Child Left Behind signed into law in 2002. ESSA requires that state education leaders establish goals and measures to meet specific federal requirements. For example, state education leaders must report data on effectiveness of teachers and on student achievement. State education leaders must also identify schools that need additional support and improvement. The Nebraska ESSA long term goals focus on improving academic achievement, increasing graduation rates, and increasing proficiency of English language learners.

The State Board aligned the Legislative Priorities, approved in December 2022, with the Nebraska Ready: PK-12 Policy Priorities. These priorities supported the postsecondary attainment goal outlined by the State Legislature for 70% of Nebraskans to have a postsecondary credential or degree by 2030. The State Board priorities included goals such as increasing third graders English Language Arts proficiency, reducing the gap in eighth grade math achievement for each student group, and increasing the number of high school students enrolled in career and technical education programs.

The State Board is in the process of determining new Legislative Priorities for the next biennium. The Board intends to identify priorities by topic rather than as specific goals. For example, the Board might identify foundational literacy as a priority rather than indicate that third grade English Language Arts proficiency percentages improve. Potential topics such as literacy, early childhood education, and teacher shortages might rise to the top as Legislative Priorities for the next biennium. The State Board hopes to have the priorities approved by early summer, incorporated in the current strategic plan, and used by the NDE to advocate for and support legislation aligned with the adopted priorities.

Incorporating the ESSA goals and the State Board Legislative Priorities in the strategic plan and eliminating existing goals and measures will provide coherence and give NDE staff and the State Board a unified sense of what we want to accomplish and how to get there over the next two years.

The Commissioner also recommended development of a mechanism for NDE offices to report progress on strategic plan goals, measures, and priorities to the Board on a regular basis. NDE staff and office administrators will be trained so they can implement the plan effectively and use metrics to measure and report progress.

With the proposed changes the strategic plan will be a coherent living document that guides the work of the NDE. The plan will be adjusted with need and will serve as a roadmap for the Department and the State Board of Education through December 2025.

Editor's Note: The opinions expressed in the column are those of Patti Gubbels and do not necessarily represent the Nebraska State Board of Education.

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

2024 NASB LEADERSHIP WORKSHOP



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.envisiams.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

SUMMER SAFETY WORKSHOPS

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

You're
invited
to a
FREE



Wednesday, July 10 - Gering Civic Center

Thursday, July 11 - Kearney Holiday Inn

Friday, July 12 - Lincoln Wilderness Ridge

School Administrators and central office staff are invited to attend the 2024 ALICAP Summer Safety Workshops!

ALICAP is once again hosting a FREE* Summer Safety Workshop! This workshop offers a great opportunity for school administrators and central office staff to get the latest information from:

Megan Boldt, Director of ALICAP

Jay Martin, Safety Director at NDE.

Registration desk opens at 9:30 AM and the workshop will adjourn by 2:30 PM. Lunch will be provided. You won't want to miss this workshop! *Each ALICAP member district receives 3 complimentary registrations. Non-member and additional registrations can be purchased for \$40. Register by Wednesday, July 3.



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NASB CALL FOR LEGISLATIVE PROPOSALS - DUE JULY 1
<https://members.nasbonline.org/government-relations/legislative-proposals>

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... ADVOCACY & GOVERNMENT RELATIONS

Check out this May's Primary results and look for upcoming candidate meet and greets this Summer/Fall on NASB's GR page at <https://members.nasbonline.org/government-relations>

Stay engaged between now and 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!

... ALICAP & INSURANCE

ALICAP's Summer Workshops have been scheduled and registration is open! All ALICAP member districts 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!

... BOARD LEADERSHIP

Check out "At the Board Table" on page 4.

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

... 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 (and State Conference) will be here too! December ALSO includes the New Board Member Workshops following the General election. Check out the Events page for all dates and locations. This month I have visited South Sioux City and Lakeview and am looking forward to visiting many of you this Summer!"

- Sharon -

... POLICY

NASB lobbyists worked hard this session to allow boards to have more input about how much training their staffs should have regarding the many issues that face districts each year including concussion awareness, suicide awareness, dating violence prevention, and several others. LB 1329 included language stating, "the length of such training shall be a reasonable amount as determined by each school board." Boards can now better focus their staff training on those issues most critical to their local needs.

Contact Jim to learn more!

... DATA ANALYTICS

We create district data summary analyses for districts who would like to have a quick, clear means of showing parents, political representatives, and patrons how your own district compares to both nearby districts and similar-sized districts at a glance. As your district gets deep into the budget process for next year, these summaries are useful for answering questions of how your district's valuation, levy, cost per pupil, and poverty indicators compare to others.

Contact Jim Luebbe if you are interested in creating one of these summaries for your own school.

... AWARDS OF ACHIEVEMENT

Check board member points for accuracy. Contact Kem with questions at kloecker@NASBonline.org

... GALLUP STRENGTHS

Achieve your goals with CONTEXT. Use your past successes to inform future accomplishments. Analyze past experiences to identify patterns, learn from successes and setbacks, and strategically apply lessons learned to achieve your own objectives.

Contact Shari to setup a Gallup retreat sbecker@NASBonline.org

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... ENERGY PURCHASING

2023 set a record for U.S. consumption of natural gas and every month from March to November broke previous records.

Many electrical utilities have switched from coal or oil to natural gas and with the rapid expansion of crypto mining and massive AI data centers, industry forecasters expect the U.S. to experience double the normal amount of increase in electrical demand the next two years. Meanwhile, your marketing consultants at NJUMP and CJUMP will be watching natural gas prices daily to find opportunities to buy your gas supplies at competitive prices.

... TECHNOLOGY

Welcome New Subscribers
Bloomfield Community Schools

Did You Know? You have the ability to postpone meetings using Sparq!

Darion - dmiller@NASBonline.org
Nicole - nkobus@NASBonline.org
www.sparqdata.com



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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
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aforney@dadco.com

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



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... NOW HIRING

NASB is hiring an Administrative Assistant for Board Leadership
<https://members.nasbonline.org/about-us>

If you or someone you know might be interested in this position, please visit our About Us page to learn more!

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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>



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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
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Region 7 - Tracy Casady
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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
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Millard



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

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Board Leadership Data
and Support Specialist



Makenzie Barry
ALICAP Data &
Financial Specialist



Shari Becker
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Leadership Search Service



Matt Belka
Director of Marketing,
Communications & Advocacy



Megan Boldt
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Sallie Horky
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Rachel Horstman
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Kem Loecker
Executive Administrative
Assistant



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& Learning Specialist



Stephanie Summers
Board Leadership Specialist



Lindsey Wooton
Administrative Specialist



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YOUR 2024 PLATINUM AFFILIATES

YOUR 2024 GOLD AFFILIATES

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BCDM Architects
PLATINUM LEVEL AFFILIATE

BVH Architecture
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Carlson West Povondra Architects
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FOOD SERVICE

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Opa! Food Management

FUNDRAISING

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INSURANCE SERVICES

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Blue Cross Blue Shield of Nebraska
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National Insurance Services

Public Risk Management/ALICAP
PLATINUM LEVEL AFFILIATE

LEGAL SERVICES

Mueller Robak, LLC

PLAYGROUND/SCOREBOARDS/SURFACING

Creative Sites, LLC
SILVER LEVEL AFFILIATE

PLAYGROUND/SCOREBOARDS (CONTINUED)

Crouch Recreation
PLATINUM LEVEL AFFILIATE

Cunningham Recreation/GameTime

Fisher Tracks, Inc.

SAFETY & SECURITY SERVICES

One Source The Background Check Company
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STUDENT SERVICES

Doane University
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NASB MAKES OUR WAY BACK TO DC: PHOTOS

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A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS



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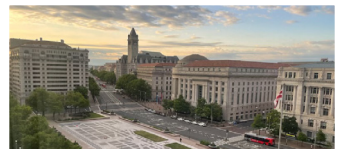
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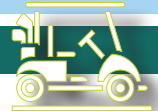
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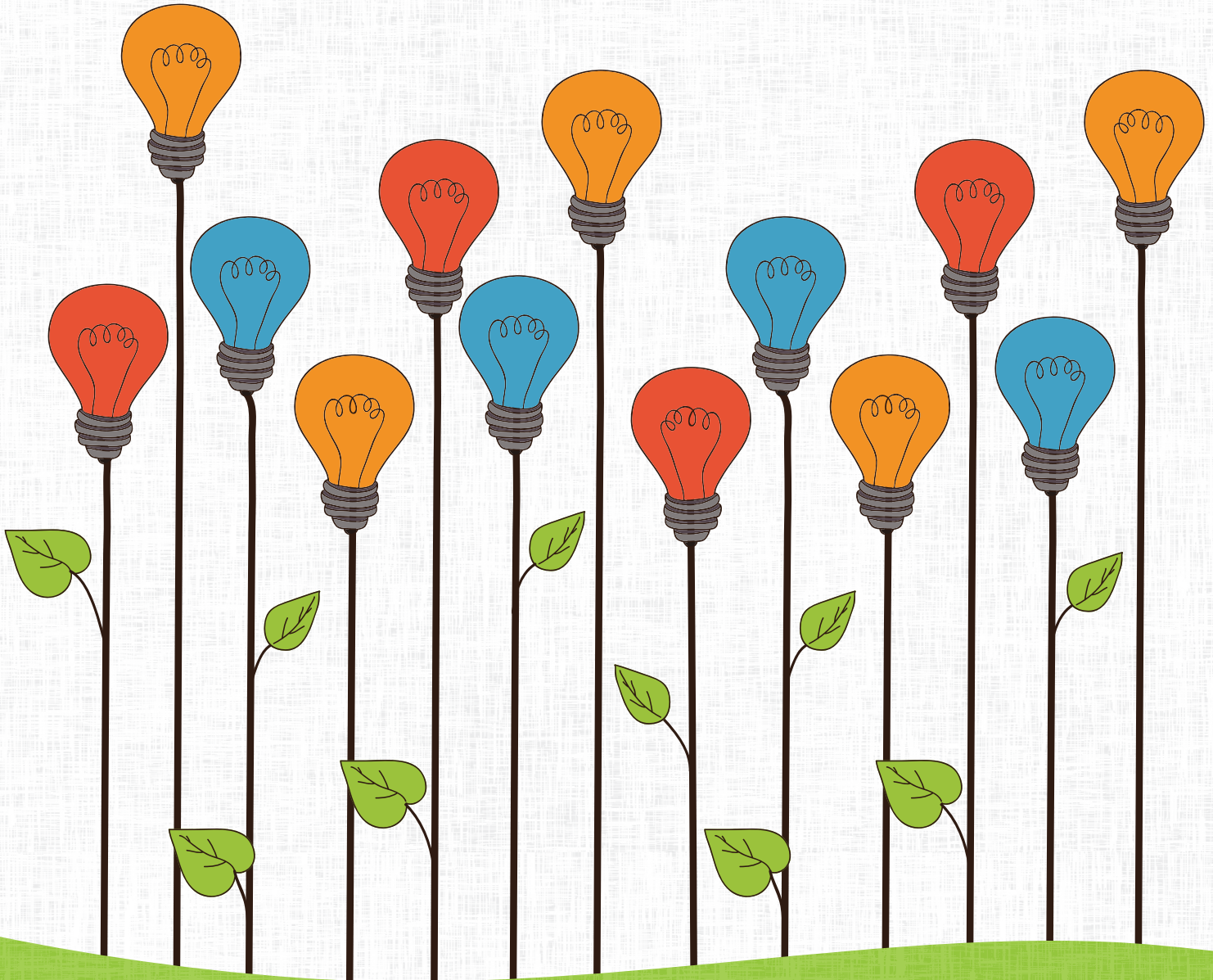
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May 2024 | Volume 90, Number 5

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EDUCATION GUIDE



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A Guide to Nurturing Innovation in Education



By Ryan S. Stechschulte

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As guardians of educational resources and champions of efficiency, school business officials have a significant influence on driving innovation within their organizations. Here are key strategies school business officials can leverage to encourage innovation within their districts.

Recognize the Imperative of Innovation. In today's fast-paced world, innovation is no longer an option but necessary as educational institutions adapt to shifting demographics, pedagogical trends, and economic realities. School business officials must acknowledge the importance of innovation and embrace it to achieve operational efficiency, improve educational outcomes, and encourage continuous improvement.

Cultivate a Culture of Creativity. Central to any successful innovation project is a culture that values creativity, collaboration, and experimentation. School business officials play a vital role by creating an environment where new ideas are encouraged, risks are taken, and failures are viewed as opportunities for growth. By encouraging innovation from the top down and providing resources and support for innovative projects, SBOs allow educators and staff to push the boundaries of traditional practices and explore new avenues for improvement.

Harness Technology for Transformation. Technology offers almost constant changes that enhance teaching, learning, and administrative processes. School business officials can adapt technology to streamline operations, distribute resources, and improve communication and collaboration. School business officials can move their districts to the forefront of educational innovation by investing in technology and providing staff with professional development opportunities.

Encourage Entrepreneurship and Creativity. Innovation thrives in environments that promote entrepreneurship and creativity. School business officials can encourage

innovation by supporting experimental programs and creative projects that have the potential to positively affect teaching and learning. Whether through grants, partnerships with local businesses, or incubator programs, districts can create opportunities for educators and students to develop innovative solutions to real-world challenges and inspire a new generation of problem solvers.

Embrace Collaborative Partnerships. Collaboration is the basis of effective innovation. School business officials can collaborate by establishing partnerships with other educational institutions, government agencies, non-profit organizations, and industry stakeholders. Schools can make an impact by sharing resources, expertise, and best practices. Collaborative partnerships can also provide staff access to funding opportunities, research support, and professional development opportunities.

Prioritize Equity and Inclusion. Innovation in education must be based on a commitment to equity and inclusion. Through resource allocation, program development, and decision-making processes, SBOs can create an inclusive environment where every student can thrive.

The Innovation Journey

Innovation is a journey, and by embracing change, cultivating a culture of innovation, leveraging technology, encouraging entrepreneurship and creativity, fostering collaborative partnerships, and prioritizing equity and inclusion, school business officials can ensure that their schools remain at the forefront of educational excellence.

You Are The Difference

Ryan S. Stechschulte
Treasurer/CFO
Toledo City (Ohio) School District

AN INSPIRATIONAL ISSUE



As you leaf through the magazine pages this month, you will enjoy some wonderful readings. This month's authors got behind our innovation issue's theme, "INSPIRE, IGNITE, INVENT," and offer thought-provoking insights covering innovative school schedules, program evaluation, equity, hands-on learning, AI collaboration, and sustainability.

This issue emphasizes the importance of staff retention and sustainability while exploring practical strategies like interest-based bargaining and district-based childcare. We hope you are inspired by the blend of helpful advice and reflective narratives our authors share this month.

While reading the articles, please take note of the ASBO International information we share. From registering for our Annual Conference & Expo in Nashville, Tennessee, September 18–20, 2024, to the membership for ALL your district asbointl.org/everyone, you will find benefits throughout the magazine specifically for you.

On page 4, please look at what ASBO Learn, our online education system, offers that compliments this innovation issue. For a perspective from a Yale PhD student on how attending a track meet at a neighboring school led her to attend our Annual Conference and all it entails, look at Sandra Okonofua's article on page 27. Flick to page 41 for this year's Legislative Advocacy Conference dates. We will partner with AASA, The School Superintendent Association, for this incredibly valuable conference in DC.

I truly hope the inspiration you get from this issue motivates you to apply for the SFO (see page 48). The Certified Administrator of School Finance and Operations (SFO) is the pinnacle designation in the field. As the ad says, it's your time to shine!

If you are a regular reader, you know how much I enjoy our weekly podcast, *School Business Insider*. You'll find the link to the podcast on page 51. Also, learn more about Jason Johnson, CFO in Yukon, Oklahoma, in our member spotlight on page 52 and how Jason's attendance at our Leadership Forum last year brought him to the world of ASBO International.

We are grateful to our authors for sharing their expertise and accomplishments and encourage you to be recognized for your incredible work. See page 53 to learn more about how you can be recognized for your achievements.

Colophon: Siobhan enjoyed celebrating her husband's birthday and graduated from the High-Performance Leadership Academy, Pat volunteered at the local farmer's market, and Susan attended the Cheerleading Worlds competition in Orlando to see her son's team place 10th in the world.



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Integrating Cybersecurity and AI

By James M. Rowan, CAE, SFO

As we delve into cybersecurity and artificial intelligence, a fundamental reevaluation of administrative approaches is imperative.

Our public schools are at the juncture of innovation and necessity, where technological advancements redefine the foundational business operations of educational institutions. As we delve into cybersecurity and artificial intelligence (AI), a fundamental reevaluation of administrative approaches is imperative.

Inspiring Operational Efficiency

By integrating innovative solutions and data-driven strategies, schools can achieve operational excellence and prioritize student success. In the context of cybersecurity and AI, administrators inspire operational efficiency by:

Highlighting Relevance: Demonstrating the pivotal role of cybersecurity measures and AI applications in safeguarding sensitive data, optimizing resource allocation, and augmenting operational efficiency underscores the relevance of these technologies in education.

Encouraging Exploration: Providing staff with opportunities to explore cybersecurity tools and AI-driven solutions through training programs and workshops fosters a culture of continuous improvement and innovation.

Showcasing Success: Sharing the success of schools that have effectively implemented cybersecurity measures and AI technologies instills confidence and encourages stakeholders to embrace transformative change.

Igniting Innovative Management

Innovation in management practices is a linchpin for public schools to navigate the ever-evolving educational landscape. By cultivating a culture of creativity and adaptability, administrators can ignite a zeal for innovation among staff, empowering them to reimagine traditional processes and embrace cutting-edge solutions. In the areas of cybersecurity and AI, administrators ignite innovation in management by:

Promoting Collaborative Problem-Solving: Encouraging collaboration among

all staff fosters a culture of innovation and continuous improvement, leading to more streamlined and effective operations.

Leveraging Data Analytics: Harnessing the power of data analytics and AI-driven insights enables administrators to make informed decisions, optimize resource allocation, and identify areas for enhancement.

Inventing the Future of Leadership

The future of K–12 public school leadership hinges on our capacity to adapt and innovate. By equipping staff with the tools and resources to navigate the complexities of cybersecurity and AI, we empower them to drive positive change and invent the future of school leadership by:

Embracing Technological Integration: Leveraging emerging technologies and predictive analytics can streamline administrative processes, enhance decision-making, and optimize overall efficiency within the system.

Cultivating a Culture of Innovation: Fostering an environment that champions risk-taking and creative problem-solving empowers staff to drive innovation in school leadership, leading to transformative change.

Promoting Collaboration: Collaborating with industry experts, technology vendors, and educational consortia fosters a culture of innovation and enables schools to remain at the vanguard of technological advancements in education.

ASBO International is here to provide opportunities for professional learning, the development of toolkits, and opportunities for members to connect and grow as we transition through this technological revolution.

We welcome your thoughts and suggestions as we prepare for our 2024 AI/Cybersecurity Virtual Symposium this fall. Please forward your thoughts and suggestions to education@asbointl.org

Trailblazing Education: Navigating Success with a Four-Day School Week

Fiscal considerations did not drive this Missouri school district's decision to adopt a four-day school week. The impetus was the recruitment and retention of exceptionally skilled educators and staff.

By Megan Murphy



MONKEY BUSINESS/STOCK.ADOBE.COM

It's a Monday afternoon in Independence, Missouri. More than a dozen members of the Independence School District leadership team are sitting around a large wooden conference table, shuffling papers, flipping open laptops, and silencing cell phones ahead of Superintendent Dale Herl's weekly cabinet meeting.

As the meeting convenes and the group makes its way down the list of agenda items, ticking them off one by one, they land on an item that resurfaces week after week with no positive change: filling open positions.

This is a familiar scene for school districts nationwide as we collectively face a scarcity of qualified educators interested in and available to fill vital teaching positions. The problem is compounded by competition among school districts for a dwindling pool of candidates as the gap between the demand for educators and the available supply widens.

In a bold move, the Independence School District (ISD) decided to address the issue by making a radical change for an urban district of its size: transition from

a traditional five-day school week to a four-day instructional week, making it the largest school district in Missouri to do so.

Management and Leadership Techniques

The transition to a four-day school week was a decision of significant gravity. Superintendent Herl initially broached this concept with his leadership team in 2021 as a strategic response to the formidable challenge of attracting and retaining qualified educators, all within the stringent financial constraints that encumber school districts nationwide.

ISD leaders conducted thorough research and analysis, engaged with key stakeholders, considered educational best practices, and evaluated potential advantages and obstacles. The team spent collective hours on virtual meetings and phone calls exchanging thoughts, ideas, insights, and inquiries with districts across the country that already operate on a four-day model.

Exploring Cost Savings

As finances have historically been the impetus behind some school districts adopting a four-day school week, it is crucial to emphasize that fiscal considerations did not drive the ISD’s decision; we did not make this move to save money. On the contrary, we willingly assumed some additional financial burden during implementation.

The ISD vowed to preserve its student instructional time from the start.

Our paramount objective was, and remains, the recruitment and retention of exceptionally skilled educators and staff because we believe that is the crux of student success. We aimed to strike a balance between maintaining high academic standards and addressing the evolving needs of students, staff, and the community at a time when the output of college graduates seeking careers in education continues to diminish.

In August 2022, the ISD board of education voted unanimously to begin exploring a four-day school week. In the following months, the district formed numerous committees to work with stakeholders before the board of education voted 6–1 in December 2022 to make the move beginning with the 2023–2024 school year.

This time line provided district leaders with an invaluable eight months of meticulous planning and

Table 1. Independence School District’s Revised Schedule

	5-day schedule	4-day schedule
Tier 1	7:15 a.m.–2:25 p.m.	7:10 a.m.–2:55 p.m.
Tier 2	8:12 a.m.–3:22 p.m.	8:05 a.m.–3:50 p.m.
Tier 3	9:00 a.m.–4:00 p.m.	8:50 a.m.–4:35 p.m.

Note: To aid with transportation and other staffing needs, schools are grouped into tiers to stagger start and end times.

preparation to continue the foundation already laid through months of research.

Community Concerns and How We Addressed Them

The four-day week the district adopted involves instruction Tuesday through Friday, with Monday being the “fifth day,” or non-instruction day. The community expressed concerns about a variety of issues, and the district responded.

Childcare. Childcare was the predominant concern of ISD community members—one that other districts often heard as they considered a similar transition. Each district team we spoke with reiterated that childcare would eventually become a non-issue. Many districts that set up a childcare system for their fifth day reported that usage was low during the first year; many have done away with the care as the need is not there.

The ISD implemented childcare on Mondays, our fifth day. We offer 10 hours of care through our Kids’ Safari childcare program, from 6:30 a.m. to 6:00 p.m., at combined sites across the district; this is the same full-day care that we offer on other non-school days.

Decreased instructional time. Protecting our instructional time was paramount for the ISD leadership. We learned that some districts simply did away with their fifth day, equivalent to cutting out 20% of the instructional time. The ISD vowed to preserve its student instructional time from the start. So instead of cutting back the amount of time in school, we reallocated it across the four days that school was in session (Tuesday–Friday).

We extended the length of each school day by 35 minutes (see Table 1). Those 35 minutes were adjusted to scale, meaning each *type* of time was modified: instructional time, passing time, lunchtime, and recess. This change allows teachers to cover the same curriculum within a compressed time frame while maintaining educational standards and affording an extra day for non-traditional learning opportunities and school–life balance.

Fifth day. We didn’t want the fifth day to be a day off if there was an opportunity for students to continue

to learn or to participate in other activities—and if it presented teachers with the opportunity to earn extra money by working that day if they so choose.

In addition to our childcare offerings, the ISD offers free enrichment programming on most non-school Mondays throughout the school year. Those programs are available to students in grades K–12 and include both academic and extracurricular activities. The ISD covers staffing for these programs by requiring all certified staff members to work one “float day” per school year. Teachers are assigned one float day and can choose to pick up additional Monday shifts to earn extra income.

The ISD also partnered with a local community college to offer in-person and hybrid college classes specifically for ISD high school students; those classes are in addition to the dual-credit courses already available through regular schooling. The Monday college classes were so popular with our high school students that Metropolitan Community College added courses for the second semester to support the demand from our students.

Food insecurity. With approximately 70% of our families qualifying for free and reduced-price school meals, we wanted to ensure that the ISD offered some kind of meal option for our students on the fifth day—a day they were accustomed to eating at school.

We offer free grab-and-go meals at the seven open sites where we hold fifth-day activities. The meals are available to *any* child, parent, or guardian. We have not been made aware of any ongoing food insecurity issues.

Loss of pay. No staff member in the ISD lost pay in our move to a four-day school week. This assurance did require adjusting salary schedules in some departments, as well as the addition of activities, such as professional development training for our transportation team and assigned shifts for fifth-day work opportunities as needed (such as the meal service described earlier).

For most classified employees, the number of hours worked remained the same, but the days were longer. Some departments—such as the facilities department, the central office, and the business office—remained on a five-day week.

Communication. We built a robust web page that hosts all the information pertaining to our transition (www.isdschools.org/isd-four-day-instructional-week/). We held a town hall meeting in which patrons submitted questions for our board of education and district leader; conducted surveys of our staff, students, and parents and guardians; and made ourselves available to local media all throughout the process.

Net Positives since the Transition

So far, the transition has produced the following benefits:

Increased teacher applications. The district began seeing an increase in teacher applications as soon as the board of education passed the measure to move to a four-day week; most of our new hires were seasoned educators. We began the 2023–2024 school year with 100% of our teaching vacancies filled—a statistic we had not seen in years. The number of applicants has continued to increase throughout this school year.

More consistent schedule. We chose Monday as our day off because educators in another school district advised us: “When you have Friday off, you are preparing for the weekend. Having Monday off allows you to prepare for the workweek ahead.” Moreover, most federal holidays fall on Mondays, making the days off throughout the year more consistent. We also moved all of our professional development to Mondays, which also promotes consistency for teachers and staff.

School is in session five days a week for several weeks throughout the school year. This strategic decision not only safeguards our precious instructional time, but also aligns with the state’s stipulated school year start date, which should not commence any earlier than 14 days before Labor Day. Additionally, it supports our preferred school year-end date before Memorial Day, as post–Memorial Day attendance tends to decline significantly.

We also identified five makeup days due to inclement weather, three of which are made up on Mondays, should the need arise. These dates were published on the school calendar so our stakeholders knew from the calendar’s release date that those Mondays could be in session if we used inclement weather days.

Enhanced academic performance. Although some misinformation implies that a negative academic impact can be attributed to the transition to a four-day school week, most research in fact shows the opposite. Most recently, a Missouri Department of Elementary and Secondary Education study, released in January 2024, indicates that a four-day school week has no significant academic impact at a building or school district level.

Preliminary data in the ISD suggest that academic performance has been maintained or improved since our transition. Students are engaged in longer, more focused class periods, allowing for a more in-depth exploration of subjects and increased teacher–student interaction.

Improved attendance. Regular aggregate attendance in the ISD was 90.19% during the first semester of the 2022–2023 school year; it was 91.95% for the first semester of the 2022–2023 school year—an increase of 1.76%.

Teacher absences was down 16.02% in the first semester of this school year, compared with the same period last year.



Decreased disciplinary incidents. Student disciplinary incidents within the ISD are down compared with the same time last year; the number of long-term suspensions is approximately one-third of what they were at the same time last school year.

Blazing the Trail

The Independence School District's transition to a four-day school week marks a progressive step toward adaptability in the ever-evolving landscape of education. By

strategically managing resources, optimizing schedules, and fostering open communication, we aimed to position ourselves as a trailblazer in providing quality education while embracing innovative solutions.

As the district continues to assess and refine this model, it stands as a testament to the possibilities that arise when education is approached with creativity, flexibility, and a genuine commitment to student success.

Megan Murphy is the director of public relations for Independence School District in Independence, Missouri. Email: megan_murphy@isdschools.org



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Ensuring Your Academic Programs Provide Positive Outcomes

Decisions about a program’s future should go beyond simply “keep” or “eliminate.” Using AROI as a cost-effectiveness measure can expand the options under consideration.

By Carol MacLeod, CPA, SFO



School districts, regardless of their size or location, have one basic mission: to ensure that their students receive the best educational opportunity possible. Similarly, school districts, regardless of size or location, are tasked with providing that educational opportunity with limited funding. This limited funding requires districts to make decisions about the instructional initiatives that they choose to fund for their students.

The Government Finance Officers Association (GFOA) issued its Best Budgeting Practices for School Districts in 2017. These best practices are based on a

foundation of student achievement and financial sustainability. The underlying principles are to establish a multiyear process that provides a budget that supports the district’s strategic plan. The basic framework for GFOA’s Best Budgeting Practices includes five areas of focus and 15 specific recommended practices (see Figure 1).

Included in Step 2 (Set Instructional Priorities) and Step 3 (Pay for Priorities) are processes to assist the district in identifying and prioritizing those instructional initiatives to include in the budget to support the strategic plan. Given limited resources, prioritizing which programs to include in the budget requires a method

of cost analysis to compare outcomes of each program investment in a data-driven manner.

Beginning about the year 2000, school district focus began to shift to outcomes, due in part to the No Child Left Behind Act. With the economic crisis starting around 2008, decreasing revenues caused the focus to shift to cost-reduction strategies. By 2014, rising pressure on school districts to improve outcomes with reduced funding began the introduction of the concept of academic return on investment (AROI).

What Is AROI?

Kavanagh and Levenson (2017) define AROI as “the practice of scientifically evaluating the cost-effectiveness of academic programs and then deciding where to allocate resources accordingly.” They add, “The rationale for AROI is simple enough: by comparing the learning gains students have achieved from a program with the cost of that program, school districts can get the most bang for the buck with their budgets and do the most good for the greatest number of children.”

Kavanagh and Levenson contend that regardless of design and analytic choices, AROI results are intended to be informative rather than definitive.

Making meaningful budgetary decisions requires the ability to compare the AROI metrics with other investments.

As a metric, AROI is a ratio of cost-effectiveness, typically interpreted as the change in outcome per unit cost. Therefore, knowing the AROI metrics of a specific investment provides only a single data point. Making meaningful budgetary decisions requires the ability to compare the AROI metrics with other investments.

AROI has six conceptual foundations:

1. Reconsider your knowledge of what really works.
2. Define the problem before seeking its solution.
3. Follow the scientific method.
4. Seek out the greatest net benefit.
5. Ignore sunk costs.
6. Pay attention to opportunity costs.

AROI's Importance to School Districts

It should seem obvious that educational priorities should drive the budget process; however, in practice, the budget often drives educational priorities.



Figure 1. Smarter School Spending framework.

In many districts, there is a disconnect between financial decision-making and academic decision-making. A school district would have difficulty getting the most bang for the buck without involving the chief financial officer in decisions about allocating and prioritizing instructional resources.

Best budgeting practices and AROI require a partnership between the academic leader and the finance leader, with both parties working together to build a financial plan and budget that best align resources with student achievement goals.

AROI first requires a clear definition of the intended outcomes of an educational initiative, and then considers the relative costs and benefits of different means to accomplish those outcomes. Determining which curriculum will be the most beneficial to students should not be based on sales presentations from vendors.

AROI does not make the hard decisions about where to allocate limited budgets any easier. However, AROI is a means of introducing more objectivity into decision-making. Keep in mind that emotion is at the core of how people actually make decisions. Therefore, emotions can easily outweigh objective considerations if the two are in conflict.

Before the AROI analysis begins, it is important to define exactly what success looks like by identifying the academic outcome that will be measured and how it will be measured.

By setting a clear and specific definition of success for the program, the district will have an unambiguous understanding of the results.

A district will almost always have multiple options for how to achieve a given academic goal. It should choose the option that will provide the greatest gain in student learning for each dollar spent.

The district should have a clear sense of its student achievement goals through the strategic plan. AROI takes considerable time and effort, so it makes sense to focus on where it will matter the most.

Appropriate Programs for AROI Analysis

In determining a target program to analyze, several factors should be considered:

1. Does the program have a clear objective aligned with a specific strategy?
2. Is success clearly defined, measurable, and aligned with the objective?
3. Does the district have a system in place to collect and analyze the identified data elements?
4. Are existing data available?

Start by performing a program inventory, which is simply a list of all district-wide programs. Knowing the universe of programs that a district offers can give some context for evaluation. This preliminary analysis can provide a district with obvious areas to investigate further.

The idea of cost-effectiveness is to help make data-driven decisions about the relative value of an individual program compared with other district programs.

As an example, a district identified 251 active initiatives with an estimated cost of \$46 million. Through this process, it determined that 21 of the programs did not have a clear objective, 61 did not have a measurable metric of success, 43 did not have a system in place to collect and analyze the data, and 58 did not have existing data. By knowing this baseline information, the district could begin to focus on the programs that could provide greater benefit to their students.

AROI is concerned with comparing a program's impact on student achievement with the cost of the program. However, a program that should improve student achievement may fail to do so because the implementation of the program was not in accordance with the key elements of the program's design.

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Spending the time and effort to research the impact of a poorly implemented program is not cost-effective. An essential part of researching program effectiveness is to first understand the implementation quality of the program under review.

Actions Resulting from the AROI Analysis

Cost cutting is not the objective of an AROI analysis. The idea of cost-effectiveness is to help make data-driven decisions about the relative value of an individual program compared with other district programs.

Decisions about a program's future can and should go beyond simply "keep" or "eliminate." Using AROI as a cost-effectiveness measure can expand the options under consideration to "expand," "keep," "target," "reduce," "fix," and "eliminate."

Eliminating a low-impact, high-cost program should not be considered cost cutting. Instead, as part of a communication plan, the district would stress that the process allows for the repurposing of existing funding to programs that provide better student outcomes, to more students, more cost-effectively.

The results of an AROI analysis are quantitative and technical. But that does not mean that they cannot be presented in a manner that includes a narrative with the data, providing examples of individual students, and making AROI a positive, forward-looking experience about finding what works, not about assigning blame for ineffective programs.

For more information on AROI and the Best Budgeting Practices for School Districts, visit [Smarterschoolspending.org](https://www.smarterschoolspending.org).

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Equity and Academic ROI

When districts focus on equitable distribution of resources and opportunities, they lay the foundation for all students to succeed, maximizing AROI.

By Taylor Plumblee, EdD, and Travis E. Zander, CPA



IMAGE GENERATED USING ADOBE FIREFLY FROM THE PROMPT RACIAL GENDER DIVERSITY SEVEN CHILDREN EDUCATION EQUITY EXCELLENCE.

In the ever-evolving landscape of education, equity and academic return on investment (AROI) have emerged as critical factors in shaping successful and inclusive education systems. Through a comprehensive examination of equity versus equality and strategies for equitable resource distribution, we hope to provide insights into how school business officials can be agents of change by fostering an educational environment where all students can thrive, irrespective of their backgrounds.

Before delving into AROI, a district must establish its priorities and define the metrics for success. The initial

step is to prepare the district’s strategic plan, which should be the guiding document for determining the aspects to be measured and for incorporating the district’s goals and vision. These elements will offer detailed guidance on the strategies the district will use to achieve those objectives.

The Connection Between AROI and Equity

The connection between AROI and equity is pivotal. When districts focus on equitable distribution

of resources and opportunities, they lay the foundation for all students to succeed, which in turn maximizes the AROI.

Investing in equity means allocating resources in a manner that addresses disparities and supports underrepresented or disadvantaged groups.

Investing in equity means allocating resources in a manner that addresses disparities and supports underrepresented or disadvantaged groups. This approach ensures that investments in education yield the highest possible return in student achievement and success.

By closely linking AROI with equity, school business officials can drive systemic change, leading to more effective and fair education systems where investments are financially sound and morally and socially responsible.

Importance of Equity in Education

The terms “equality” and “equity” are often used interchangeably, yet they represent distinct ideas.

Equality in education means providing every student with the same resources and opportunities. It is a uniform approach that does not account for the varied needs, backgrounds, and challenges specific students face.

In contrast, equity is about fairness and justice in allocating resources, support, and opportunities. It requires recognizing each student’s unique circumstances and providing what he or she specifically needs to achieve academic success.

Equity aims to level the playing field so that all students, regardless of their starting point, have an equal chance to succeed. It allocates resources in a way that addresses these differences. Equity is essential in education because it influences students’ ability to learn, grow, and achieve to their full potential.

Equity in education has five key components:

1. **Access to quality resources:** ensuring that all students have access to high-quality teachers, learning materials, technology, and facilities.
2. **Inclusive curriculum and pedagogy:** developing curricula and teaching methods that reflect and respect students’ diverse backgrounds and experiences.

3. **Personalized support:** providing tailored support services—such as tutoring, counseling, and language assistance—to meet individual student’s needs.
4. **Safe and nurturing environment:** creating a school climate that is physically and emotionally safe, where students feel valued and respected.
5. **Equitable funding:** allocating funds in a way that prioritizes the needs of students who may require more resources to achieve parity with their peers.

Impact of Inequity on Student Outcomes

Inequity in education can have profound and long-lasting effects on student outcomes. Students from disadvantaged backgrounds or those facing systemic barriers often exhibit lower academic achievement, have higher dropout rates, and experience limited access to advanced educational opportunities, according to the U.S. Department of Education’s 2013 report, *For Each and Every Child—A Strategy for Education Equity and Excellence*.

Inequity can lead to achievement gaps where certain groups of students consistently underperform compared with their peers. It also affects the socioemotional well-being of students, contributing to lower self-esteem and higher stress levels.

Over time, educational inequity perpetuates cycles of poverty and social inequality, as students who do not receive equitable educational opportunities are less likely to succeed in higher education and in the workforce, according to the Education Trust. Addressing inequity is thus a matter of educational justice and a critical step toward building a more equitable society.

AROI: Understanding the Metrics

Academic return on investment is a metric that evaluates the effectiveness of educational investments with regard to student learning outcomes and achievements.

Unlike traditional financial ROI, which concentrates solely on monetary gain, AROI quantifies the educational value from investment in school programs, technologies, and teaching methodologies. This metric helps identify which educational strategies yield the highest impact on student learning and development, guiding better decision-making in resource allocation.

This measurement is vital for ensuring that investments in education are financially prudent and effectively enhance student learning as preparation for future success. It guides educators, administrators, and policymakers in making informed decisions that optimize fiscal resources and educational outcomes.

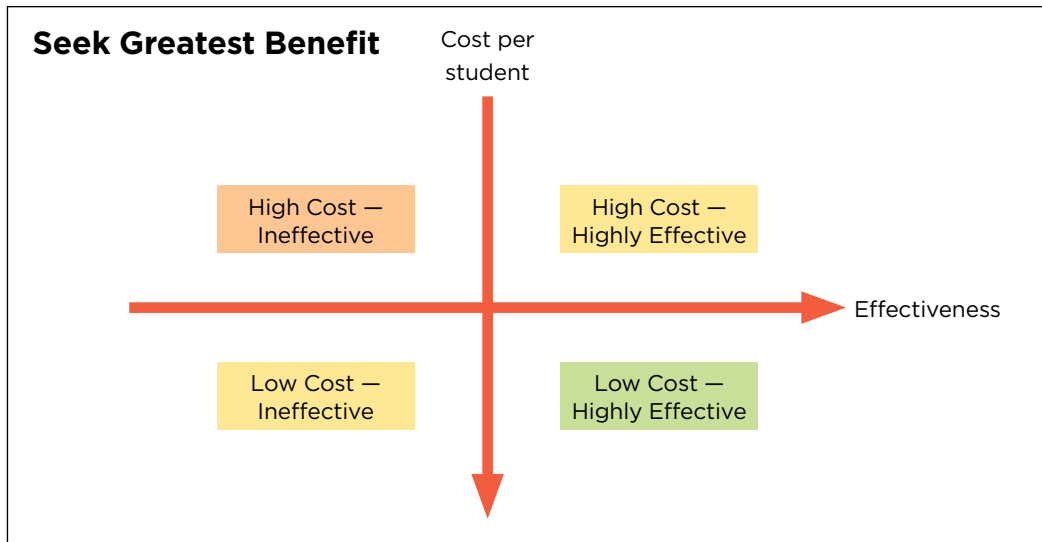


Figure 1. AROI and resource allocation.

This AROI calculation is measured through the following formula:

$$(\text{learning increase}) \times (\# \text{ of students helped}) / \$ \text{ spent}$$

Measuring academic success and ROI requires a combination of qualitative and quantitative assessments:

1. **Student achievement metrics:** standardized test scores, graduation rates, and college readiness indicators.
2. **Program evaluation:** analysis of specific education programs and interventions, assessing their impact on student performance and engagement.
3. **Cost-benefit analysis:** comparison of the costs of educational initiatives with the benefits of improved student outcomes along with the number of students served.
4. **Opportunity costs:** funding of certain programs, at the expense of others. It's important to consider what those other opportunities may bring.
5. **Long-term outcomes:** evaluation of the long-term impact of educational investments on students' career success and societal contributions.
6. **Stakeholder feedback:** feedback from students, teachers, and parents to understand the perceived value and effectiveness of educational strategies.

Linking AROI to Resource Allocation

The concept of academic return on investment is closely tied to resource allocation within educational settings. By understanding the return on educational investments, school business officials can make more strategic decisions about where to allocate resources. The goal is to increase effectiveness while benefiting the greatest number of students.

Referring to Figure 1, programs in the upper left may be abandoned, whereas programs in the upper right and bottom left are opportunities to evaluate, and programs in the bottom right are opportunities for possible expansion.

This process involves the following elements:

1. **Prioritizing high-impact investments:** directing funds toward programs and initiatives that have demonstrated a high ROI in student achievement and well-being.
2. **Equity-focused spending:** allocating resources in a way that addresses educational disparities and supports underrepresented or disadvantaged student populations.
3. **Data-informed decision-making:** using data and metrics to inform resource allocation decisions to ensure that investments are effective and equitable.
4. **Continuous evaluation:** regularly assessing the impact of resource allocation decisions on AROI to refine and improve future investment strategies.

By effectively linking AROI to resource allocation, school systems can maximize the impact of their financial investments and foster a more equitable and successful educational environment for all students.

Importance of Financial Decision-Making

Through their financial decision-making, school business officials play a pivotal role in shaping the educational landscape. Their decisions directly affect the quality of education and the level of equity within the school system. By prioritizing equity in their financial planning and decision-making, school business officials can help bridge the gap in educational opportunities and

outcomes, especially for underserved and marginalized student populations.

Their role extends beyond mere budget management; it encompasses advocating for equitable educational practices and ensuring that every financial decision aligns with the broader goal of providing fair and inclusive educational opportunities.

Strategies for Equitable Resource Distribution

Schools can use the following approaches to distribute resources equitably:

- 1. Needs-based funding models:** adopting funding models that allocate more resources to the schools and students with greater needs.
- 2. Targeted investments:** investing in programs and initiatives specifically designed to support disadvantaged and underrepresented groups.
- 3. Collaborative planning:** engaging with educators, parents, and community members to understand the unique needs of all student groups and tailor resource allocation accordingly.
- 4. Transparent reporting:** maintaining transparency in financial decisions and reporting to build trust and ensure accountability for distributed resources.
- 5. Regular assessment and adjustments:** continuously assessing the effectiveness of resource allocation strategies and adjusting to serve all students better. Some buckets of programming may fall into the following categories:
 - Expanding the programs that are working well
 - Keeping the program as is and continuing to monitor
 - Considering different programs that may work at different schools
 - Fixing bad implementations and anything else that is not working
 - Sunsetting programs that are not serving your needs

Emerging Technologies and Tools for Equity and ROI

The future of educational equity and ROI is closely tied to the advancement of technology. Emerging tools like artificial intelligence and data analytics are revolutionizing how educational resources are allocated and used. These technologies offer unprecedented opportunities for personalized learning, enabling educators to tailor instruction to meet the unique needs of each student.

Additionally, data analytics tools can provide deeper insights into the effectiveness of education programs, helping allocate resources in a way that maximizes AROI while promoting equity. Integrating these technologies

into education systems promises a more efficient, effective, and equitable educational landscape.

Call to Action

School business officials are encouraged to prioritize equity in their financial and policy decisions. This means adopting a data-driven approach to identify and address disparities, ensuring equitable resource allocation, and advocating for policies that support underrepresented groups.

Embracing innovation and staying informed about emerging trends and technologies will also be crucial in adapting to the evolving educational landscape. School business officials should view themselves as catalysts for change with the power to affect the future of education significantly.

The interplay between equity and AROI is complex but integral to the success of educational institutions and, more importantly, to the success of students from all backgrounds. The path toward a more equitable educational system is a continuous journey requiring commitment, innovation, and collaboration. By focusing on equity, we enhance academic outcomes and contribute to building a more just and inclusive society.

Resources

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Farm to Table: Health Begins in the Soil

EarthDance Organic Farm School in Missouri offers unique hands-on learning that immerses students in nature and the soil that helps it thrive.

By Joia Walker



PHOTOS COURTESY OF EARTHDANCE ORGANIC FARM SCHOOL.

EarthDance Organic Farm School in Missouri provides farm activity-based education to help young people connect with the world around them.

EarthDance Organic Farm School sits on the oldest organic farmland west of the Mississippi River. Before EarthDance became the nonprofit organization it is today, it was known as the Mueller family farm. Then just an old farmhouse, a shack, and the land, the Mueller family farm dates back to 1883. The land was passed down from generation to generation until it reached Al and Caroline Mueller.

It's funny how things work sometimes. Before he knew what organic farming was, Al Mueller had decided to farm organically. One day, he received a catalog highlighting the *new* farming method, and he realized that he'd been doing it all along! Who would have predicted that Al's farming instinct years ago to keep chemicals out of the soil would become a practice that EarthDance now holds dearly?



Because we believe that health begins in the soil, we focus on how to care for its health.

And who could have known that, after just a few visits, Molly Rockamann would develop the concept and found EarthDance Organic Farm School?

Evolution of the Farm School

As Al and Caroline got older, it became harder to care for the land. After selling many parcels, the once 200-acre farm was reduced to 14 acres. In fact, if you live in Ferguson, Missouri, you may be living on what was once Mueller family farmland.

Molly Rockamann visited the Mueller farm many times during her teen years. After college—and with considerable experience in agroecology and food production in other parts of the world—Molly continued to visit the Mueller farm and then volunteered there.

When she learned that the remaining Mueller land would be sold, she began exploring a possibility given her passions and agricultural experience. Molly, along with friends and family, raised the funds to purchase the remaining acres and established a land trust. EarthDance was born.

People come to EarthDance to learn more about gardening, and often end up volunteering.

The Essence of EarthDance

EarthDance is a vibrant place where people from all backgrounds are joined together by their love of food, people, and soil. As their hands busily plant, harvest, and wash food that brings us life, the farmers, staff, and volunteers share life stories and experiences.

If you visit the farm or work on a harvest shift during the summer, you may hear laughter in the herb garden from two women who seem to have known each other for decades. You may hear music coming from the harvest house. Surely, you'll hear the buzz of the wide variety of bees found and studied on the farm. You may witness a group of children by the chicken coop, pointing and asking questions. With so many gifts for each of the senses at EarthDance, the sights are just as beautiful as the sounds.

High tunnels, or hoop greenhouses, and paddocks host a plethora of vegetables, each growing in their prime season. In the spring, squash blossoms and tomato vines stretch toward the sun. Butterflies hover over flowers nourished by the rain, and the gentle stream flows from the harvest house.

These are eye-catching and beautiful things, but the foundation of it all is the dark, rich, nutrient-dense soil. The soil is protected and diligently cared for year-round. Because we believe that health begins in the soil, we focus on how to care for its health. We ensure that it gets the necessary nutrients, has time to rest, and gets enough water. As we care for the soil, it cares for us.

EarthDance has some of the healthiest soil in Missouri; it's been carefully cultivated for over a century. And because it is so healthy, this soil produces healthy vegetables and fruits. EarthDance is one of those environments where things don't simply grow, they thrive.

People come to EarthDance to learn more about gardening, and they end up volunteering and leading others. Some come to complete an apprenticeship and go on to start their own farms and nonprofit organizations. Others volunteer and become EarthDance team members.

No matter their reason for coming, people leave more closely connected to themselves and with a greater sense of community because of the time they spent working with the rich soil. This 14-acre farm in the middle of Ferguson is an incubator, not only for the growth of plants, but also for the growth of humans. That is just one of the reasons we say that health begins in the soil.

Farm to School Connections

As farmers and volunteers at EarthDance steward future adult gardeners during apprenticeships, they also mold



An AgriCulinary internship, in partnership with Ferguson-Florissant School District, is designed to prepare students for careers in agriculture or the culinary industry.

the minds of interns and students in partnership with the Ferguson-Florissant School District as a part of EarthDance’s Farm to School Program.

Garden-based education is a staple at EarthDance, and having a farm-to-school educator provides dedicated time for students of all ages. Lessons, field trips, and activities are designed with the students in mind. We help them connect and have their own unique experience with the soil.

AgriCulinary internship. In partnership with the Ferguson-Florissant School District, EarthDance hosts Innovation High School students who participate in the AgriCulinary internship, which is designed to prepare them for careers in agriculture or the culinary industry. For six months, interns learn to grow produce on the farm and in their school’s garden using organic farming practices. They also learn to prepare healthy meals using fresh produce.

The AgriCulinary internship covers additional topics like food justice and kitchen safety and sanitation and also connects students with local colleges that offer continuing education courses related to the field of agriculture and the culinary arts.

Spring Training is a five-week online and in-person class that is available for beginner gardeners.

The Freshmobile. EarthDance’s mobile kitchen, the Freshmobile, affords the farm school the opportunity to educate students about the benefits of eating locally



As a part of farm-to-school education, EarthDance connects with schools in the Ferguson-Florissant School District to develop and maintain school gardens.

grown produce. During a “What’s Fresh” tasting day, the Freshmobile visits Ferguson-Florissant schools and students can sample a creative dish using fresh produce grown in their own neighborhood.

The Freshmobile also gives our AgriCulinary students the unique opportunity to cook outside on the farm and helps them sharpen their presentation skills as we travel from school to school.

School gardens. Outdoor learning helps students in areas such as emotional, intellectual, and behavioral development. As a part of farm-to-school education, EarthDance hopes to connect with schools in the Ferguson-Florissant School District to develop or maintain school gardens.

In addition to physically helping in the garden, EarthDance also empowers Ferguson-Florissant teachers and staff through education programs like Spring Training. Spring Training is a five-week online and in-person class that is available for beginner gardeners. Tuition for Spring Training classes is covered for a limited number of Ferguson-Florissant teachers and staff. District participants also receive a stipend for participating as a part of their professional development.

Watching Students Bloom

Working closely with students—especially those whom we see weekly from Innovation High School—is like watching flowers bloom. Students take a moment to play with a grasshopper and proudly tell us the grasshopper’s new name. They harvest vegetables and take them home to their families. They tell us about their lives and EarthDance’s impact on their lives.

It’s been said that working in soil improves mental health. Bacteria in the soil increase our levels of serotonin, which reduces anxiety and depression. The microbes in the soil interact with our bodies in a way that enhances biome biodiversity and balance in our stomachs. If you’re on a mental health journey, it could begin in the soil.

We often hear that eating a balanced diet improves overall health. “Eating the rainbow”—eating a variety of colorful foods—can supply your body with key nutrients, which can improve your health.

But before we have the vegetables, we need to have the soil. Soil that gets nutrition from water, air, and sunlight, as well as added organic matter (sometimes in the form of compost) seems to be the healthiest. Like the soil, we too need all those things to thrive. The water, air, and sunlight nourish our lives and our general health and well-being.

Joia Walker is a farm-to-school educator at EarthDance Organic Farm School in Ferguson, Missouri. Email: joia@earthdancefarms.org

Using AI to Write Collaboratively

By striking a balance between their own experience and expertise and the power of AI technology, professionals can promote innovation and collaboration.

By Cindy M. Reilmann, CPA, SFO, and John Brucato

In the ever-evolving landscape of school business affairs, the importance of building a robust professional network cannot be overstated—and neither can the value of new technology.

We explored the dynamics of professional networking in our February 2024 article in *School Business Affairs* titled “Lean on Me: Building Your Professional Network.” What made our approach unique then—and now—is the integration of advanced artificial intelligence (AI) technology, specifically ChatGPT, in the collaborative writing process.

The Power of Collaboration

Professional networking plays a pivotal role in the growth and success of individuals in the field of school business affairs. In our previous article, we emphasized the idea that educators, administrators, and financial professionals can achieve more by leaning on one another. The exchange of ideas, experiences, and expertise within a network fosters innovation and continuous improvement in the education sector.

To bring our insights to life, we chose a collaborative writing approach, leveraging the power of ChatGPT. Developed by OpenAI, ChatGPT is a state-of-the-art language model that uses deep learning to generate humanlike text based on the input it receives. In this case, we used ChatGPT to enhance the efficiency and creativity of our collaborative writing process.

ChatGPT as a Collaborative Writing Tool

ChatGPT proved to be a valuable asset in several aspects of the article-writing process. First and foremost, it facilitated seamless communication between us. Although we were physically distant, we were connected through the virtual collaboration platform. ChatGPT helped bridge the gap, providing a virtual space for real-time brainstorming and idea exchange.

Additionally, ChatGPT assisted in refining the language and structure of the article. The AI model provided suggestions for phrasing and improved coherence, and even suggested relevant examples from the vast knowledge it has been trained on. This assistance not only streamlined the writing process but also ensured that the final product was polished and engaging.

Enhancing Creativity and Innovation

One of the standout features of ChatGPT is its ability to inspire creativity. For us, using ChatGPT to generate alternative perspectives and approaches enabled us to infuse our article with fresh ideas. The AI model served as a catalyst for innovative thinking, pushing the boundaries of traditional writing and bringing a dynamic element to the content.

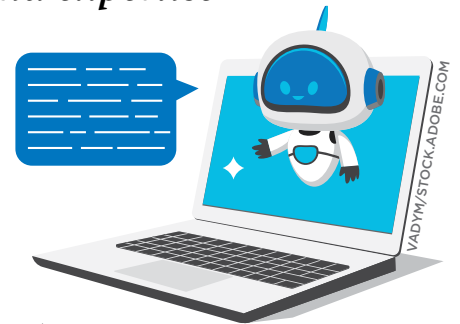
Overcoming Challenges

The collaboration with ChatGPT was overwhelmingly positive; however, we acknowledge the importance of maintaining a balance. We recognize the need for human oversight to ensure that the AI-generated content aligned with our intended message and style. Striking this balance allowed us to harness the full potential of ChatGPT while retaining our unique voices and perspectives.

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The authors acknowledge ChatGPT for its assistance in writing this article.





GROWING MINDS BENEFIT FROM DYNAMIC MOVEMENT.

When it comes to the classroom, it's important to consider ergonomic furniture that's designed to flex and move with ease to help students find the position and space where they work best.

We intuitively know that moderate movement can improve focus and concentration. Sometimes the simplest thing can help, like standing up or bracing your legs on a footrest. As a result, we all naturally engage in dynamic sitting, which involves moving our arms and legs or adjusting our position for comfort in order to stay alert and engaged.

This type of movement is beneficial for students in classroom settings too. As children's brains develop, sensory systems that respond to movement help cultivate the fine motor skills that are at the foundation of learning. These sensory systems help coordinate the eyes, hands and bodies of children as they move and grow. Healthy movement facilitates such growth, while helping children feel active and alert – even while seated.

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AC&E 23 and What I Learned About School Business Officials

A Yale PhD student shares her experience at the recent ASBO Annual Conference & Expo and her lessons learned.

By Sandra Okonofua



COURTESY OF SANDRA OKONOFUA

Yale PhD student Sandra Okonofua, second from the left, and members of her newfound network of school business officials.

This past October, I had the honor of attending my first Association of School Business Officials (ASBO) International Annual Conference & Expo. Before I get into the details of this transformative experience, I would like to provide some context.

After all, how did I, a Yale PhD student, end up at an ASBO conference?

A Little About Me

A product of Montgomery County Public Schools in Maryland, I first became interested in school finance as a high school sophomore when I went to a track meet

at a school about an hour away from my school, but in the same county. I was amazed by the grandiosity of the building grounds and couldn't help but wonder how and why this school was so large, while the high school I went to was tiny and overcrowded in comparison.

Fast forward 12 years. I had graduated from Dartmouth College with a bachelor's degree in psychology and sociology and a master's in Urban Education from the University of Pennsylvania. I had also worked as a high school science teacher. After leaving the classroom, I then enrolled in a second master's program at Harvard University studying adolescent counseling with the intent to be a high school counselor.

When I reported for my first day of internship as a counselor, the head of the counseling department was bemoaning budget cuts and the consequences it would have for college and career programming for that school year. I was intrigued but also utterly confused. Nothing about budget cuts had shown up in my school counseling orientation, and I wasn't sure how and why I needed to have this information to do my job.

They say that the third time is the charm, and it turns out that my third encounter with school finance ended up being the one that would thrust me into studying the field full force.

During the second year of my PhD program at Yale, where I was studying Sociology, I was working for a mayor as a policy analyst, and was asked to attend board of education meetings. I attended one particular meeting titled "Budget Workshop," during which the school district's CFO sped through an array of numbers, facts, and figures. I was hooked...and confused. What did it all mean?

I needed to know, so I contacted her and requested a conversation. During that first meeting, the more she explained, the more questions I had. I was in awe of this woman's depth of knowledge and amazed that no one had discussed this clearly important role when I was exploring careers in education.

My Quest for Knowledge

I spoke with my PhD advisor about this experience, and my research agenda was born: I wanted to learn more about school business professionals and their impact on schools. What kinds of decisions did they have to make? What challenges did they face? What made their roles fulfilling? How did they know how to balance the versatility and responsibilities of their roles with all the competing demands and pressures?

I began to interview SBOs in Connecticut. The 14 interviews that I completed during the summer of 2023 confirmed to me two things: (1) SBOs are even more awesome than I originally thought, and (2) I needed to head to the ASBO International Annual Conference that was happening that October.

Jumping in Feet First

Fast forward again, this time to October 19, 2023, the first day of the ASBO International Conference & Expo in National Harbor, Maryland. As I entered the massive hotel, I realized that there were three conferences going on concurrently, which made finding the right place a bit challenging. Thankfully some Ohio ASBO affiliate members led me in the right direction.

After checking in at the registration table and receiving my badge, I looked for someplace to hang out before

heading off to my first session. I stumbled upon a room with people in it and figured that maybe I could stay there while I created my game plan for the day. Turns out that this was the Meet and Greet Session for state and provincial ASBO staff.

I sat at a table with Linda and Karen from the Alabama ASBO. They made me feel welcome and asked me questions about my research. In fact, Linda was so interested in my research that she shared my research interests with the entire room. I appreciated the visibility she lent to my research agenda and had some insightful and generative conversations with those in the session. Then, it was time to head to the first session, "Create an Award-Winning Budget: Part 1." It was there that I learned my first lesson about SBOs.

Lesson 1: SBOs embody a culture of excellence and continuous improvement.

As someone new to the field of school finance, I thought that simply creating a sound school budget that linked spending priorities with a school district's values and strategic plan was adequate. Seeing the vast number of people in that room (it was at capacity) told me the opposite: It wasn't enough to create a sound and aligned budget; it needed to be an excellent budget—the kind that won distinction.

Unfortunately, the session was at capacity, so I wasn't able to sit in, but I reviewed the accompanying jam-packed 163-slide PDF and marveled at the level of specificity. I also pondered how, with such a level of specificity, people still walked away from budget workshops and presentations with the wrong ideas about transparency and accountability.

This presentation illustrated to me the painstaking lengths that SBOs go through to communicate financial decisions and data for the variety of stakeholders they serve.

I ventured back to the room filled with the ASBO affiliates, where they had begun their session. This session taught me my second lesson about SBOs.

Lesson 2: SBOs seriously care about legacy, succession planning, and the future of the profession.

I learned from my interviews with Connecticut SBOs that the field is facing a critical shortage, and this shortage was nationwide. There were many reasons for this shortage, but a poignant remark from one interviewee summarized the issue remarkably: "No one grows up wanting to be us!"

In many districts, SBOs are the unsung heroes, the hidden vital organs that give life to the entire body that

is the school district. While they are unseen, their work remains critical, and yet this lack of visibility means many talented young people don't consider the SBO role as a viable career choice. How could this be changed?

I received some tangible answers during this affiliate session, where I learned from members of the Ohio ASBO team about their best practices for recruiting and retaining SBOs. I admired the creativity and passion the OASBO presenters demonstrated while sharing their current strategies for building the SBO pipeline. I am interested in hearing how other states are addressing the critical SBO shortage in their region.

After the first half of the first day had finished, I joined a group of Connecticut ASBO folks for lunch. This led to my third and final lesson about SBOs:

Lesson 3: SBOs are an incredibly caring, brilliant, and organized group of individuals.

I was treated with kindness and made to feel like I belonged. During lunch, several senior-level school finance leaders asked me about my research and gave me a lot of interesting ideas to reflect on as I pondered future research directions.

I was also humored (and inspired!) by the efficient way they settled on the group lunch (which was delicious) and how they settled on payment at the end. It was in such a simple setting that I realized a real superpower of SBOs: They are able to handle seemingly mundane yet critical tasks with efficiency, confidence, and ease.

I imagined the same level of confidence I observed in that pizza parlor being displayed in budget meetings with school administrators when someone was making yet another request despite budget constraints.

One interviewee shared with me that the school business office is often called "The Department of No," but that her actual approach is, "How can we get to yes?"

Throughout the conference, I was inspired by examples of people constantly prioritizing and re-prioritizing competing demands and working to optimize the use of resources amid constraints.

Benefits of Attending

The rest of the conference was just as jam-packed and eye-opening as the first day, and I left with an increased sense of curiosity about and respect for the unsung heroes of school districts. As I reflect on the experience, I would like to share some of the reasons the ASBO International Conference & Expo is worth attending (from my humble perspective as a doctoral student):

Diverse Perspectives: The conference provided a platform where school business professionals from various education/career backgrounds, regions, and experiences converged. Engaging in discussions on financial strategies, budgeting challenges, and innovative funding mechanisms offered me a broadened perspective on the complexities of school finance.

Networking Opportunities: Interacting with seasoned professionals facilitated meaningful connections. These networking opportunities were invaluable, offering insights into real-world challenges and potential collaborative research avenues for my doctoral research agenda.

Insights from Experts: The workshop presenters shared their insights on emerging trends and best practices. These sessions not only expanded my knowledge but also provided a foundation for future analysis of school finance decision-making processes and policies.

Innovative Solutions: The conference showcased innovative financial solutions implemented by a variety of school districts. Learning about successful case studies and adaptive financial models allowed me to generate and ponder future practical applications for my research.

Policy and Compliance Discussions: Sessions addressing policy changes and compliance issues were eye-opening. Understanding the dynamic regulatory landscape highlighted the importance of aligning my research with the evolving needs of school districts.

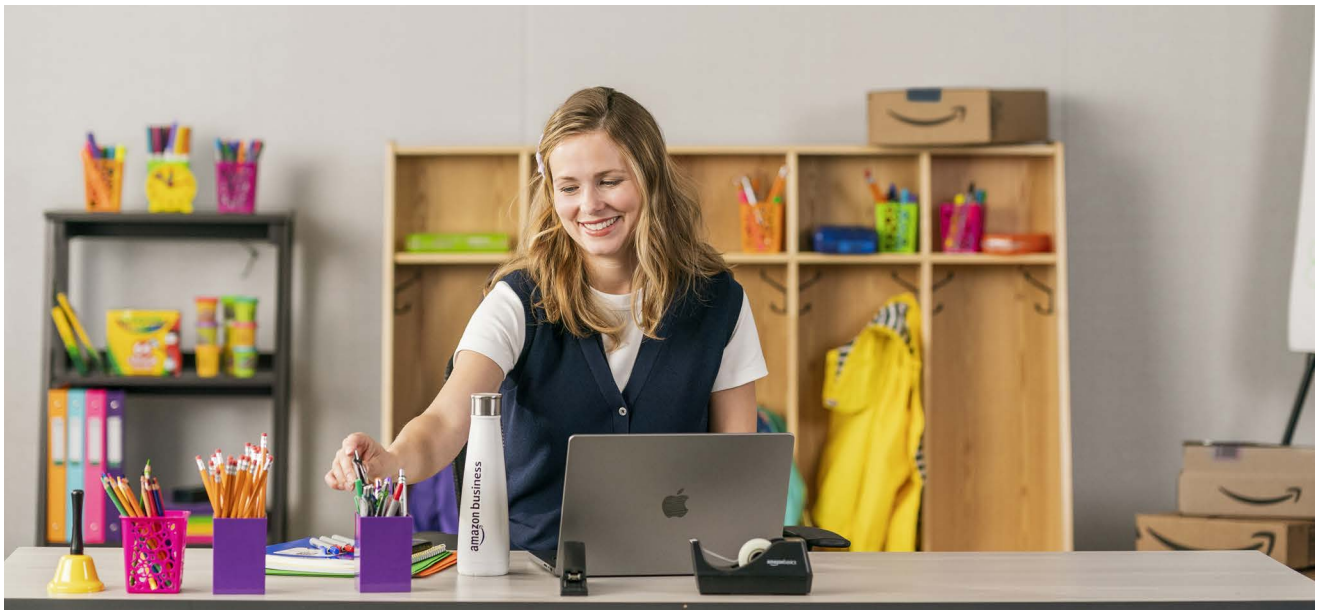
In conclusion, my first ASBO conference was a pivotal event in my academic journey. The exposure to diverse perspectives, networking opportunities, insights from experts, innovative solutions, and the tackling of challenges collectively shaped my understanding of school finance.

I appreciate the opportunity that Sharon Bruce (CT-ASBO) and the ASBO International leadership gave me to attend this conference, and I look forward to continuing to learn from SBOs across the country about the life-changing, transformative work they do every day.

I am currently conducting additional interviews for my dissertation and am using the insights from the conference to shape the questions I ask SBOs across the country. Over the next several months I hope to crystallize the knowledge gained from these interviews and conferences to paint a clearer picture of the important work that SBOs conduct every day.

I hope that through my research, people are inspired to learn more about school finance and the role that SBOs play in ensuring that school districts have the resources they need to perform their duties.

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Beyond ESSER Funding: Strategic Budget Planning for School Administrators

Set your organization up for success in the upcoming school year.

By Brett Tuson

Many federal and state funding initiatives that provided significant financial support to schools since the pandemic are now being phased out, following recent guidance from the US Department of Education. The Elementary and Secondary School Emergency Relief (ESSER) fund is set to end by September 2024, with possible extensions for districts that have requested and been granted them. Consequently, now is the time to prepare for the upcoming school year's budget. School boards should come together to decide on the most efficient ways to allocate their funds, realign to their top priorities, and make smart business buying decisions.

According to the Education Data Initiative, public K-12 schools spend a total of \$794.7 billion annually, averaging \$16,080 per student. While budget sizes may vary, school

administrators across the country must meticulously plan every dollar of funding, from faculty salaries to dry-erase markers. So where should you begin?

1. Review the previous year's budget

The first step in planning next year's expenditures is understanding how accurate your current budget is. Are there large gaps between your predicted and actual expenditures? Perhaps you overestimated your inventory, leaving large amounts of classroom supplies sitting around and gathering dust.

Getting a bird's eye view of how your organization is spending is crucial to this review process. Available to Business Prime members, **Spend Visibility**'s cloud-based system allows you to analyze your spending with data visualizations that can help you make smart budgeting

amazon business



decisions, easily locate compliance issues, and find opportunities to save in the future.

2. Create goals

After reviewing historical spending, it's time to review your priorities for the next school year. These can be influenced by trends in enrollment, social responsibility goals, and macroeconomic factors such as inflation.

According to the National Center for Education Statistics, public schools typically receive between 30-50% of their funding from local property taxes. While

inflation rates can vary from day to day, property tax rates are adjusted annually, which means school revenues may lag behind. Inflationary pressures after ESSER funding may also continue, posing more challenges to meet spending goals. Getting a full picture of what you'll be spending your funds on is crucial for combatting challenging economic conditions.

What are the big ticket items your district or institution should plan for? Perhaps your IT department is gearing up for a device refresh, or you're preparing for campus improvements. For single-SKU, high volume purchases, Amazon Business' **Request for Quote tool** allows your team to sit back while we find pre-vetted bulk suppliers to provide competitively priced quotes with educator-specific pricing.

3. Have the right technology in place

More districts are planning to use their remaining ESSER funds to focus on teacher retention. In addition to compensation, teacher burnout has caused many to leave. The stress from juggling paper work and handling administrative tasks while

“Time is money. Implementing Amazon Business has streamlined things so much that a lot of the cost benefits come from the time that's saved, and that's a wonderful thing.”

— Christie Patteri, Finance Office Specialist,
Saline Area Schools

managing the classroom can lead to job satisfaction and high turnover rates. Nearly nine in ten public schools struggled to hire educators for the 2023-2024 school year, according to recent survey data from the [National Center for Education Statistics](#).

Keeping talent in the education field requires tools that reduce workload burnout, such as efficiency tools or the latest teaching technologies. Do your existing systems or processes prioritize teachers' needs?

With change management posing a challenge for many procurement officers, it's best not to wait until mid-school year to begin the transition to a new system. If you're thinking about implementing a new piece of technology that makes buying simple

and teachers' lives easier, such as [Punchout integration](#) or [Single Sign-on \(SSO\)](#), now is the time to get started.

4. Find reliable suppliers

Of course, pricing is just one element to consider when planning your procurement budget. According to a survey by the National Association of Education Procurement (NAEP), over 58% of procurement offices are also responsible for supplier diversity. Many schools also have specific goals for purchasing locally-sourced products and products with sustainability certifications.

Sourcing reliable suppliers who fit the criteria can often be a headache for administrators and staff. [Buying Policies](#) is an Amazon Business feature that can encourage purchases aligned with your Environmental, Social, and Governance (ESG) goals by turning procurement policies into easy-to-follow visual signposts for buyers.

Budget planning and approvals can be a cumbersome process. However, by following these guidelines, you can help alleviate bottlenecks and set your organization up for success in the upcoming school year amidst looming financial uncertainty.

[Learn more](#) to find out why you can rely on Amazon Business for education.

Brett Tuson is the Director of Education at Amazon Business.



Capturing Memories: School Photos as Reflections of School Culture

School photos are much more than a collection of bright shiny faces—they represent moments frozen in time.

By Alyssa Sigafus

In the vibrant tapestry of school life, where every day unfolds a new chapter in the lives of students, teachers, and staff, one aspect stands out as a timeless tradition that has been etched into the collective memory of generations: school photos.

These snapshots, more than mere images on glossy paper, serve as visual milestones that narrate the story of school culture. As we explore the artistry and significance of school photos, we discover the unique role they play in fostering a sense of belonging, capturing moments that transcend time, and embodying the spirit of educational institutions.

A Journey Through Time

Every school photo is a portal to the past, a frozen moment that encapsulates the essence of a particular academic year. The evolution of school photos through the years not only reflects changes in the technology of photography but also mirrors the shifting trends and values within educational institutions.

From the black-and-white formality of the early 20th century to the vibrant colors and candid shots of today, these visual chronicles tell a tale of societal shifts, educational philosophies, and evolving attitudes toward individuality.

A Mosaic of Faces

School photos that feature a diverse array of faces mirror the rich tapestry of school culture—not only the images of the students, but also of the dedicated educators who shape young minds, as well as the staff that ensures the smooth functioning of the institution.



COURTESY OF

Beyond the formal poses and carefully arranged groups, school photos become a celebration of individuality. Students from diverse backgrounds, each with unique talents and aspirations, come together within the frame, nurturing a sense of inclusivity and community.

In the captured images, the unique spirit of each academic year is brought to life, displaying the dynamic interplay of personalities that contribute to the vibrant mosaic of school cultures.

Moments That Matter

A treasure trove of candid moments capture the true essence of school life. Whether it is a group of friends sharing a laugh, a teacher offering guidance, or students engaged in extracurricular activities, these unscripted moments reveal the heartbeat of the educational institution.



Jack R Mitchell, assistant superintendent for business at Valley Stream School District 24 in Long Island, New York, emphasizes the important of school photography:

“They say a picture is worth a thousand words. In our district, images sharing the joy of learning, recognition, and connection in our school community can be such an important part of telling our story of who we are and what we prioritize and model for our students.”

Mitchell adds, “As a community of learners, educators, leaders, and families, we all strive to share in the many incredible things happening in and around our schools and district—our academics, student culture, extracurriculars, volunteerism, and many other aspects of our daily educational life. We leverage photography as part of our communications best practices to help deliver purposeful content celebrating and recognizing achievement and the amazing initiatives in our buildings.”

Consider the shot of a science fair, where young minds showcase their creativity and innovation. Or the sports team photo, where the determination and camaraderie of athletes are frozen in time. These images not only serve as cherished memories for those involved but also act as a testament to the dynamic and multifaceted nature of school culture.

Nostalgia and Connection

As alumni leaf through their old yearbooks and reminisce about their school days, the evocative power of school photos becomes apparent. These images serve as a bridge between the past and the present, connecting generations of students and fostering a shared sense of history and tradition. The significance of these visual time capsules extends beyond the walls of the institution, creating a sense of continuity and legacy that transcends time.

In an age where digital communication dominates, the tangible nature of printed school photos takes on added significance. The physicality of these images becomes a tangible link to the past, providing a sensory



experience that fosters a deeper connection with one’s school culture.

Embracing Diversity and Inclusion

School photos, with their power to capture diversity within educational institutions, play a crucial role in promoting inclusivity. By showcasing students from various ethnicities, cultures, and backgrounds, these images send a powerful message about the value of diversity in fostering a rich and dynamic learning environment.

These images highlight the kaleidoscope of identities that make up the school community. Through intentional representation, school photos become a tool for promoting equity and creating a sense of belonging for every student.

Reflections of Our Communities

In the evolving landscape of education, where technological advancements and pedagogical shifts shape the future of learning, school photos remain a steadfast tradition. Beyond the surface, these visual narratives tell a profound story of school culture—a story of evolution, diversity, and shared experiences.

As we flip through the pages of yearbooks and gaze upon the faces frozen in time, we are reminded that the art of school photos is not merely about capturing images; it is about preserving the spirit and legacy of educational institutions for generations to come.

In this visual journey through time, we discover that school photos are more than pictures—they are reflections of the vibrant communities that shape our educational landscape.

Alyssa Sigafus is a marketing manager for Lifetouch. Email: alyssa.sigafus@shutterfly.com

Eagle Institute 2023: Lessons in Adjusting Course

School business leaders visit hallowed ground in Gettysburg, Pennsylvania, to connect with lessons from the past.

By Anna Billman



The 2023 Eagle Institute participants gathered in Gettysburg, Pennsylvania, to explore leadership past and present.

Widely considered the turning point of the Civil War and its deadliest battle, the Union victory at the Battle of Gettysburg in Pennsylvania in July 1863 effectively ended Confederate General Robert E. Lee’s attempt to invade the North. Four months later, at the dedication of what is now Gettysburg National Cemetery, Gettysburg was the setting for President Abraham Lincoln’s famous address on the nation’s unifying purpose.

A small group of school business professionals converged in Gettysburg July 25–28, 2023, at ASBO International’s 2023 Eagle Institute to explore and advance personal leadership growth by delving into this critical point in United States history and examining the circumstances, strategic leadership choices, outcomes, and lessons.

“The location for Eagle Institute is a major component of its programming,” says Sabrina Soto, ASBO International’s chief development officer. “As the site of two related but quite different historical moments, Gettysburg provided rich opportunities to connect with valuable leadership concepts like courageous, honest

communication, staying true to a shared cause, and more—lessons that are more pertinent than ever to school business professionals.”

Making History Meaningful

Not every school business professional identifies as a history buff, but attendees say Eagle Institute’s unique approach of overlaying the circumstances and choices of real events with modern-day leadership concepts creates lasting impact.

“I didn’t have amazing historical learning in my past to pique my interest,” agrees Cindy Reilmann, SFO, assistant superintendent for business services for Ferguson-Florissant School District in Hazelwood, Missouri, and 2022 ASBO International Eagle Award recipient, “but as I have gotten older I have found history to be a key piece of learning in a variety of areas. If we don’t learn from history (both the good and the bad) then we are bound to repeat the mistakes of the past. The Eagle Institute format helps you form a different perspective on leadership and what makes a strong and strategic leader.”

Margaret Driscoll, executive director of Massachusetts ASBO, shares, “The intentional explanation of external and societal circumstances between then and now helped me make connections instead of being distracted by why they didn’t do things that would seem obvious today. Recognizing they were in intense and traumatic situations and the leaders needed to lead made it applicable. The combined format of training (lectures, table talks, experiential, debriefs) was extremely effective for embedding leadership training into my practice.”

Channa Byerly, PhD, superintendent of Duncan Public Schools in Duncan, Oklahoma, says she was “surprised by how inspiring I found the setting and subject matter,” adding, “the way they tied in leadership lessons to the battlefields was incredible. Standing on those fields and discussing what happened because of different leadership styles was so impactful.”

Positioning for Perspective

With the support of Eagle Institute and Eagle Awards sponsor Equitable, 64 attendees representing 44 districts and 10 ASBO affiliates spent three days exploring Gettysburg National Park’s grounds and museum and learning from scholars, historians, leadership experts, and a military hero.

Attendees visited the two cemeteries at Gettysburg, learning about the people who fought and died in the war, and examined the landscape as a strategic battlefield, reviewing the concepts of high ground and anticipatory—or proactive—leadership.

“Discussing the site and strategies helped to illustrate that high ground is in the eye of the beholder and can be physical, mental, or emotional. A proactive leader anticipates events and reactions. My takeaway was that, as school business officials, we can position our organizations for the best potential for success and prepare to adjust course if there are changes,” Reilmann says.

Lincoln’s address at Gettysburg—a short second act to a much longer oration at the cemetery dedication on November 19, 1863—provides a potent example of mid-course correction and inspiring the people to continue with their cause or goal. The president delivered the speech to reaffirm to the populace that slavery could no longer be a part of the national fabric, even though it was permitted when the Declaration of Independence was penned, and that it was crucial to continue to fight for that principle.

“It was valuable to be reminded that sometimes you have to fall back and regroup,” Driscoll shares. “You always have to look to the vision and aim to get there. Even though the target moves, it’s important to work toward something and keep the team intact. When



Participants spent three days exploring Gettysburg National Park and learning from scholars, experts, and historians.

things go sideways, the best thing to do is call people together and see whether you can make lemons out of lemonade.”

Cindy Lee Olson, executive director of Arrowhead Regional Computing Consortium, a service district in Duluth, Minnesota, and a second-time Eagle Institute attendee recalls, “We had a cyber-attack several months ago. We left our offices and worked out of the boardroom for a few weeks, making scary decisions but supporting each other. I kind of equated that to our battle because our team needed to believe in their leaders, and the leaders knew they were asking employees to have faith and move forward in uncomfortable conditions. The resiliency of our people to trust their leaders, pick up, and move on was amazing.”

Transformative Leadership, Transformative Learning

“One of the sessions I found very informative compared transactional and transformative leadership,” Reilmann says, noting that transactional behaviors produce order and consistency while transformational behaviors generate movement and change and—as speaker Steven B. Wiley, founder and president of the Lincoln Leadership Institute at Gettysburg described—aid in “co-creating a future with your team.”

“Discussing what happened on the battlefield because of different leadership styles was so impactful,” Byerly shares. “It took transformational leadership to regenerate morale. Colonel Chamberlain’s men were discouraged but he treated them calmly and with respect and met their needs where he could. He acknowledged he couldn’t fix all their problems but put his ask into perspective for them. Sometimes the notion of battling a negative culture together can bring people along and meet their needs in a given situation,” she says.

“I work for a regional center that serves 30 districts. We sometimes act as therapists to people who are ready to walk out. Sometimes we just listen. So I heard some similar components in these stories: You have to have a plan and stick with it, but also assess along the way and make changes if things aren’t working,” Olson explains.

In addition to battlefield experiences and reflections and life lessons from a re-enactor of Abe Lincoln himself, attendees heard from Retired Rear Admiral Scott Moore of the United States Navy—who was instrumental in the famous rescue of American cargo ship captain Richard Phillips from modern-day pirates in 2009—on the concepts of understanding one’s own “leadership DNA” and five leadership priorities: commit, communicate, connect, care, and coach.

Practicing the Takeaways

“In the three minutes of quiet I get from time to time, I do review my notes to make sure I’m embedding what I learned into my practice,” Driscoll, shares. “I’ve been working to eliminate bias around race, gender, age, et cetera and focus more on who can show up in which circumstances to lead to better outcomes. I’m also making a point to include a mix of voices, including those who disagree, and remember the critical goal of a strong professional culture as the foundation of my work.”

Olson adds, “As a working director, I am involved in a lot of our processes, but I am working harder to step back, spend time with my staff, and listen to what they need. Being more in touch with them has helped me a lot—I’ve been much better at having my hand on the pulse of the whole organization since Eagle Institute.”

Byerly says that she is “more relational now,” explaining that “Even though I am generally black and white and need to be that way, I am more connected to people. Our assistant superintendent and I returned from Eagle Institute and shared the differences between transactional and transformational styles to our administrators and why it’s important to have a balance, as well as the importance of helping team members remember why we are in this profession when we need to regain focus in difficult moments.”

True to form, 2024’s Eagle Institute will take school business professionals on a journey through history to find leadership lessons they can apply in the present and future. This year’s theme, “Leadership Lessons from the Stories of American Innovation,” will focus on innovative habits of American leaders and trailblazers at The Henry Ford in Dearborn, Michigan, July 16-18.

For more information, visit <https://network.asbointl.org/eagleinstitute2024/about>.

Anna Billman is a staff writer. Email: abillman@asbointl.org.

A promotional graphic for the Eagle Institute 2024 event. The background is a collage of images: a white van, a steam locomotive, a classroom with desks, and a vintage television. In the center, there is a logo featuring a blue eagle with its wings spread, perched on a white circular emblem containing the letters 'ASB'. To the right of the eagle logo, the text reads 'EAGLE INSTITUTE' in a large, white, sans-serif font, followed by 'July 16-18, 2024' and 'Dearborn, Michigan' in a smaller font. Below this, the main title 'LEADERSHIP LESSONS FROM THE STORIES OF AMERICAN INNOVATION.' is written in a large, white, hand-drawn style font. Underneath the title, a tagline reads 'Join us on a transformative journey where leadership ignites, connections thrive, and visions of the future take flight.' At the bottom of the graphic, the text 'REGISTER at asbointl.org/EI' is displayed in a large, white, bold font.

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Sustainability Reporting in Schools

Sustainability reporting statements can be effective management tools for SBOs as they prepare analyses and reports, procurements, and grants.

By Richard Weeks, RSBA



An urban legend in Boston surrounds the Big Dig, the multibillion-dollar public works project to recess Interstate 93 by tunneling under the city.

On a soggy spring morning, a prebid conference was held for prospective contractors. Attending were international design teams as well as two men who appeared to be local laborers, dressed in work gear and hard hats. During the Q and A, the project manager skeptically asked the two how they would dig the tunnel.

“Well, sir, I would start digging in Charlestown going south, and my partner would start digging in Southie going north.”

The project manager politely asked, “Don’t you think you need a lot of precise calculations and sophisticated machinery to ensure that you connect below Boston?”

The two responded, “Nope.” “So,” asked the project manager, “what if you don’t connect?” Said the two, “In that case, you’ll be getting two tunnels for the price of one!”

Experienced school business officials (SBOs) can attest to the dynamics of prebid conferences to prevent what can often be described metaphorically as “tunnel vision” schemes by potential contractors.

Sustainability reporting statements can be effective management tools for SBOs tracking, visualizing, and

Table 1. Lincoln Public Schools Waste Diversion Program

		2020 (pounds collected)	2021 (pounds collected)	2022 (pounds collected)
1	Recycling: paper, plastic, cardboard, cartons, metal, cans	1,239,743	1,669,931	2,547,129
2	Composting: cafeteria waste from 61 LPS schools	902,860	1,200,915	1,161,011
3	Reuse: auction program, books, oil	39,234	17,200	17,586
4	Waste diversion (rate)	2,181,837 (54%)	2,888,046 (52%)	3,725,726 (57%)
5	Landfilled	1,823,003 (46%)	2,664,447 (48%)	2,830,780 (43%)
6	Schools (except capital projects)	4,004,840 (100%)	5,552,493 (100%)	6,556,506 (100%)

Source: Courtesy of USGBC, Center for Green Schools, 2023.
 Note: LPS = Lincoln Public Schools.

communicating operational data as they prepare analyses and reports, procurements, and grants. Because some sustainability matters are new to school personnel and to the public, the statements can clarify diverse but relevant information in easily understood formats.

Timely and relevant information can reassure the community of the district’s effort to reduce greenhouse gas emissions to net zero. This article provides examples of environmental sustainability statements for recycling, waste management, utility and energy use, and clean renewable energy reporting.

Recycling and Waste Reporting

Although a few state and local statutes or school board policies compel schools to recycle and compost, many schools do it voluntarily. Through the cooperation of students and school and community leadership, districts are successfully monitoring their progress.

Sustainability coordinators recommend conducting a waste audit to establish a baseline for determining how much waste the schools currently produce. It’s a good idea to work with personnel to develop an action plan by setting goals and establishing a time line for schools to eventually operate at “zero waste.”

Brittany Albin, sustainability coordinator at Lincoln Public Schools (LPS) in Nebraska, advises: “Start with elementary schools and work your way up to the middle and high schools. Critical to your program’s success is acquiring recycling containers and signage. We use ‘mesh’ bags to collect emptied milk and juice containers for recycling because our compost contractors require the compost to be free of paper debris.”

Central to action planning is *waste diversion*, or what the district expects to achieve through recycling,

composting, or reusing. The achievable goal is to reduce and divert as much waste from the landfill as possible. LPS reports it was able to divert 57% of the district’s waste from the landfill in 2022 (see Table 1); this diversion rate steadily increased over three years. In Table 1, the program is shaded green and includes traditional recycling of milk cartons, metal, electronics, pallets, books, cartridges, lights, and batteries. Composting includes food scraps from the district’s 61 schools and faculty lounges.

Increasingly, districts are reining in construction debris to divert waste from landfills.

Additional waste is reclaimed through the district’s auction program, surplus disbursement, books, and oil reuse. Landfilled waste, shaded in orange, steadily declined over three years and was only 43% of the total waste in 2022.

Increasingly, districts are reining in construction debris to divert waste sent to landfills. Albin reports: “The LPS 2020 bond project launched multiple construction and renovation projects in buildings throughout the district. It is a requirement in the Design Guidelines that all construction projects have an 80% diversion goal for construction and demolition waste. Contractors were up for the challenge and strived to meet this goal in 2022.”

Table 2 details the first two years of the LPS program. Contractors were required to use district-assigned reporting templates and to be available for regular

on-site inspections to monitor contamination and progress. In 2022, 78% of materials were recycled or salvaged, whereas only 22% went to landfills.

The biggest recycling disappointment continues to be plastics. According to the Organization for Economic Cooperation and Development, worldwide, only 9% of plastic waste was recycled in 2019 (OECD 2022, 19). Some was incinerated, but the bulk of plastic trash was sent to landfills or discarded on land and in water.

In time, processes will be developed to break down plastics in an environmentally safe manner, thus reducing microplastic pollution that endangers our health and safety. Students can be taught to buy less and reuse more; parents can be reminded to monitor their children’s purchases to avoid single-use plastic containers.

Utility and Energy Use Reporting

Energy consumption and cost updates can provide useful information. Ian Brown, resource conservation specialist at Seattle Public Schools, shares the summary of his annual energy report (Table 3). Brown states that between 2016 and 2020, the cost of electricity decreased from \$4.9 million to \$4.7 million and the cost of natural gas decreased from \$1.5 million to \$1.3 million.

In addition to burning fewer fossil fuels, energy-efficient schools are healthier for students and personnel. To indicate the energy efficiency of a building’s design or operation, architects use the Energy Use Intensity (EUI) metric. Based on the index, the EUI in Seattle Public Schools was reduced from 39.2 kBtu per square foot in 2016 to 33.4 kBtu per square foot in 2020.

Begin with an energy audit, review the data it presents, scope out proposed projects, earmark funding, and consider the most critical and overlooked problems. As Brown reports: “Seattle Public Schools has an aggressive recommissioning team that is continually updating and renovating building systems. When HVAC and heat plants are fixed to operate close to their original design specifications, they cost more to operate. This is especially true of older schools that burn fossil fuels.”

He explains that the cost of natural gas slightly increased per kilowatt-hour from \$0.0278 in 2016 to

Table 2. Lincoln Public Schools Capital Projects Diversion Program

		2021 (tons collected)	2022 (tons collected)
1	Recycled		
2	Wood	392	153
3	Metal	133	169
4	Concrete	2,421	4,660
5	Ceiling tiles	0	14
6	Polyvinyl chloride	14	0
7	Drywall	62	94
8	Mixed/single stream	41	131
9	Total recycled	3,063	5,220
10	Salvaged	0	6
11	Waste diversion (rate)	3,063 (83%)	5,226 (78%)
12	Landfilled	643 (17%)	1,454 (22%)
13	Capital projects	3,706 (100%)	6,680 100%

Source: Courtesy of USGBC, Center for Green Schools, 2023.

Table 3. Seattle Public Schools Utilities and Energy Use Intensity

	Metric	2016/17	2019/20
1	Electric cost	\$4,937,859	\$4,728,852
2	Natural gas cost	\$1,507,479	\$1,339,005
3	Other utilities, including water, wastewater, and stormwater	\$4,548,517	\$4,945,249
4	Total utility cost	\$10,993,855	\$11,013,106
5	Average energy use intensity	39.2 kBtu/ft²	33.4 kBtu/ft²
6	Gas cost/kWh	\$0.0278	\$0.0290
7	Electric cost/kWh	\$0.0843	\$0.0966

Source: Courtesy of USGBC, Center for Green Schools, 2023.

Note: ft² = square feet; kBtu = thousand British thermal units.

\$0.0290 in 2020 (for this illustration, energy usage has been converted from Btu to kilowatt-hours). Other electric costs during these years increased from \$0.0843 to \$0.0966. By 2022, 20% of Seattle schools were electric, and all new schools brought online are all electric.

This simple reporting statement summarizes data from dozens of Seattle school campuses and is an example of how other districts can organize data for presentation to the school board. (Establish fiscal year 2022/23 as a baseline, since the COVID-19 pandemic years are invalid for analysis due to the vast amount of energy burned to ventilate schools for the safety of personnel.)

Increasingly, districts are budgeting to hire energy managers who can prepare such comprehensive reports. If schools have not been modernized, automated

building systems with relevant software programs may not be helpful in gathering and analyzing data. SBOs continue to depend on their local utilities' monthly meter reports for analysis.

Clean Renewable Energy Reporting

As reported by the U.S. Energy Information Administration in 2022, about 4.2 billion kilowatt-hours (kWh) of electricity were generated at utility-scale electricity generation facilities in the United States. About 60% of that electricity was generated from fossil fuels: coal, natural gas, petroleum, and other gases; about 18% was from nuclear energy; and about 21% was from renewable energy sources.

School districts are listening and responding to students' and parents' demands to reduce dependence on fossil fuels. The Salt Lake City Board of Education (2021) adopted a policy to use 100% clean renewable energy in its electricity sector by 2030. The district is partnering with its utility provider, Rocky Mountain Power, to ensure a cost-effective transition to renewable energy sources.

Not all sustainability reporting statements need be generated by the school offices; informational statements prepared by local agencies may be included in the annual sustainability update to the school board. The Board of Gas and Light Commissioners in Wakefield, Massachusetts, makes monthly online reports of the fuel mix used to generate the town's electricity. As shown in Figure 1, it includes hydro, wind, solar, and nuclear power sources for residential and commercial gas and electricity (WMGLD 2023).

Anticipate many questions from constituents as they make the transition to clean renewable fuels. The commissioners in Wakefield reported steady yearly progress with 51% non-carbon-emitting fuel mix usage in 2022. That includes nuclear fuel. Is nuclear fuel renewable? The answer depends on whom you ask. In their 2022 annual report, the commissioners published a detailed analysis of the purchased power from 15 diverse sources. Nuclear fuel was the *least* expensive purchased commodity, costing the town between 2 cents and 4 cents per kWh. Hydro power cost 5 cents per kWh; wind power cost 18–21 cents per kWh; and gas cost 24 cents per kWh. The nascent solar and offshore wind energy markets continue to keep commodity prices high in New England.

In Conclusion

Sustainability reporting in schools may prove challenging for many SBOs, along with the myriad other tasks

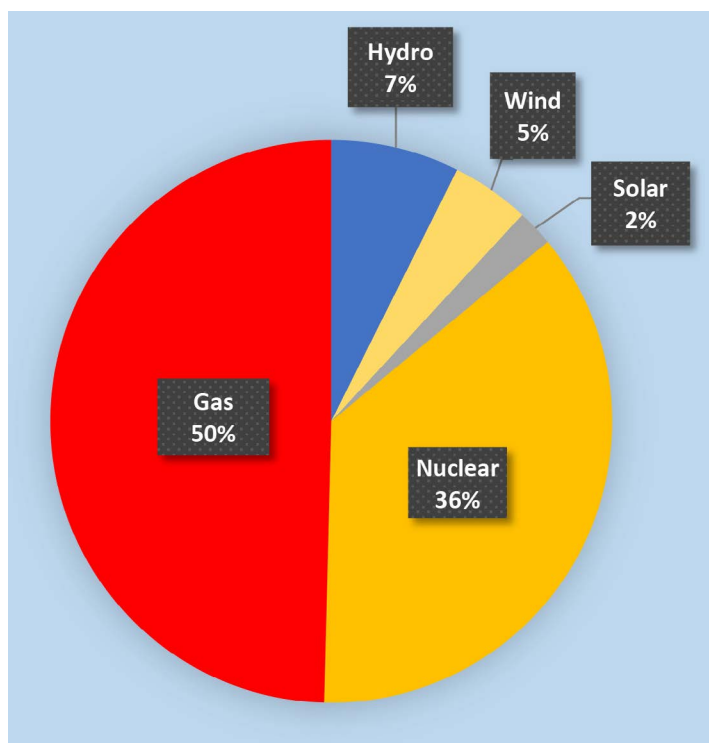


Figure 1. Power Portfolio Fuel Mix

Source: Board of Gas and Light Commissioners, Wakefield, Massachusetts, August 2023.

expected of them. Recycling, waste management, and clean renewable energy with a transition to greater dependence on electricity have a place in our business offices' reporting statements. Unlike imagined sorcery—as when Emperor Palpatine toasted Luke Skywalker with a barrage of force lightning, saying, “Your feeble skills are no match for the power of the Dark Side” (*Star Wars: Episode VI—Return of the Jedi*)—renewables will overcome the Dark Side with light and restore our world and humanity.

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Considering Childcare: The Impact on Districts, Communities, and Families

District-based childcare that extends to the community can promote teacher retention and serve as a recruiting strategy for local businesses.

By Jody Andres, AIA, LEED AP, and Kurt Peeters, AIA, WELL AP



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Offering a day-care option to potential or current teachers and administrative members can be an attractive benefit when hiring and retaining staff.

As birth rates decrease and in the wake of some parents' post-COVID-19 pandemic decision to homeschool or send their children to parochial or private education institutions, public school enrollment has declined. Countless school districts now have quality education space available for expanded services and curriculum.

At the same time, districts are facing critical staffing shortages and must be innovative in their strategies to fill their teaching ranks.

A simple SWOT (strengths, weaknesses, opportunities, and threats) analysis tells us that education institutions with unused space—and perhaps some without—should explore the possibility of providing childcare in those spaces. Adding a day-care component offers schools, communities, employers, and citizens many benefits:

Staffing. As teachers, administrators, and staff consider their employment options, on-site childcare can be an

appealing benefit. School districts can offer preferred childcare placement for staff and faculty members. Additionally, offering childcare as a full or partial paid benefit can make the district even more attractive, thus aiding with retention and recruitment.

Continuum of learning. School districts can expand learning opportunities for preschool students by offering an integrated curriculum to provide an early start to a child's educational path. Young parents will have access to education professionals who can serve as role models and can outline a path to foundational academic success.

Community impact. The community's ability to attract young families will increase because of the expanded childcare opportunities. The community provides this resource not only for local professionals, but also for those organizations that are recruiting for open positions. One of the first issues young professionals

consider before taking a position in a new location is the access to and availability of a qualified day-care facility.

School funding. In many states, funding follows the student, so it makes good fiscal sense to offer early learning options. If younger children are not included in your state's funding model, offering childcare still makes financial sense, as it's likely that when parents do consider kindergarten options, they will stay with the district where their children attended preschool. Students come for the childcare program and stay for the rest of their education.

Better competition. With programs such as open enrollment and school vouchers, districts are competing with their neighboring communities for families and students. If you have the opportunity to get them in the door earlier, you have a leg up on the competition.

Quality childcare professionals. School districts are often in the position to offer day-care staff a benefits package that independent day cares are unable to provide, thus attracting and retaining quality childcare staff. Staff turnover in many private facilities is a significant issue because employee wages are close to the poverty rate.

Additional revenue source. Adding a revenue source via a preschool program provides an opportunity to offset increases in other expenses and can positively affect the district's bottom line.

Access to services. Some of the children who would be served by your district's day care would not otherwise have access to the social and developmental services you offer, such as a school nurse, a healthy breakfast, or a counseling professional.

Case Study: Shiocton Child Care Center

Shiocton Child Care Center (SCCC) is an on-site day-care program located within the Shiocton Elementary School in Wisconsin. It opened in August 2018, and the program's success and demand have driven the district to consider expansion. The SCCC offers part-time and full-time care for children six weeks old to school age, and includes an infant room, toddler room, and space for two-year-olds and preschool classes.

Additionally, Shiocton area school-age children can receive before- and after-school care, as well as summer-time programming. The facility offers care not only for the teachers and staff of the school district, but also for the community. For Shiocton, it is especially convenient because the largest city in the area is 25–30 minutes away, which is where many members of the community live or work.

The stated purpose of the center is to provide quality, affordable care for the children of the immediate and



Many school districts throughout the country find themselves with quality education space that can be used for expanded services, such as childcare.

surrounding communities in an environment that supports the development and growth of each child.

Case Study: Dellwood Childcare Center

In Clintonville, Wisconsin, the Clintonville Public School District converted its elementary school into the Dellwood Childcare Center that serves approximately 100 children, from infants to four-year-olds.

Having quality day care in the Clintonville area has been a topic of conversation for many years. With the opening of this new facility, the city expects the overall student and staff population to grow because of the added benefit to the community.

The 17,000-square-foot school was modified to create a state-licensed, code-compliant day-care facility featuring dedicated day-care spaces, office space, multipurpose areas, and gross-motor-skills spaces along with an outdoor playground.

The Next Frontier

If your school district does not currently offer childcare, consider hiring professionals to perform a value assessment and provide a cost-benefit analysis. If you head in this direction, take a multifaceted approach to examine all pros and cons from the standpoint of your community's needs. In our experience, we've found that the advantages to local families, a district, and a region can be significant.

As you do your due diligence, interview those district administrators who have begun to offer day care in the past five years and mine for information on the obstacles, challenges, and benefits. Look at the numbers, listen to the stories, and discover whether this should be the next frontier that will help your community and your bottom line.

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Interest-Based Bargaining: What, When, How?

The district's use of interest-based bargaining can result in a more collaborative environment for negotiations.

By Lou Barlow



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Through the years, many bargaining entities have chosen to use interest-based bargaining (sometimes called IBB or win-win bargaining) over traditional bargaining for a variety of reasons. Interest-based bargaining allows for better focus on the issues at hand. It often reduces time spent arguing over the same matters year after year and can lead to an improved relationship between the parties.

Traditional Bargaining

The traditional model for collective bargaining begins with an exchange of proposals between the parties. A proposal is a specific request to resolve something in a particular way, such as an increase or decrease of a certain amount.

Typically, proposals come from the employee side of the table, with the union requesting increases in salaries or improvements in working conditions. Management's role is to respond to those proposals. Sometimes, management brings its own proposals to the table, most frequently to be used as bargaining chips in response to the proposals from the employees' union.

The counterproposals are made and explained, and the process continues until the parties reach agreement or determine that they cannot reach agreement.

Although compromise may or may not be required, depending on the jurisdiction involved, it is at the heart of what makes this method work. The focus on compromise incentivizes employees and their representatives to make requests much higher than management will accept; management is motivated to offer much less, or

even propose rolling back current benefits. This arrangement can create animosity in the process, particularly when one or both parties have little room to compromise.

Interest-Based Bargaining

The interest-based model for collective bargaining focuses on the issues themselves. The parties are encouraged to work together as a team to solve issues brought by either party. Often, rather than sitting across a table from each other, during IBB sessions, the parties sit together, often alternating seats, in a circle or horseshoe arrangement facing a chart or whiteboard on which the issues are detailed. When the focus is on the issues, there are fewer personality conflicts or angry confrontations.

Step 1. Issues. The first step in this process is for the parties to share their issues. Unlike traditional bargaining proposals, which contain specific remedies or solutions, issues in IBB are the actual problems to be solved. For instance, while a proposal from a teachers' group in traditional negotiations might be to "add 10 minutes to duty-free lunch time," that same issue in an IBB setting might be "teachers do not have enough time each day to eat lunch."

Step 2. Interests. Once the issues have been articulated, they are addressed one by one. The parties brainstorm their interests that are affected when considering each issue. These ideas are entered on the chart collectively and belong to the whole group rather than one side or the other.

In the teacher lunchtime example, some of the interests might be to

- Give teachers enough time to eat lunch,
- Make sure that student supervision isn't compromised,
- Maintain school schedule integrity, or
- Give teachers time to relax in the middle of the day.

Step 3. Potential solutions. The next step is to tackle each issue as a group by brainstorming potential solutions. During brainstorming, ideas are neither critiqued nor supported, in order to avoid affecting the continuous flow of ideas. Using IBB creates many more possibilities, as opposed to traditional proposals, where there are only two options: yours and mine.

Once the group is satisfied with the number of options generated, they move to the next step, which is to evaluate the options to determine which solutions are usable.

Step 4. Evaluation of options. A common concern regarding the brainstorming of issues is how to deal with options that are not possible for some reason. At this stage of the process, those concerns are addressed.

The group determines which solutions are viable by applying a rubric of four or five standards to which both

parties have agreed. As such, the parties now focus solely on whether the options meet the established criteria. They evaluate each of the issues against the standards, adding a yes, no, or question mark beside each.

Some common standards are used in this process to guide solutions. For example, both parties can agree that if a solution is *illegal*, they will not implement it. *Affordable* is also a common standard; by itself, can this solution be paid for?

Whether a possibility is *workable* means can it physically be implemented—not does one party or the other like it. Parties will discuss whether the option is *beneficial*, promoting progress on the issue without, on balance, causing other problems or issues that are worse for the parties.

Finally, many groups use *ratifiable* as a standard, which should be a very high bar. Although some people are tempted to claim that a particular option is not ratifiable to avoid solutions they don't like, it would completely shut down the process if such an approach were allowed.

Instead, the question should be, if this solution were included in the final package, would the employees or management fail to ratify the final agreement?

Usually, the parties then use the options marked yes on all the standards in moving forward to resolve the issue.

Benefits of IBB

In addition to the benefits already articulated, several other advantages are gained through a shift to interest-based bargaining.

Whereas information in traditional bargaining is often viewed as a source of power and held close to the vest, information sharing benefits both parties in IBB. In a problem-solving mode the parties are less inclined to raise unresolved issues year after year in an effort to achieve a "win."

Once it has been established that everyone involved is serious about solving issues together, the desire of either party to return to its constituents with a "win" is diminished. Also, often in a sophisticated bargaining environment, which has taken place over many years, most of the potential issues have been bargained for many times, and there may not be much more to address.

Although a traditional approach incentivizes the parties to continue to bring such issues to the table for trading purposes, an interest-based method can result in fewer issues to discuss, since only actual problems that have arisen will be considered. Overall, use of interest-based bargaining can result in a less combative, more collaborative environment for negotiations.

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The Indispensable Role of Human Oversight

By Victor P. Hayek, EdD, SFO

The fifth in a monthly series of safety and security-related topics, this column explores the relationship between AI and human oversight in security.

In the movie *Top Gun: Maverick*, Rear Admiral Chester “Hammer” Cain says, “Your kind is headed for extinction because of technology.” Captain Pete “Maverick” Mitchell responds, “Maybe so . . . but not today.”

In an era dominated by technological advancements, the integration of artificial intelligence (AI) into various aspects of our lives, including school safety and security, has become inevitable. Although this technology may replace some human functions, it cannot replace humans . . . at least “not today.”

As a former police officer, superintendent of schools, and board of education member with no claimed expertise in the field of AI—and with the help of AI juggernaut ChatGPT—I will attempt to delve into the nuanced relationship between AI and the human element with regard to the safety of our educational environments.

School safety and security require nuanced and context-specific approaches that go beyond the capabilities of AI algorithms.

During the past 15 years, the landscape of school safety has undergone a transformative shift. Traditional methods of security, such as surveillance cameras and access control systems—while still prominent—have now been complemented by AI-driven enhancements. Those include facial recognition, predictive analytics, and sound detection.

These innovations show an aggressive and fast-paced enhancement to safety and security; however, they are not without limitations. Human professionals still need to provide oversight and implementation.

Arguably, some of the challenges of AI technology-driven features include the inability of machines to replicate human intuition, empathy, and contextual understanding.

Effective Decision-Making

Educational institutions are complex and dynamic environments that need on-site trained professionals who can interpret situations, assess risks, and make informed decisions based on life experiences. No machine can replace those human experiences and related training. To draw from the 1983 movie *War Games*, Dr. Stephen Falken says: “General, you are listening to a machine. Do the world a favor, and don’t act like one.” The movie chronicled a supercomputer that could learn yet still had limitations.

Machines, and now AI, cannot make all the decisions that need to be made. School safety and security require nuanced and context-specific approaches that go beyond the capabilities of AI algorithms. Human professionals can draw from their diverse backgrounds and experiences to navigate the intricacies of interpersonal relationships, cultural sensitivities, and the unique dynamics of each school community.

This human-centric decision-making function is vital in preventing false alarms, minimizing biases, and fostering a safe and inclusive learning environment.

Ethical Considerations and More

It is essential to address some human ethical considerations that may not be picked up by AI systems. Issues such as privacy concerns,

potential biases in algorithms, and the responsible use of surveillance technologies must be carefully navigated.

My district requires all users of surveillance systems to sign an acceptable use agreement annually to address these concerns.

Additionally, we are designing a training program to understand the capabilities and limitations of AI systems, the ethical considerations, and examples of best practices for collaboration between humans and technology. This type of human oversight becomes imperative in safeguarding the alignment of AI applications with ethical standards while respecting the rights and dignity of students, staff, and the wider school community.

Rather than replace human roles, AI should be viewed as a valuable ally in enhancing the

efficiency and effectiveness of school safety measures.

The synergy between human expertise and AI capabilities is key to creating a robust and adaptive security infrastructure.

Automated surveillance systems can quickly identify potential threats, allowing human professionals to intervene promptly. AI-powered data analysis can provide valuable insights, enabling educators and security personnel to make informed decisions.

The synergy between human expertise and AI capabilities is key to creating a robust and adaptive security infrastructure.

A Promising Partnership

The marriage of artificial intelligence and school safety is a promising avenue for enhancing security measures. However, to effectively integrate AI into school safety and security, human professionals must be part of the equation.

The future of school safety lies in these collaborative efforts where technology complements human expertise, creating a safer and more resilient educational environment.

Look for more quick reads and tidbits every month in this column. For input, feedback, or topics of interest to address, please email me at vhayek@conejousd.org.

Victor Hayek is deputy superintendent and chief business official for Conejo Valley Unified School District in Newbury Park, California. He is a member of ASBO International's Editorial Advisory Committee. Email: vhayek@conejousd.org. The author acknowledges ChatGPT for its assistance in writing this article.





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Understanding Accounts Payable

By Maria Parry, CPA, PSA, SFO

What school business officials should look for and be aware of during the monthly process of paying district expenditures.

“**A**ccounts payable.” Just typing those two words invokes a sigh and grinding of teeth.

Although today’s technology has alleviated a large amount of repetitive work, the accounts payable department still runs at full capacity every day, all year long.

Accounts payable specialists are the experts in multitasking and organization; they process current purchases, follow up on previous purchases, and process payments for items received and paperwork submitted.

Throw in the months of May and June when the school year is winding down and the new year is gearing up—the work now doubles.

If you are a new school business official without a background in auditing or experience in accounts payable, grasping the moving parts of this process can induce head spins. The purpose of this article is to provide basic information about accounts payable and what you, the school business official, should look for and be aware of during the monthly process of paying district expenditures.

First and foremost, the district should have a purchasing procedures manual. If your district doesn’t have one, consider implementing one as soon as possible. If your district’s manual is outdated, consider updating it.

Helpful hint: Every year, ensure that all vendors have updated paperwork in the purchase order system for efficient payment of bills.

Requisition

A requisition is a department-submitted request for the purchase of a good or service for the district. Requisitions are created by data entry by a particular department or

in accounts payable. Most accounting software programs are designed to link budget accounts to a particular department and to provide in real time the balance of the account line when a requisition is submitted.

If the amount of the requisition is greater than the balance, most accounting programs will not allow the requisition to move forward until sufficient funds are transferred into the account or the account is overridden by an authorized user (usually the school business official). Most software programs allow the user to upload quotes, bid award documents, or other paperwork to tie out to the requisition.

Helpful hint: When reviewing the requisition, look for the following:

- Correct account charged (sometimes an account with funds in it is charge, but it may not be the correct account)
- Backup paperwork ties to requisition, including shipping
- Whether the goods or services were budgeted
- Whether the request complies with purchasing procedures

Purchase Order

When a requisition is approved, it is turned into a purchase order, and the funds are now encumbered in the expenditure account. The purchase order is a contract between the district and the vendor of the goods or services.

When the vendor receives the purchase order, the goods or services are processed. The goods are shipped to the district contact or the services are provided.

The purchase order is a multipage document that permits the district to transmit the order to the vendor for processing. A purchase order usually has the following pages:

- Vendor copy—white: the order from the district

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- Vendor payment voucher—green: for the vendor to sign to certify that it has provided all goods or services and the order is complete and ready for payment
- File copy (district)—yellow: stays in the business office
- Receiving copy—blue: goes to the district employee who requested the purchase order

Helpful hint: Purchase orders must have required language (usually included on the back of the documents). Make sure that your district’s language is up to date. If sensitive information is part of the request (student name, personal information), use other identifying information to protect the sensitivity of the subject.

After the order has been completed, an invoice is sent to the district for payment.

Helpful hint: The invoice date must be later than the purchase order date. If the invoice date is before the purchase order date, an order was placed without going through the proper procedures. You should ask why the invoice date precedes the purchase order date.

Upon receipt of the invoice, vendor payment voucher (green copy signed by the vendor) and receiving copy (signed by either the receiving department or individual department that placed the requisition), the purchase order will be processed on the next bills list.

If the payment is not a partial payment, it should be coded as final. When the accounts payable checks are posted in the accounting software, the encumbrance will turn into an expenditure.

Payment and Filing

When the voucher—purchase order packet consisting of the purchase order; green, blue, and yellow copies; invoice, and packing slip, if received—is paid, either a manually entered stamp or a printed sticker identifying the check number,

account number, and check date should be placed on the front of the voucher packet (the first page is usually the green copy), and it should be ready for filing. Filing can be by purchase order number, in alphabetical order, or by check number.

Some districts file the paperwork electronically. Hard copies should be retained within record retention guidelines. Vouchers are public information and can be requested through open records requests.

Good to Know

Here are some additional considerations:

Payable vs. encumbrance. An account payable and an encumbrance differ as follows: If the goods or services have been completed and payment has not been made, it is payable. If the goods or services have not been completed, it is an encumbrance.

Open purchase order list/aging report. As a best practice, the business official should review the monthly open purchase order report (also known as the aging report). Review which orders are outstanding for the most days and determine whether they are valid or need to be cancelled. See which orders are incomplete. You might consider filing open purchase orders in files or binders alphabetically or by purchase order and follow up each month as part of the payment procedures.

In recent years, supply chain issues are valid explanations of why orders are over 90 days. Communicate with the vendors monthly to ensure that the goods are still on track for receipt.

Rollover of purchase orders.

At the end of the fiscal year, there may be open purchase orders that are valid, but the services or goods have not been fulfilled. These orders would be rolled over: the monies are associated with the fiscal year

encumbered and will be put aside in the new year when the orders are processed. If an order is rolled over, is cancelled, or is paid with less monies, the released funds will go back into the fund balance.

This report, in theory, should not contain a large balance if the steps listed earlier are followed and reciprocated by the vendors. If there is a large balance, document the reasons for the auditors, who will be looking at the report.

Outstanding checks/spot

check. If you notice numerous outstanding checks, look for the disconnect between paying the vendors and the vendors not cashing the checks. Also, spot-check the addition on a random number of purchase orders to ensure that overpayments are not occurring.

Reviewing the purchase order listing (both paid and outstanding orders) may help you determine whether a monthly payment has been missed. This review can avoid your receiving a statement saying the district has not paid a certain month when the purchase order has been closed and the liability is valid—and funds will then need to be paid out of the current year funds.

Vendor or employee? The

Internal Revenue Service has guidelines that determine whether an individual is an employee or a vendor (www.irs.gov/businesses/small-businesses-self-employed/independent-contractor-self-employed-or-employee). If you are unsure, I strongly suggest that you speak to your auditor or attorney before any payments are made. Also be sure to read “Is This Worker Your Employee?” in the April issue of *School Business Affairs*.

All accounting software packages now include options to identify whether the vendor should receive a Form 1099. These enhancements make it quite easy when processing the annual reports in January.

Training. Professional development in the areas of purchasing, 1099s, and fraud is strongly recommended for the accounts payable specialist and the business official. The wonderful aspect of technology today is the numerous webinars that can be accessed to enhance the employee's knowledge base.

Concluding Thoughts

Understanding the dynamics of this process will allow school business officials to provide the district with the tools to keep education in motion toward a better tomorrow. Occasionally placing a cupcake on your accounts payable specialist's desk will achieve the same effect.

Maria Parry is the school business administrator for Monmouth Regional High School in Tinton Falls, New Jersey. She is a member of ASBO International's Editorial Advisory Committee. Email: mparry@monmouthregional.net

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Get to Know

Jason Johnson

Chief Financial Officer

Yukon, Oklahoma

Member since 2019

"I am in this new position fully because of my attendance at ASBO International's Leadership Forum last year. It was just an excellent experience and gave me the confidence to think I could make some positive changes in my career and the impetus to take action."

"Even when people want to make changes they can become nervous and reluctant to take the actual steps. I learned that you have to build good relationships and make sure everyone knows we are all learning. Mistakes are just part of the process, but we're all in that process together."

"I recently shared my *School Business Affairs* magazine with our operations manager, and I keep a particular issue of *School Business Leader* on my desk to refer back to for ways to manage conflict and traits of effective leaders."

"When we became district members of ASBO International, some of the team started taking online courses and I saw even more confidence and willingness to be involved in meeting discussions."

"In addition to the improvements to our information management, the growth I saw in team members from the time we started our ERP conversion was remarkable. They are more confident. They know what they are doing, what the software does, how to look for issues when things don't look right, and are more willing to communicate about it."

Taught every K-12 grade for eight years, moved into educational technology, managed an enterprise resource planning (ERP) system conversion, and then stepped into school finance.

Believes in building relationships and making it clear there are no "gotcha" moments so all team members can ask questions in a collaborative way, working toward creating shared procedures.

Learn more about Jason Johnson's school business story at asbointl.org/Spotlight

We believe our individual members and the connections they form are the strength of ASBO International.

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and **REWARDING** great work?

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PLAN | INVEST | PROTECT

VOYA
FINANCIAL

Extra-Duty Assignments for 2024-2025		
Full Year Activities		
Annual	Head	Jessica Klassen
Band	Director	
Cheerleading	Sponsor	Tressa White
Class of 2025 and Graduation	Sponsor	Linde Rafferty
Class of 2025 and Graduation	Sponsor	Justin Rafferty
Class of 2025 and Graduation	Sponsor	Zach Nesbitt
Class of 2026 and Prom Sponsors	Sponsor	Jessica Klassen
Class of 2026 and Prom Sponsors	Sponsor	Jim Roberts
Class of 2026 and Prom Sponsors	Sponsor	Mykayla Torres
Class of 2027	Sponsor	Elliot Reish
Class of 2027	Sponsor	Breanna Smith
Class of 2027	Sponsor	Stephanie Barker
Class of 2028	Sponsor	Randy McKibbin
Class of 2028	Sponsor	Kimberly Ferguson
Class of 2028	Sponsor	Bobbie Stuart
Class of 2029	Sponsor	Sharon Schluterbusch
Class of 2029	Sponsor	Colton Ehler
Class of 2029	Sponsor	Brandon Stuart
Class of 2030	Sponsor	Steven Posey
Class of 2030	Sponsor	Tressa White
Class of 2030	Sponsor	Gina Doughty
Educators Rising Sponsor	Head	Mykayla Torres
Elementary Home Work Club	Shared	Cheryl Ferrero
Elementary Home Work Club	Shared	Michelle Martinez
Elementary Home Work Club	Shared	Brittany Binder
Elementary Home Work Club	Shared	Amanda Anderson
Elementary Leader in Me/Student Council	Sponsor	Cheryl Ferrero
Elementary Leader in Me/Student Council	Sponsor	Lacee James
eSports	Sponsor	Jeff Erdman
FFA Advisor	Advisor	Justin Rafferty
Newspaper	Sponsor	Stephanie Barker
High Ability Learner (HAL) Coordinator	Coordinator	Lacee James
Home Work Club - High School	Sponsor	
Honor Society Advisor	Advisor	Sharon Schluterbusch
HOSA (Health Occupations Students of America)	Sponsor	Zach Nesbitt
School Improvement Coordinator	Coordinator	Cheryl Ferrero
Secondary LEAD Team (Jr./Sr. High)	Shared Sponsor	
Secondary LEAD Team (Jr./Sr. High)	Shared Sponsor	Linde Rafferty
SkillsUSA Sponsor	Sponsor	
Student Council (Elementary)	Shared Sponsor	Lacee James
Student Council (Elementary)	Shared Sponsor	
Student Council (Jr./Sr. High)	Head Sponsor	Linde Rafferty
Student Council (Jr./Sr. High)	Assistant Sponsor	Justin Rafferty
Quiz Bowl	Sponsor	Linde Rafferty
Vocal	Director	Kelley Rice
Webpage Coordinator	Coordinator	Sharon Schluterbush

Weights(Zero Hour??)	Lead	Colton Ehler	
Fall Activities			
Cross Country	Head Coach	Candace Ehler	
Cross Country	Assistant Coach	Alex Araujo	
Football	Head Coach	Brandon Stuart	
Football	Assistant Coach	Colton Ehler	
Football	Assistant Coach	Zay Mancias	
Girls Golf	Coach	Jim Roberts	
Jr. High Football	Head Coach	Mike Simons	
Jr. High Football	Assistant Coach	Elliot Reish	
Jr. High Volleyball	Head Coach	Julie Cochran	
Jr. High Volleyball	Assistant Coach	Justine Jobman	
One Act Plays	Director	Jenny Posey	
Softball	Head Coach	Steven Posey	
Softball	Assistant Coach	Tressa White	
Volleyball	Head Coach	Shayley Wamboldt	
Volleyball	Assistant Coach		
Winter Activities			
Boys Basketball	Head Coach	Mike Simons	
Boys Basketball	Assistant Coach	Steven Posey	
Girls Basketball	Head Coach	Colton Ehler	
Girls Basketball	Assistant Coach	Grace Dobrinski	
Jr. High Boys Basketball	Head Coach	Brandon Stuart	
Jr. High Boys Basketball	Assistant Coach	Karter Winter	
Jr. High Girls Basketball	Head Coach		
Jr. High Girls Basketball	Assistant Coach	Karter Winter	
Jr. High Wrestling	Head Coach	Randy McKibbin	
Jr. High Wrestling	Assistant Coach	Elliot Reish	
Jr. High Girls Wrestling	Head Coach	Randy McKibbin	
Jr. High Girls Wrestling	Assistant Coach		
Speech	Head Coach	Amanda Anderson	
Wrestling - Boys	Head Coach	Cory Barker	
Wrestling - Boys	Assistant Coach	Garrett Schukei	
Wrestling - Girls	Head Coach	Randy McKibbin	
Wrestling - Girls	Coaches Assistant	Kadee Armstrong	
Spring Activities			
Boys Golf	Coach	Jim Roberts	
Destination Imagination - Secondary	Sponsor	Jeff Erdman	
Destination Imagination - Coordinator	Sponsor	Madi Simons	
Jr. High Boys Track	Head Coach	Brandon Stuart	
Jr. High Boys Track	Assistant Coach	Mike Simons	
Jr. High Girls Track	Head Coach	Colton Ehler	
Jr. High Girls Track	Assistant Coach	Grace Dobrinski	
Track - Boys	Head Coach	Mike Simons	
Track - Boys	Assistant Coach	Terri Stuart	

Track - Girls	Head Coach	Brandon Stuart	
Track - Girls	Assistant Coach	Zach Nesbitt	



BOARD POLICY BAYARD PUBLIC SCHOOLS

POLICY NO. 5416 - SCHOOL WELLNESS POLICY

The Bayard Public School (BPS) District is committed to providing school environments that support the needs of growing children and individuals as a whole and to ensure that all children are safe, supported, and engaged each day as they walk into our buildings. To support the needs of all students, BPS takes pride in promoting and protecting children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Bayard Public School District that practical and reasonable efforts will be made to comply with the following:

- The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, our district will participate in available federal school meal programs.
- The district will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

TO ACHIEVE THESE POLICY GOALS:

I. Wellness Team (School Health Advisory Committee)

Committee Role and Membership

- A. The school district will convene a representative Wellness Committee (WC) that will meet a minimum of four (4) times per year to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies, including this School Wellness Policy. The team will also serve as resources for implementing these policies.
- B. The WC membership consists of a group of individuals representing all school levels and include (to the extent possible) but not be limited to: parents and caregivers; students; school

nutrition program representatives; physical education teachers; health education teachers; school health staff or representatives, and mental health and social services staff; school administrators, school board members; health professionals; classroom teachers; and the general public. When possible and available, membership will also include Supplemental Nutrition Assistance Program Education coordinator. To the extent possible, the WC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the WC and facilitate the development of and updates to the wellness policy, and will ensure each school site's compliance with the policy.

The superintendent and building administrators will ensure compliance with the policy and designate a Wellness Policy Committee.

II. Nutrition

Nutritional Quality of Foods and Beverages Sold and Served on Campus

Nutrition Guidelines Foods Provided/Sold Foods

Nutrition guidelines have been selected by the District for all foods available in each school building during the school day with the objective of promoting student health and reducing childhood obesity.

The guidelines are as follows: (1) school breakfast and lunch programs will be offered which meet or exceed the requirements of federal and state law and regulatory authorities and (2) no foods in competition with the school lunch or breakfast program shall be sold or otherwise made available to students anywhere on school premises during the period of one-half hour prior to the serving period for breakfast and lunch and lasting until one-half hour after the serving of breakfast and lunch. The Superintendent or designee shall establish such further nutrition guidelines as are determined appropriate to meet the stated mission.

School Meals

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP). *[Other District nutrition programs in which the district participates may include the Fresh Fruit & Vegetable Program (FFVP), Special Milk Program (SMP), Summer Food Service Program (SFSP), Nebraska Beef in Schools programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts, Grab 'n' Go Breakfast, or others.]*

Meals served through the NSLP and SBP will meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations. When practical and available in a form that can be efficiently prepared, local foods will be used in the school lunch program.

Free and Reduced priced Meals

BPS will make every effort to eliminate any social stigma attached to, and prevent the overt identification of students who are eligible for free and reduced-price school meals. Information on free/reduced priced meals is provided in the enrollment packet that each student receives, multiple parent meetings, and is posted on the District website as well as social media platform(s).

The district will not use a debt collection agency to directly or indirectly collect, or attempt to collect, debts due or assessed to be owed on a school lunch or breakfast account of any student nor will it assess or collect any interest, fees, or monetary penalties for outstanding debts on a school lunch or breakfast account of any student.

Water

To promote hydration, free, safe, unflavored drinking water will be available to all individuals and students throughout the school day and throughout every school campus. Students are encouraged to bring water bottles and use the multiple filling stations throughout each building site. If students do not have a water bottle, water fountains are available for use. The District will make free drinking water available where school meals are served during meal times, cups are available at no cost to individuals.

A la Carte/School Store

The district does not have an a la carte or school store.

Food Vending Machines

Any food vending will be in compliance with the Nebraska Department of Education School Nutrition Program guidelines and USDA nutrition standards, Smart Snacks. To support healthy food choices and improve student health and well-being, all foods and beverages from vending machines outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. A summary of the standards and information is below.

To qualify as a Smart Snack, a snack or entree must:

- Be a grain product that contains 50% or more whole grains by weight (have a whole grain listed as the first ingredient), or
- Have as the first ingredient a fruit, vegetable, dairy product or protein food, or
- Be a combination food that contains at least ¼ cup of fruit and/or vegetable, and
- Meet the following minimum standards for calories, sodium, sugar, and fat:

Nutrient	Snack	Entree
Calories	200 calories or less	350 calories or less
Sodium	200mg or less	480mg or less
Total Fat	35% of calories or less	35% of calories or less

Saturated Fat	Less than 10% of calories	Less than 10% of calories
Trans Fat	0g	0g
Sugar	35% by weight or less	35% by weight or less

Fundraising Activities

To support children’s health and school nutrition education efforts, BPS will encourage fundraising activities that will promote physical activity and/or involve food that is in compliance with USDA regulations. Foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards may be sold through fundraisers on the school campus during the school day. Foods and beverages that do not meet the Smart Snack nutrition standards can be sold through fundraisers as long as they are sold after school hours.

Snacks

Snacks served during the school day have an emphasis on serving fruits and vegetables as the primary snacks and water or milk as the primary beverage. BPS will assess if and when to offer snacks based on the timing of school meals, children’s nutritional needs, children’s ages, and other considerations. Any snack provided by the district during the school day will meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations including but not limited to USDA Smart Snacks in School nutrition standards. Snacks that are served to or snacks that are available for students for purchase after the school day will meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations including but not limited to USDA Smart Snacks in School nutrition standards.

Caffeine

Beverages provided by and sold (via vending machines) by the District are free of caffeine. Food and beverages provided by the District are free of caffeine, except some food and beverages may have trace amounts of naturally occurring caffeine related substances. Per the American Academy of Pediatrics, caffeine and other stimulants have no place in the diet of children and adolescents.

Celebrations and Rewards

All foods and beverages offered or served on the school premises during school hours will meet or exceed the USDA Smart Snack in School nutrition standards or, if the state policy is stronger,” will meet or exceed state nutrition standards,” including through:

1. Celebrations and parties. The District will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas. Healthy party ideas are available from the Alliance for Healthier Generation and from the USDA.
2. Classroom snacks brought by parents. The District will provide parents a list of foods and beverages that meet Smart Snack nutrition standards.

3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, withheld as punishment for any reason, such as for performance or behavior.

Celebrations and positive reinforcement are an important part of our District's culture of supporting students. Using food as a reward or withholding food as a punishment undermines healthy eating habits and interferes with children's ability to self-regulate their eating.

Food and Beverage Marketing in Schools

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards or, if stronger, "state nutrition standards," such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students. Food and beverage marketing is defined as advertising and other promotions in schools.

Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance with the marketing policy.)

- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.
- Marketing through fundraiser and corporate-incentive programs, such as Box Tops for Education.

As the District/school nutrition services/Athletics Department and other school organizations review existing contracts and consider new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

III. Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion

Bayard Public School District aims to teach, encourage, and support healthy eating by students.

Schools may provide nutrition education and engage in nutrition promotion as follows:

- Encourage nutrition education and nutrition promotion not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- Administrators may inform teachers about opportunities to attend training on nutrition and the importance of role modeling healthful habits for students;
- Teachers will have access to nutrition resources via Nebraska Action for Healthy Kids website and the Nebraska Department of Education Nutrition Services website.

Family & Community

Parents may, from time to time, be invited to join students for school meals. Family members and community members are encouraged to become actively involved in programs that provide nutrition education.

Staff Wellness

Bayard Public School District highly values the health and wellbeing of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. This wellness team will develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, exercise, and other elements of a healthy lifestyle among school staff. BPS staff members are encouraged to serve as healthy role models for students.

IV. Physical Activity Opportunities and Physical Education

Physical Education (P.E.)

- All students in grades K-12, including students with disabilities, special healthcare needs, and in alternative educational settings, will be provided the opportunity to receive physical education for the entire school year. Students in grades 7-12 may receive physical education as is allowed within their course schedules.
- Students will spend at least 50 percent of physical education class time participating in moderate to vigorous exercise.
- The curriculum will meet or exceed the health and physical education standards established by the Nebraska Department of Education.

Qualifications/Training for Staff for P.E.

We follow the Nebraska Department of Education for staff qualifications for teaching physical education. Teachers on record have an endorsement in physical education.

Physical Education Training

Our district has a policy of continuing education in the endorsement area of physical education and all teachers are required to abide by. The District provides funding for continuing education/opportunities to continue education in physical education.

Physical Education Exemptions & Substitutions

All physical education classes will follow a student's Individual Education Plan (IEP), Individual Healthcare Plan (IHP), 504, and/or Concussion Protocol requirements, such as Return to Learn (RTL) and Return to Play (RTP). Exemptions and/or substitutions will be made as needed for each student based on medical diagnosis/es, presenting physical and medical signs and symptoms, and/or physician order(s).

Facilities

The elementary and secondary buildings agree to share and use both facilities as needed for physical education. Agreements on use of facilities on off campus premises are but not limited to privately owned golf courses, city baseball and softball fields. The District will ensure that its grounds, facilities, and off campus premises and facilities are safe and that equipment is available for students and staff to be active. The District will conduct necessary inspections and repairs.

Daily Recess

Elementary students will have at least 20 minutes a day of supervised recess, preferably outdoors. As a general guideline, if the wind chill factor is above zero degrees Fahrenheit recess will be conducted outdoors. Parents of students with medical conditions for whom this policy is a concern are to inform the school nurse, the classroom teacher, and the building administrator and upon request from school personnel shall provide

medical verification, physician treatment protocols and prescribed medication as appropriate. Moderate to vigorous exercise will be encouraged verbally and through the provision of adequate space and age appropriate equipment.

Physical Activity and Punishment and Rewards (This guideline does not apply to extracurricular activities)

Teachers and other school personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity, other than reasonable limitations on recess, as punishment. Upon the agreement of the teacher, the principal, and the parent, students may be required to complete school assignments prior to attending recess. Alternative recess times or alternate recess activities may be assigned (walking during recess or cleaning the sidewalk during recess) for school disciplinary purposes. Teachers and other school personnel may use physical activity as a reward. Students may be rewarded an extra recess, an extended recess, an extra physical education class, and/or an extended physical education class by the following (*this is not an all inclusive list*):

- Good classroom behaviors
- Testing scores
- Classroom grades
- Reaching individual or classroom goals and/or
- Celebrations

Integrating Physical Activity into the Classroom Setting

For students to receive the nationally recommended amount of daily exercise (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for exercise beyond physical education class. Toward that end:

- Classroom health education will complement physical education by reinforcing the knowledge and self management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- Opportunities for physical activity will be incorporated into other subject lessons;
- When circumstances make it necessary for students to remain indoors and inactive for more than two consecutive hours, the students will be given periodic breaks during which they will be encouraged to stand and be moderately active;
- School administrators may inform teachers about opportunities to attend training on physical activity/physical education and the importance of modeling healthful habits for students; and
- Teachers will be able to access physical education/physical activity resources via Nebraska Action for Healthy Kids website and the Nebraska Department of Education PE Health website.

Family & Community

Information will be made available upon request to help families incorporate physical activity into the lives of all household members. Families and community members may be encouraged to institute programs that support physical activity, such as a walk to school program. The district may provide information about physical education and other school based physical activity opportunities before, during, and after the school day, and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports may include sharing information about physical activity and physical education through a website, newsletter, or other take home materials, special events, or physical education homework. School staff will continue to make school facilities available to community members and groups to promote physical activity and wellness for community members in accordance with other board policies and in accordance with the requirements of the district's insurance.

V. Monitoring and Policy Review Monitoring

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as Adopted _____ Reviewed _____ Revised _____ well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report. This wellness policy and the progress reports can be found at the District's website. The superintendent or designee(s) will develop and maintain a plan for implementation to monitor compliance with established districtwide nutrition and physical activity wellness policies and this wellness policy. The elementary and high school principal or designee(s) will monitor compliance with those policies in their school and will report on the school's compliance to the school district superintendent or designee(s) upon request of the superintendent.

School food service staff will monitor compliance with nutrition policies within school food service areas and will report on this matter to the superintendent upon request of the superintendent. The district may annually incorporate wellness policy information into the annual report.

This wellness policy and the progress reports can be found at the District's website.

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the District's Central Administrative Office, and/or on the District's computer network. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the WC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three (3) years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is the Superintendent or Superintendent's designee(s).

The WC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify the community of the availability of the triennial progress report which will include a copy of the Wellness policy, our district's WellSat 3.0 scorecard, district goal documents, and WC meeting minutes. This information will be posted on the school website.

Revisions and Updating the Policy

The WC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

Policy Reference: Policy No. 1000 – Principles and Objectives for Community Relations

Policy No. 1401 – General Regulations for Use of School Facilities

Policy No. 1406 – Use of School Grounds and Facilities

Adopted: 5-8-2006

Reviewed: 7-12-2010

Revised: 6-8-2015

Revised: 5-3-2024

WeWhat's Happening in Early Childhood

Preschool utilizes Teaching Strategies GOLD curriculum for lessons and assessments that are all based on age-appropriate goals.

4-year-old class

- Tremendous growth on the preschool checklists since the beginning of the year
- Parents loved looking at the progress made throughout the year in the journals and LIM binders when presented at the showcase
- 2 Students have read 1000 books before Kindergarten
- Preschool graduation was May 14th

3-year-old class

- Three-year-old "Show Off Concert" was May 13th.
- We are able to identify children at an early age
- Since we offer 3 year old preschool we have gained interest and enrollment from the surrounding community.
- Smooth transitions from daycare to preschool, having them both in house.

Next year

We currently have 23 preschool students enrolled for next year. With the passing of LB71 allowing 5-year-olds into public preschools, we will evaluate class selection on a case-by-case basis. We plan to continue to offer half-day three-year-old and half or full-day four-year-old sections.

Bayard Public Schools 2023-24 Annual Financial Literacy Report:

For the 2023-24 school year all 28 seniors took personal finance; 23 took both semesters with five students taking either the 1st or 2nd semester of the course. All seniors met the state financial literacy requirement for graduation.

Thirteen juniors also took the course. Eleven juniors took both semesters with two students opting to take one semester. Thirteen juniors have completed the state literacy requirement for graduation.

79-3004. Annual financial literacy status report.

On or before December 31, 2024, and on or before December 31 of each year thereafter, in order to promote and support financial literacy education, each school district shall provide an annual financial literacy status report to its school board, including, but not limited to, student progress in financial literacy courses and other district determined measures of financial literacy progress from the previous school year.

Source: Laws 2021, LB452, § 4.

Superintendent Report 6/10/2024

The regular school year has closed out and student/staff have shifted nicely into the summer programs both summer school and the Pathfinders program. Hope has done a good job of finding additional drivers, keeping the buses and drivers up to speed and with help from Mr. Nesbit and Mrs. Ehlers in organizing transportation for camps and other activities.

Jeff Erdman's crew is also moving swiftly through the summer maintenance chores and are on schedule or a little ahead.

Mrs. Klassen has finalized the 7-12 yearbook and should have the PK-6 completed by mid-June.

We are working with the Service Unit staff on Sped. reporting as well as sorting out the final communication errors that may exist between Infinite Campus and the NDE Advisor program. This will be cleaned up and submitted prior to the end of next week.

Aulick Industries pick up the greenhouse project on Tuesday and we will be working with them in anticipation of the continuation of our current partnership.

We have submitted a Career and Tech. Grant for funds to pay for the cost of a generator, propane tank, and wiring. The cost of the items listed will be \$6,800. The grant requested is for \$7,500 which will also allow for the purchase of \$700 in hand tools for the wood shop. The reason for making the request is that we have come close on occasions of losing our greenhouse stock when we experience electrical failures within the city. Last year this occurred once and this year we had two concerns about two weeks apart. The first concern was that of possible freezing of stock where the temperature dropped into the mid-thirties before we were able to get a generator to provide heat. At this time, we also lost the fish in the Ag. aquaculture tank due to lack of oxygen. We didn't catch this until it was too late. The second time was due to high temperatures within the greenhouse as a result of power loss. The power loss prevented fans from operating and louvers from opening. Having a generator stationed near the greenhouse would add a degree of security as it is not uncommon to have up to a \$5,000 investment in the greenhouse stock with sales of nearly \$15,000.

Membership from the Greek Orthodox Church indicated interest in discussing with the school the possibility of a lease or purchase of a parcel of ground were the old trailer court use to be located so that the Church could have expanded parking.

2000 Series – Administration

POLICY NO.2000 - CENTRAL ADMINISTRATION

The officers of the central administrative system shall include the Superintendent.

The function of the central administration shall be to plan for and to control, coordinate, supervise, and direct the whole system as a unified enterprise in accordance with the purposes, policies, plans, procedures and programs authorized by the Board of Education.

Adopted: 8-17-76

Reviewed: 2-8-10, 10-12-20, 7-12-21

POLICY NO.2001 - THE SUPERINTENDENT OF SCHOOLS

The Superintendent of Schools shall be the chief executive officer of the Board of Education. He/She shall be in charge of the administration of the school system in all of its aspects. He/She shall carry out his/her administrative function in accord with the policies adopted by the Board of those mandated by the statutes. He/She shall be responsible for the efficient operation of the system in all its divisions.

Adopted: 8-17-76

Reviewed: 2-8-10, 10-12-20

Revised: 12-14-20, 7-12-21

POLICY NO.2002 - SUPERINTENDENT QUALIFICATIONS, RECRUITMENT, APPOINTMENT

The board shall employ a superintendent to serve as the chief executive officer of the board, to conduct the daily operations of the school district, and to implement board policy with the power and duties prescribed by the board and the law.

The board shall consider applicants that meet or exceed the standards set by the Nebraska Department of Education and the qualifications established in the job description for the superintendent position. In employing a superintendent, the board shall consider the qualifications, credentials and records of the applicants with regard to race, color, religion, sex, national origin, religion, age or disability. The board will look closely at the training, experience, skill and demonstrated competence of qualified applicants in making its final decision.

In choosing a superintendent, the board shall also consider the school district's educational philosophy, financial situation, organizational structure, education programs and other factors deemed relevant to the board.

The board may contract for assistance in the search for a superintendent.

The superintendent shall be appointed or not appointed in December of each year at the regular monthly meeting.

Adopted: 8-17-76

Revised: 8-8-77; 8-13-01; 3-8-10

Reviewed: 10-12-20, 7-12-21

POLICY NO.2003 - SUPERINTENDENT OF SCHOOLS: DUTIES

As the chief executive of the local school district, responsible directly to the Board of Education, he/she shall have the following responsibilities and duties:

- a) To attend all meetings of the Board and Board committees except when his/her own employment status or salary is being considered.
- b) To formulate and present the Board action policies, plans, programs, and proposals for curriculum revision, together with full information pertaining thereto, which will make for improved school conditions,
- c) To keep the Board fully and regularly informed as to the effectiveness of the operation of existing policies.
- d) To recommend to the Board for appointment all certificated personnel required for teaching and supervision, or any other type of service which may be necessary for the operation of the schools.
- e) To hire, on behalf of the Board, all non-certificated personnel for clerical work, maintenance of buildings, custodial service, or any other type of service which may be necessary for the operation of the schools.
- f) To be responsible for the assignment, alteration of assignment, transfer, suspension and recommendations for promotion or dismissal of any certificated employee.
- g) To be responsible for the assignment, alteration of assignment, transfer, suspension and promotion or dismissal of any non-certificated employee.
- h) To prepare, transmit and explain the annual school budget for the Board's consideration and action.
- i) To administer the budget as approved by the Board and to interpret it to the community.
- j) To be responsible for the conduct of the instructional program and to provide courses of study, textbooks, supplies, and supervisions for the instructional program.
- k) To conduct a program of public relations that will keep the people fully informed of the activities, successes and needs of the school. He/She shall cause to be maintained a wholesome and cooperative working relationship between the schools and the community.
- l) To have the right to consolidate classes, assign pupils to buildings and classes, transfer pupils from one elementary school to another and, for cause, suspend pupils from schools. It shall be his/her duty to establish or alter the attendance boundaries for all the schools in the interest of a sound administration of the instructional program of the schools.
- m) To be responsible for the development, maintenance, and operation of a constructive program of in-service training and education for all employees of the school system and for this service he/she shall have power under budget control to employ lecturers, grant temporary leaves from work, and develop professional library facilities as required.

- n) To appoint, subject to the Board's approval, persons or committees to aid him in an advisory capacity in the discharge of his/her responsibilities.
- o) To exercise such other responsibilities and duties as will assist the Board in fulfilling its legislative function for the schools in an efficient and just manner.

Adopted: 8-17-76

Revised: 10-10-88, 12-14-20

Reviewed: 2-8-10, 10-12-20, 7-12-21

POLICY NO. 2004 - SUPERINTENDENT CONTRACT AND CONTRACT RENEWAL

It shall be the responsibility of the board to provide the contract for the position of superintendent. The length of the contract for employment between the superintendent and the board shall be determined by the board, but shall not exceed three years. The contract will begin on July 1 and end on June 30. The contract shall state the terms of employment.

Before the board approves a proposed contract for superintendent services, or any proposed amendment to an existing contract, the board shall publish a copy of the contract or amendment, and a reasonable estimate and description of all current and future costs to the district if the proposed contract or amendment were to be approved, at least three days before the board meeting at which it will be considered. This publication shall also specify the date, time, and place of this public meeting. Electronic publication on the web site of the district shall satisfy this publication requirement if it is prominently displayed and allows public access to the entire proposed contract or amendment.

After the board approves the contract or contract amendments the board shall publish a copy of the contract, and a reasonable estimate and description of all current and future costs to the district that will be incurred as a result of the contract, within two days after the board meeting at which it was approved. Electronic publication on the web site must be prominently displayed as described above.

After approval of the contract or contract amendments, the board shall file a copy of the contract or amendments with the State Department of Education on or before August 1.

The superintendent serves the board as a probationary certificated employee, regardless of length of services. The superintendent's contract shall be deemed renewed and will remain in full force unless it is amended or not renewed. The superintendent and board may mutually agree to terminate the superintendent's contract at any time.

In the event of nonrenewal, termination or amendment of a contract, the board shall afford the superintendent appropriate due process, including notice of its intent by the regular December Board Meeting. Unless continued by mutual written agreement according to statutory procedures, the board shall take final action on the contract by regular January Board Meeting.

If the superintendent wishes to resign, to be released from a contract, or to retire, the superintendent must comply with board policies dealing with retirement, release or resignation.

Legal Reference: Nebraska Statute 79-822 et seq.

Adopted: 3-8-10

Revised: 8-11-14

Reviewed: 10-12-20, 7-12-21

POLICY NO.2110 - PRINCIPALS: GENERAL PROVISIONS

All building principals shall act as the chief administrative officer for their own school building and grounds. They shall be responsible for and shall have authority over the actions of students, professional and non-professional employees and visitors.

Adopted: 8-17-76

Reviewed: 2-8-10, 10-12-20, 7-12-21

POLICY NO.2111 - PRINCIPAL QUALIFICATIONS, RECRUITMENT, APPOINTMENT

The board shall employ building principals in addition to the superintendent, to assist in the daily operations of the school district.

The board shall consider applicants who meet or exceed the standards set by the Nebraska Department of Education and the qualifications established in the job description for the position. In employing a principal the board shall consider the qualifications, credentials, and records of the applicants without regard to race, color, religion, sex, national origin, age or disability. The board will look closely at the training, experience, skill and demonstrated competence of qualified applicants in making its final decision.

In choosing a principal, the board shall also consider the school district's educational philosophy, financial condition, organizational structure, education programs, and other factors deemed relevant by the board.

It shall be the responsibility of the superintendent to make a recommendation to the board for filling a principal position based on the requirement stated in this policy. The board shall act only on the superintendent's recommendation.

The board may contract for assistance in the search for principals.

Adopted: 8-17-76

Revised: 3-8-10, 9-13-21

Reviewed: 10-12-20, 7-12-21

POLICY NO.2112 - PRINCIPALS: DUTIES

The administration of the individual school is the responsibility of the building principal. He/She serves as an authority on matters pertaining to organization, supervision, and administration of the building in all its aspects, subject to the approval of the Superintendent of Schools in accordance with the policies adopted by the Board of Education.

Instruction. While the principal will receive specialized help from coordinators, supervisors, or consultants, who work through him/her, he/she is finally responsible, under the direction of the Superintendent, for the success of the instructional program in his/her school. He/She visits classrooms frequently and makes suggestions to teachers for improvement in their methods of instruction and classroom management. He/She conducts regular teachers' meetings aimed toward the educational and professional development of his/her staff.

Business. The principal is responsible for the success of the non-instructional phases of his/her school program as they directly affect the instructional services. This includes certain phases of the custodial and maintenance services, building cafeteria operation, clerical services, and all other areas of the operation outside the classroom as they apply in his/her building.

Public Relations. The school is a center of neighborhood or community life, and the building principal must necessarily be the school system's representative in such local relationships. His/Her leadership in keeping parents informed concerning the educational plan and activities in his school is a vital part of the system's public relations program. To this end the principal, within the framework of general policy, is delegated such authority as will make him/her an effective local representative of the school administration and the Board of Education.

Pupils. The principal is responsible for the administration of policies concerning pupils, as adopted by the Board of Education. These include regulations with respect to entrance age, requirements for graduation, health, safety, fire drills, pupil personnel services, discipline, and provision of books and supplies. He/She assists in referring children for services available through consulting specialists employed by the District and is responsible for pupil accounting and records as required by the Board of Education and the State of Nebraska.

Personnel. The principal evaluates the work of all personnel in his/her building, and makes recommendations for their continued employment, their salary increment, reassignment, or separation from the system.

Supervision. The principal is expected to be at and help supervise all functions of his/her school. All school functions, i.e., football games, basketball games, band concerts, track meets, etc., will be supervised by all administrative personnel.

Adopted: 8-17-76

Reviewed: 2-8-10, 10-12-20

Revised: 12-14-20, 7-12-21

POLICY NO. 2113 - EVALUATION OF SUPERINTENDENT

The members of the Board of Education shall conduct a written evaluation of the Superintendent. At a minimum the board will formally evaluate the superintendent twice in the first year and annually thereafter. The written report will be given to the superintendent and discussed with the superintendent during the regular December Board of Education Meeting.

Adopted: 11-11-91

Revised: 3-8-10

Reviewed: 10-12-20, 7-12-21

2024-2025 School Year
Bayard Public Schools
Student-Parent
Activities Handbook



MISSION STATEMENT

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

Bayard Public Schools 1 Student-Parent Activity Handbook
USDA Nondiscrimination Statement

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

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

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

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

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

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

This institution is an equal opportunity provider.

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MISSION STATEMENT

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

VISION STATEMENT

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

CORE COVENANTS

BAYARD PUBLIC SCHOOLS

Focused on the Student

Positive Interactions and Relationships

Focus On Student Potential

Diverse Opportunities

Unconditional Acceptance

Attitude of Excellence

Act With Integrity

Expect To Be Great

Accept Daily Challenges & Setbacks

Think “Big Picture”

Community

Support Each Other

Set Aside Self For Benefit Of The Group

Respect Everyone

Be A Wing, Not A Weight

Tiger Way!

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

ACADEMIC SEAL OF BAYARD PUBLIC SCHOOLS



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

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

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

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

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

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

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

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

Student-Parent Activities Handbook

Extracurricular Activity Philosophy

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

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

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

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

Student Expectations

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

Players will:

Show respect for teammates, coaches, opponents and officials.

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

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

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

High School Building Hours

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

Bayard Jr./Sr. High School Bell Schedule

Zero Hour: 7:11 – 7:57

1st period: 8:00 – 8:48

2nd period: 8:51 – 9:37

3rd period: 9:40 – 10:26

4th period: 10:29 – 11:15

5th period: 11:18 – 12:34

Lunch A: 11:15 – 11:45

5th A 11:48 – 12:34

5th B 11:18—12:04

Lunch B: 12:04 – 12:34

6th period: 12:37 – 1:23

7th period: 1:26 – 2:12

8th period: Leadership Development 2:15 – 2:42

9th period: 2:45 – 3:31

Pride and Care of Bayard Public Schools

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

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

Leaving the school during the school day

If, for some reason, a student must leave the school during the day, he/she must have permission of the principal or designated official and must sign out in the office before he/she leaves. Students who must leave school for any reason must check out of the office before leaving. Students leaving must be cleared in advance by a note or phone call from the student's parent or guardian. In the event that school personnel are unable to contact a parent or guardian the school principal or superintendent will make an *in loco parentis* decision about whether or not a student will be permitted to leave school.

Junior High/Senior High Absentees and Tardies

All students in grades 7-12 will be allowed up to nine (9) excused absences per semester.

After the 9th absence, credit will be deducted as follows:

0-9 days absent 0 credits deducted per course

10-15 absences 1 credit deducted per course

16-20 absences 2 credits deducted per course

21-25 absences 3 credits deducted per course

26-30 absences 4 credits deducted per course

31 + absences 5 credits deducted per course

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

The administration reserves the right to subtract from the number of absences those occasions which a student is hospitalized, prescribed bed rest by a physician, or gone due to a family

emergency. (Family emergencies may include but not limited to accidents, funerals, etc.) The school administration will require written documentation from a hospital or a physician for absences due to prescribed bed rest.

Alcohol Tests

It is a violation of Board Policy and school rules for a student to use or be under the influence of alcohol while on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school sponsored activity or athletic event. The Superintendent of Schools or his or her designee may require students to consent and submit to a breath test to determine the presence of alcohol or similar alcohol sensor (a "Test") as a prerequisite for admittance to any voluntary school event or activity if the Superintendent determines that such practice is necessary for the safety of students at such event or will prevent interference with school purposes. If the Test reveals that a student is under the influence of alcohol or the student refuses to submit to the Test, then the student may be denied admittance to the event (in addition to being subject to further discipline as allowed by law, school rules, and Board Policy).

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

Junior/Senior High Dances

When attending school-sponsored dances, students may dress casually, unless otherwise designated: however, muscle shirts, etc. are not acceptable attire. Students that elect to leave the dance, once it has started, will not be allowed to return. School sponsored dances will be under the supervision of school employees or activity sponsors.

Students that wish to bring dates from outside the Bayard School system may do so but must obtain permission from the principal. Students attending high school dances shall be no younger than a high school freshman or not above the age of 20. This applies to students from other schools as well as from Bayard. Persons who are not regularly enrolled in a high school or graduates of high school will not be approved by the principal.

ACTIVITIES

HIGH SCHOOL ACTIVITIES

Digital Media---Yearbook and Newspaper

Football

Quiz Bowl

Boys and Girls Basketball

One-Act Plays

Boys and Girls Golf

Boys and Girls Track

Speech

Boys and Girls Cross Country

Volleyball

FFA

Boys and Girls Wrestling

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

DI

National Honor Society

Student Council

Cheerleading

eSports

HOSA

Educators Rising

Skills USA

Softball

JUNIOR HIGH ACTIVITIES

Quiz Bowl

DI

Boys and Girls Basketball

Football

Boys and Girls Cross Country

Boys and Girls Track

Volleyball

Boys and Girls Wrestling

HIGH SCHOOL MUSIC

Concert Band

Pep Band

Jazz Choir and Band

Marching Band

Mixed Choir

21st Century Singers

Guitar -Add

JUNIOR HIGH MUSIC

Concert Band
Show Choir
Marching Band

SCHOOL ACTIVITIES

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

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

Practice Scheduling

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

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

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

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

Student Activity Trips

Student activity trips will be divided into three classes:

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

CLASS II - Trips that are earned or taken by groups or individuals that are related to classroom experience, the District will provide some financial support for these trips. (Examples are FFA and FCCLA)

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

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

Fundraisers and Activity Accounts

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

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

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

Safety

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

Warning for Participants and Parents

The purpose of this warning is to bring your attention to the existence of potential dangers associated with athletic injuries. Participation in any intramural or athletic activity may involve injury of some type. The severity of such injury can range from minor cuts, bruises, sprains and muscle strains to more serious injuries to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord. On rare occasions, injuries can be so severe as to result in total disability, paralysis or death. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility.

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

Concussions: Return to Learn Protocol

Students who sustain a concussion and return to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered. The school administration of Bayard Public Schools adopts the NDE Guidance entitled “Bridging the Gap from Concussion to the Classroom,” and accompanying Appendix, as its return to learn protocol, with the recognition that each student who has sustained a concussion will require an individualized response.

Junior/Senior High Athletic Insurance

All pupils participating in interschool athletics (including practice) shall have athletic insurance. They may purchase school-sponsored insurance or sign a verification form, informing the school district that they have their own insurance carrier or a signed waiver from the parents relieving the school of all responsibility

Student Valuables

Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money or items of value to school. If it is necessary to bring valuable items or more money than is needed to pay for lunch, leave the money or valuables with a staff member in the school office for temporary and safekeeping. Even then, the school is not in a position to guarantee that the student’s property will not be subject to loss, theft, or damage.

Extracurricular Activity Code of Conduct: Purpose of the Code of Conduct

Participation in extracurricular activities is a privilege. The privilege carries with it responsibilities to the school, team, student body, and the community. Participants are not only representing themselves, but also their school and community in all of their actions. Others judge our school on the student participants’ conduct and attitudes, and how they contribute to our school spirit and community image.

The student participants’ performance and devotion to high ideals and values make their school and community proud. Consequently, participation is dependent upon adherence to this Code of Conduct and the school district’s policies, procedures and rules.

Foul language has no place at the music contest, on the athletic field, in the dressing room, or on the school campus. The use of foul language will not be tolerated. Noncooperation in this matter will result in parental conferences and continued use of bad language will result in disciplinary action.

A student automatically assumes a leadership role when you take part in extracurricular school activities. The student body and citizens of Bayard know you. You are in the center stage with the spotlight on you. All judge you.

There is to be no hazing or initiation of other students, as this is the one easy way to break up the group and team unity that is essential for success.

Participation in Extracurricular Activities

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

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

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

Spring sports include Girls Track & Field, Boys Golf, and Boys Track & Field.

A student-athlete may not drop from a team after the first regular season contest and participate in another sport during the same season. No student will be allowed to join an athletic team after the first regular season contest, unless they are a student who has moved into the Bayard School District from another district and meets all of the eligibility requirements.

Coaching and Developing the Team

1. Identify students for participation in the sport or activity and encourage students to participate.
2. Conduct a pre-season/activity meeting with parents and participants and provide them with information about team procedures, the parent-student activity handbook, forms required to be completed for participation, training and conduct rules, practice requirements, and lettering or other recognition standards.
3. The head coach of each sport has the final decision on how to conduct practices, make fair and consistent decisions regarding team selection, level of participation (varsity, JV, etc.), and playing time. The head coach has the final decision on what students will be retained on the team and which ones will not be retained. If not to be retained the student must be told the reason for the decision.

Scope of the Code of Conduct

Activities Subject to the Code of Conduct: The Code of Conduct applies to all extracurricular activities. Extracurricular activities means student activities or organizations which are supervised or administered by the school district which do not count toward graduation or grade advancement and in which participation is not otherwise required by the school. Extracurricular activities include but are not limited to: all sports, vocal, band, speech and drama, One-Act, FFA, FCCLA, and Spanish Club (Not available currently, but may be in years to come), Student Council, National Honor Society, and other school sponsored organizations and activities. The Code of Conduct also applies to participation in school sponsored activities such as school

dances and royalty for such activities. A participant means a student who participates in, has participated in, or will participate in an extracurricular activity.

When: The Code of Conduct rules apply to conduct which occurs at any time during the school year, and also includes the time frame which begins with the official starting day of the fall sport season established by the NSAA and extends to the last day of the spring sport season established by the NSAA, whether or not the student is a participant in an activity at the time of such conduct.

The rules also apply when a student is participating or scheduled to participate in an extracurricular activity that is held outside the school year or the NSAA season. For example, if an FCCLA student plans to participate in a conference in July and commits a Code of Conduct infraction in June, the student may be suspended from participating in the conference. Conduct during the summer months may also affect a student's participation under the team selection and playing time guidelines.

Where: The Code of Conduct rules apply regardless of whether the conduct occurs on and off school grounds. If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

Grounds for Extracurricular Activity Discipline

Students who participate in extracurricular activities are expected to demonstrate cooperation, patience, pride, character, self-respect, self-discipline, teamwork, sportsmanship, and respect for authority. The following conduct rules have been determined by the Board of Education to be reasonably necessary to aid students, further school purposes, and prevent interference with the educational process. Such conduct constitutes grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to extracurricular activity participation:

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.

2. Use of violence, force, coercion, threat, intimidation, bullying, harassment or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.

3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.

4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.

5. Threatening or intimidating any student for the purpose of, or with the intent of,

obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.

6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in a manner that is unlawful or contrary to school activity rules.

7. Selling, using, possessing or dispensing alcohol, tobacco, narcotics, drugs, a controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. (Note: Refer to “Drug and Alcohol Violations” for further information).

8. Public indecency.

9. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.

10. Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.

11. Repeated violation of any of the school rules.

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

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

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

15. Willfully violating the behavioral expectations for those students riding Bayard Public School buses or vehicles used for activity purposes.

16. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.

17. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.

18. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant’s attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.

19. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the

coach or sponsor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation.

20. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility. All terms used in the Code of Conduct have a less strict meaning than under criminal law and are subject to reasonable interpretation by school officials.

Hazing -- For Activities this procedure and its consequences are in effect year round.

Hazing by classes, clubs, athletic teams or other student organizations are prohibited. No student, teacher, administrator or other school district employee, contractor or volunteer shall plan, direct, encourage, aid or engage in hazing. No student, teacher, administrator or other school district employee, contractor or volunteer shall permit, condone or tolerate hazing. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act. This policy applies to hazing behavior that occurs on or off school property, during and after school hours and covers periods when school is not in session. The school district will act to investigate and/or report to law enforcement all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator or other school district employee, contractor or volunteer who is found to have violated this policy. For purposes of this section, hazing means any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any organization. Such hazing activity includes whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act which endangers the physical or mental health or safety of any person.

Drug and Alcohol Violations

Use or consume includes any level of consumption or use. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. Under the influence means any level of impairment and includes even the odor of alcohol on the breath or person of a student, or the odor of an illicit drug on the student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant.

Possession includes having control of the substance and also includes being in the same area where the substance is present and no responsible adult present and responsible for the substance. Possession includes situations where, for example:

(1) Alcohol is in a vehicle in which the student is present. The student is considered to be in possession if the student is aware that the alcohol is in the vehicle, even though the student

has not touched or consumed the alcohol; and

(2) Alcohol is present at a party attended by the student. The student is considered to be in possession if the student is aware that alcohol is at the party and fails to immediately leave the party, even though the student has not touched or consumed the alcohol. In these situations, a violation would not exist if the alcohol is in the control of a parent or guardian or other responsible adult (age 21 or older) such that students are not allowed to access the alcohol. A violation would also not exist if the student did not know or have a reasonable basis to know that alcohol would be present, and the student leaves the location where the alcohol is present as soon the student could safely do so. (Students are expected to leave immediately, but are not to do so in a manner that would endanger them. For example, you are not to leave in a car being driven by a person who has been drinking just to get away from the alcohol party immediately when there is no other way to get home. Instead, you should call for a safe ride home and, while waiting, clearly distance yourself from the alcohol).

Consequences

Students may be suspended from practices or participation in interscholastic competition or participation in co-curricular activities for violations of the Code of Conduct. The period of suspension or other discipline for such offenses shall be determined by the school administration. The disciplinary consequence will be determined based on consideration of the seriousness of the offense, any prior violations, the student's compliance with the self-reporting obligations, the student's level of cooperation and willingness to resolve the matter, and the student's demonstration of a commitment to not commit future violations.

Because of the significance of drug and alcohol violations on the student participants, other students and the school, the following consequences are established for such violations:

Tobacco, Alcohol, Drugs and Controlled Substances

Any Bayard School student engaging in the selling, using, possessing or dispensing of alcoholic beverages, tobacco, narcotics, drugs, drug paraphernalia, controlled substances, inhalants or being under the influence of any of the above; will be subject to the following disciplinary actions, providing the incident has been reported in one of the following ways:

1. ADMISSION by the participant involved.
2. WRITTEN STATEMENT of the violation from a certified staff member or coach.
3. WRITTEN STATEMENT of the violation from a parent/guardian of the participant.
4. CHARGED WITH OR CITED by law enforcement personnel or accepting a diversion program in lieu of charges being filed.

Note: The term "under the influence" for school purposes has a less strict meaning than it does under criminal law. For school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student. Also, it includes being impaired by

reason of the abuse of any material used as a stimulant. In addition, “possession” of alcohol or drugs will be considered to have occurred for purposes of school rules if the student is in such close proximity to alcohol or drug (for example, a student being in a car where alcohol is in the back seat and no adults are present in the car) or to others who are consuming alcohol or drugs (for example, being at a student party at which other students are drinking) that school officials may reasonably determine that the student was in “possession” of the items as well). The following disciplinary actions for violations occurring while not on school property are based on self-reporting. The student must self-report any violations/possible violations within a 48-hour period from the time of violation to the administration, athletic director, or coach. If a student fails to self-report such violation and it is later learned that the violation took place, the discipline for the action will be doubled.

Self-Reporting

A student who violates must self-report. A failure to self-report will lead to a longer suspension or other discipline. The self-report must be made to: the principal, athletic director, or the head coach or sponsor of an activity in which the student participates. In making a self-report, the student must identify the events that took place, what conduct the student engaged in, and any witnesses to the student’s conduct. All students are expected to be honest and forthright with school officials. In the event the coach or activity sponsor or any school administrator asks a student participant for information pertaining to compliance (or lack of compliance) by the student or other student participants the student is expected to fully, completely, and honestly provide the information. Students may be disciplined for a failure to be honest and forthright.

Violations occurring while not on school property

Violations not occurring on school property will result in the following discipline. The student shall not be allowed to participate in, but must still practice for the activity with the team or group, and shall not attend any school sponsored activity for fourteen (14) calendar days from the date of written notification and must complete a minimum of eight (8) hours of professional alcohol and or drug education and counseling. (The education course and or counseling will be the parents or students expense).

The eight (8) hours of professional education/counseling must be completed before the student can again begin participation in the activities program. Suspensions for violations occurring during the summer shall commence with the beginning of the next school year.

Violations occurring while on school property

Violations occurring on school property or while attending or participating in school related activities will result in the student being suspended from school for five (5) school days. After the suspension, the student shall not be allowed to participate in, but must still practice for the activity with the team or group, and shall not attend any school sponsored activity for fourteen

(14) calendar days from the date of written notification and must complete a minimum of eight (8) hours of professional alcohol and or drug education and counseling. (The education course and or counseling will be the parents or students expense.) The eight (8) hours of professional education/counseling must be completed before the student can again begin participation in the activities program.

If the disciplinary actions from any violation of this policy, are not completed during the current school term the following will apply. The number of days that remain to complete the suspension from activities will be completed during the next school term. The 8 hours of professional alcohol and or drug education must also be completed before the student can begin participation in the activities program the following year. Forfeiture of the right to hold honorary positions will not be carried forward to the next school term. In the case of violations occurring on school property, days suspended from school will not carry forward to the next school year. A second violation of these rules and regulations during any one year period, whether occurring on or off school property, will result in the student being ineligible to compete in or participate in or attend any extracurricular activity for **12 months is in effect beginning with the date of the first violation**. These consequences will carry over from one school year to the next. Any student who is suspended under this policy will forfeit their right to hold any of the following honorary positions during the year in which the suspension occurred. This includes: homecoming king or queen, winter royalty king or queen, prom king or queen, Citizenship Award, Book of Knowledge, Class Yoke, School Spirit Award, Athletic Letter Award, current standing in the National Honor Society, prom server, class officer, student council officer, and nomination for any post season athletic awards including all conference, all district, all regional, and all state. Any transfer student, who is under suspension at their previous school for alcohol and/or drug policy violations, may be required to complete their period of suspension prior to becoming eligible at Bayard Public Schools at the discretion of the superintendent.

Notice of the suspension hereunder shall be given to the student and the student's parents and the student and his or her parent shall have an opportunity to present his or her version, however, the suspension shall take effect upon the delivery of the notice of suspension to the student. This policy is in effect 12 months of the year, including both the school term and the summer months. The 12 months is in effect beginning with the date of the first violation. These consequences will carry over from one school year to the next.

When Suspensions Begin

All suspensions begin with the next scheduled activity in which the student is a participant, after the determination by school officials of the sanction to be imposed; provided that the school officials shall have the discretion to establish a time period for the suspension that makes the suspension have a real consequence for the student. During a suspension, participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served or when determined appropriate for the suspension to have a real consequence for the student.

Determining a Violation Has Occurred

A violation of the Code of Conduct will be determined to have occurred based on any of the following criteria:

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
2. When a student is convicted of a criminal offense. Conviction includes, without limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.
3. When a student admits to violating one of the standards of the Code of Conduct.
4. When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.
5. When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

Procedures for Extracurricular Discipline

The following procedures are established for suspensions from participation in extracurricular activities

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with a school purpose.
2. Meeting. Prior to commencement of the suspension, the school official considering the suspension or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference.
 - a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct.
Names of informants may be kept confidential where determined to be appropriate.
 - b. The suspension may be imposed prior to the meeting if the meeting cannot reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student is responsible for cooperating in the scheduling of the meeting.
3. Notice Letter. Within two school days (two business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Athletic Director or the Athletic Director's designee will send a written statement to the student and the student's parents or guardian. The statement will describe the student's conduct violation and the discipline imposed.
The student and parents or guardian will be informed of the opportunity to request a hearing.
4. Informal Hearing Before Superintendent. The student or student's parent/guardian may

request an informal hearing before the Superintendent. The Superintendent may designate the Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision.

- a. A form to request such a hearing must be signed by the parent or guardian. A form will be provided with the notice letter or otherwise be made available by request from the Principal's office.
- b. The request for a hearing must be received by the Superintendent's office within five days of receipt of the notice letter.
- c. If a hearing is requested:
 - i. The hearing will be held within ten calendar days of receipt of the request; subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.
 - ii. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.
 - iii. Upon conclusion of the hearing, a written decision will be rendered within five school days (ten calendar days if school is not in session). The written decision will be mailed or otherwise delivered to the participant, parents or guardian.

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- d. A record of the hearing (copies of documents provided at the hearing and a tape recording or other recordation of the informal hearing) will be kept by the school if requested sufficiently in advance of the hearing by the parent/guardian.
5. No Stay of Penalty. There will be no stay of the penalty imposed pending completion of the due process procedures
 6. Opportunity for Informal Resolution. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

Alcohol Tests

It is a violation of Board Policy and school rules for a student to use or be under the influence of alcohol while on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school sponsored activity or athletic event. The Superintendent of Schools or his or her designee may require students to consent and submit to a breath test to determine the presence of alcohol or similar alcohol sensor (a "Test") as a prerequisite for admittance to any voluntary school event or activity if the Superintendent determines that such practice is necessary for the safety of students at such event or will prevent interference with school purposes. If the Test reveals that a student is under the influence of alcohol or the student refuses to submit to the Test, then the student may be denied admittance to the event (in addition to being subject to further discipline as allowed by law, school rules, and Board Policy).

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

Attendance

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly. Students who have “excessive absences” as determined under the school’s attendance policy are ineligible to participate in extracurricular activity contests or performances. Students who have four or more unexcused absences in the semester of participation will be ineligible to participate in extracurricular activity contests or performances.

2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.

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

Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved by the Principal or Athletic Director. Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

Conflicts in Extracurricular Activities

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

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

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

When conflicts do arise, the sponsors will get together and work out a solution so the student

does not feel caught in the middle. If a solution cannot be found, the Activity Director or Principal will have to make the decision based on the following:

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

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

Academic Standards

Participation in extracurricular school activities is encouraged and desirable for all students. At the same time, the primary mission and responsibility for each student is to establish a firm academic foundation. A student participating in extracurricular school activities show evidence of sincere effort towards scholastic achievement. To be eligible for participation in extracurricular activities students must:

Eligibility for Activities – HIGH SCHOOL AND JUNIOR HIGH STUDENTS

I. Any student 7 - 12 who is on the failing list in 2 (two) or more subjects will be declared ineligible to participate in any extra-curricular activity in which he or she is involved. The ineligibility list will be distributed to staff and sponsors on the first day of school each week. It is the responsibility of the staff and sponsors to notify students of their ineligible status. The student can remove himself/herself from the ineligibility list when work is completed and an Ineligibility list Removal Form is handed into the Activities Director's Office.

A. Bayard Junior/Senior High School has incorporated that all assignments and homework are due on assigned dates unless illness, school sponsored activity or prearranged changes have been reached between the student and instructor. All students failing 1 (one) or more classes or that have missing assignments will be asked to attend academic intervention beginning at 3:30. The student will work on missing or failing work at the discretion of that teacher. The student must present the coach a pass to be allowed back into practice which is a notification from the teacher of the status of the student's grade(s) or work completed. It is best practice for the student to communicate they will be late due to working with a teacher prior to the start of practice.

B. Procedure for being removed from the ineligibility list: To be removed from the ineligibility list, the student must go to their instructors and have the instructor indicate their current grade, and sign the ineligibility list removal form. Students can remove themselves from the ineligibility list when they have fewer than two failing grades in their classes and have a signed ineligibility list form submitted. **To be removed from the**

ineligibility list for the remainder of the week the student must have the form signed and submitted to the activities director or designee. The student is responsible for setting up the times to meet with his/her instructors and for following through on the appointments that are made.

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

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

1. NSAA sponsored or sanctioned activity.

2. All other school sponsored activities including, but not inclusive to band, choir, FFA, FCCLA, quiz bowl, scholastic contest, speech and drama, Destination Imagination, and junior high activities, excluding music and FFA when

the activity is part of the classroom grade. The music and FFA sponsors will clarify for students in writing what activities are covered by the eligibility policy. III. Activities: Students who will be absent from school for an activity must get the assignments that will be missed prior to leaving for the activity.

1. Procedure: Each activity sponsor will be responsible to give his/her students the activity forms which must be filled out and signed by all the student's instructors. 2.

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

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

NEBRASKA STATE ACTIVITY ASSOCIATION ACTIVITIES ELIGIBILITY IN ORDER TO REPRESENT A NEBRASKA HIGH SCHOOL IN INTERSCHOLASTIC ACTIVITIES COMPETITION, A STUDENT MUST ABIDE BY ELIGIBILITY RULES OF THE NEBRASKA SCHOOL ACTIVITIES ASSOCIATION. A SUMMARY OF THE MAJOR RULES IS GIVEN BELOW. CONTACT THE PRINCIPAL OR ACTIVITIES DIRECTOR FOR AN EXPLANATION OF THE COMPLETE RULE.

2.2.1 Student must be an undergraduate.

2.2.2 After a student's initial enrollment in grade nine, he/she shall be ineligible after eight semesters of school membership beginning with his/her enrollment in grade nine.

2.3 Student is ineligible if nineteen years of age before August 1 of current school year. (Student in grades 7 or 8 may participate on a high school team if he/she was 15 years of age prior to August 1 of current school year.)

2.4.1 Student must be enrolled in some high school on or before the eleventh school day of the current semester.

2.5.1 Student must be enrolled in at least twenty hours per week and regular in attendance, in accordance with the school's attendance policy at the school he/she wishes to represent in interscholastic competition.

2.5.2 Student must have been enrolled and received twenty hours credit in school the **immediate**

preceding semester.

2.6.2.1 Guardianship does not fulfill the definition of a parent. If a guardian has been appointed for a student, the student is eligible in the school district where his/her natural parent(s) have their domicile. Individual situations involving guardianship may be submitted to the Executive Director for review and a ruling.

2.6.3 A student entering grade nine for the first time after being promoted from grade eight of a two-year junior high, or a three-year middle school, or entering a high school for the first time after being promoted to grade ten from a three-year junior high school is eligible. After a student makes an initial choice of high schools any subsequent transfer, unless there has been a change of domicile by his/her parents, shall render the student ineligible for ninety school days.

If a student has participated on a high school team at any level as a seventh, eighth, or ninth grade student, he/she has established his/her eligibility at the high school where he/she participated. If the student elects to attend another high school upon entering ninth or tenth grade, he/she shall be ineligible for ninety school days.

Student eligibility related to domicile can be attained in the following manners:

2.6.9.1 If the change in domicile by the parents occurs during a school year, the student may remain at the school he/she is attending and be eligible until the end of the school year or transfer to a high school located in the school district where the parents established their domicile and be eligible.

2.6.9.2 If the parents moved during the summer months and the student is in grade twelve and the student has attended the high school for two or more years, the student may remain at the high school he/she has been attending and retain eligibility.

2.6.9.3 If a student has been attending the same high school since initial enrollment in grade nine, he/she may remain at that high school and retain eligibility, or he/she is eligible at a high school located in the school district where his/her parents established their domicile.

2.6.10 If the parents of a student change their domicile from one school district that has a high school to another school district that has a high school, the student shall be eligible immediately in the school district where the parents established their domicile.

2.7.7 Transfer students who have their Enrollment Option applications signed and filed prior to March 15 shall be eligible immediately in the fall. Those students who do not have their Enrollment Option applications signed and filed prior to March 15 shall be ineligible for ninety school days, with such transfers being subject to hardship waiver guidelines.

2.7.8 Other non-enrollment option transfer students must have signed and delivered all forms necessary to make such transfer to the school in which he/she intends to enroll for the 2017-2018 school year prior to March 15, 2016 for the student to be eligible, the school to which the transfer is being made must have notified the NSAA office via an NSAA online entry form, no later than March 15, 2016. The student would, however, become ineligible for ninety school days the next fall if the student were to change his/her mind and decide not to transfer. If such student were to transfer to the new school, but later decides to return to his/her former district before 90 school days have elapsed, such student will be ineligible in the former district for 90 school days, with the ineligibility period commencing at the start of the fall semester. Those students, who did not have their enrollment forms signed, delivered and accepted prior to March 15, 2016, shall be ineligible for ninety school days, with such transfers being subject to hardship waiver guidelines.

3.5 / 3.1 Once the season of a sport begins, a student shall participate in practices and compete only in athletic contests/meets in that sport, which are scheduled by his/her school. Any other competition will render the student ineligible for a portion of, or all of, the season in that sport. The season of a sport begins

with the first date of practice as permitted by NSAA rules. The fall sports season begins August 15, 2016, (August 8th for most football, girls golf, boys tennis and softball teams) and ends with the state meets in the fall sports. The winter sports season begins November 14, 2016, and ends with the state meets in the winter sports. The spring sports season begins February 27, 2016 and ends with the state meets in the spring sports.

3.5.1 During the season of a particular sport, athletes participating in that sport for a high school may attend, but may not physically take part, either as an individual or as a member of a team, in the sport activity in which instruction is being offered in the clinic, camp or school. *(Refer to 3.5.1.1 for exception in Swimming & Diving.)

3.6 A student shall not participate on an all-star team while a high school undergraduate. **3.7** A student must maintain his/her amateur status.

NEBRASKA SCHOOL ACTIVITIES ASSOCIATION

COMPLIANCE WITH THE RULES WILL PREVENT YOUR TEAM, SCHOOL OR COMMUNITY FROM BEING PENALIZED

Students must meet the following requirements before they will begin practice:

- a. Successfully complete a physical examination, which must be returned to the Principal's Office.
- b. The student/athlete or his/her parents must pay for the personal physical *and turn in a physical form to the High School office.*
- c. Return to the Principal's Office the forms attached to this handbook or the Student-Parent Handbook the sheet found attached to this Handbook, which includes:
 1. Parental/Guardian permission to participate in approved sports.
 2. Parental/Guardian agreement to Athletic Guidelines.
 3. Parental/Guardian permission for trips and the securing of medical aid.
 4. Parental/Guardian signature regarding athletic insurance
 5. Warning statement.
 6. Athletes agreement to Athletic Guidelines.

II. No practice or School Activity VARSITY OR NON VARSITY will be scheduled on Sundays unless a CONFERENCE, district or state contest is scheduled on the following Monday, and permission has been approved by the activities director.

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III. If an athlete suffers an INJURY which requires a doctor's attention, he/she must have a WRITTEN medical release from examining doctor before being permitted to resume practicing or participating in any athletic contest.

IV. All athletes are expected to attend all contests and practice sessions unless excused by the Head Coach.

V. At no time should an athlete wear equipment checked out to him except for practices and contests.

VI. *Parents/Guardians must attend the Concussion Training and Coaches' Meetings before the student can practice for a support.*

“Team Selection” and “Playing Time”

“Team selection” and “playing time” decisions are the responsibility of the individual coach or sponsor of the activity. Consistent, however, with the purposes of the activities program, the coaches and sponsors shall follow the following established guidelines for team selection and playing time decisions, along with such other guidelines as each

individual coach and sponsor may develop which are not inconsistent with these established guidelines:

1. School Representative. Student participants must demonstrate that they can and will represent themselves and their school in a manner which reflects the development of high ideals and appropriate values, which shall include good citizenship in the school and in the community.
2. Success. Student participants must demonstrate that they can make the activity program more successful, both from a standpoint of competitive success and success in promoting a positive school spirit. Characteristics for purposes of these criteria include the student's: (1) talent or skill, (2) desire to improve the student's own skills or talents as well as those of others in the activity, and (3) attitude of respect towards teammates, the coach, the school, and the community.

The NSAA has adopted a 5-day moratorium in December During these 5 days, the following rules are to be followed by all levels of activities: • All high school facilities will be locked down and no athletes will be allowed in for any reasons, including watching film, shooting around, or conditioning. • There shall be no attempt, on or off school premises, by any member of the coaching staff or a volunteer/parent to hold a competition or practice involving any age-level of athlete.

School Dances

A school sponsored dance is a school activity subject to all provisions of the Student Activity Code, and is a privilege available to students meeting all requirements for participation.

General Rules of Student Conduct at Dances

In addition to all rules of student conduct in the Student handbook, students attending dances shall adhere to the following rules of conduct:

1. Who Can Attend: Only students of Bayard Public Schools and their guests may attend.
 - a. Students currently attending Bayard High School or another Nebraska high school who have not been restricted from attending extracurricular activities at Bayard High School or their own school are generally considered appropriate dates or invited guests.
 - b. Persons who are younger than Freshman or older than 20 years of age and not attending high school are generally considered to not be appropriate dates or invited guests for our school dances.
 - c. When attending school-sponsored dances, students may dress casually, unless otherwise designated: however, muscle shirts, etc. are not acceptable attire. Students that elect to leave the dance, once it has started, will not be allowed to return. School sponsored dances will be under the supervision of school employees or activity sponsors. Students that wish to bring dates from

outside the Bayard School system may do so but must obtain permission from the principal. Students attending high school dances shall be no younger than a high school freshman or not above the age of 20. **This applies to students from other schools as well as from Bayard. Persons who are not regularly enrolled in a high school or graduates of high school will not be approved by the principal.**

d. Some school dances may be restricted to students attending specified grades levels at Bayard Public Schools. For any dances at the middle school level, only students attending Bayard Public Schools in the grade(s) for which the dance is being held may attend.

e. Students who have been suspended from school or from extracurricular activities may not attend.

f. The school reserves the right to exclude persons who may or do cause a disruption or detract from the event. Dates or invited guests not attending our school are expected to follow the same rules of conduct which apply to our students.

g. Rules for dances may restrict students and their guests from leaving dance until the dance ends without written parental permission on a form provided.

h. Students or their guests who engage in inappropriate behavior, whether on or off of the dance floor, may be asked to leave.

2. Prohibited Substances: Alcoholic beverages, illegal drugs, and tobacco are prohibited. Anyone using these or showing the effects of use will not be allowed admission or, if discovered after admission, be removed from the dance. Their parents may be contacted.

Students and their dates may be required to submit to a Breathalyzer prior to gaining entrance. Those who choose not to submit to a Breathalyzer will not gain entrance. Law enforcement will be contacted if there is reasonable suspicion that the student or a student's date is under the influence of alcohol or drugs.

3. Appropriate Attire: Students and their guests must meet the dress code requirements established for each dance. Teachers or administrators will make the final decision as to whether or not a student's attire is appropriate. Students will be asked to change unacceptable items, which may mean that the student may have to return home to change the inappropriate clothing. It is advisable to check in advance of the dance with the Principal or staff sponsor for the event if you are uncertain about your attire.

Eligibility for Selection as Royalty

Nomination and selection as royalty for school sponsored dances is an honor awarded by students to those of their peers that exemplify the highest standards of integrity and achievement. Students nominated for dance royalty must have demonstrated through their conduct, academic achievement and activities that they have represented, and will represent, themselves, their classmates, and their school in a manner which reflects outstanding effort, commitment to their school and fellow students, and integrity and good citizenship in the school and in the community. The students selected to be the "royalty" for the Homecoming and Prom or any other school sponsored dance or activity shall meet that general standard as determined by the administration.

JUNIOR/SENIOR PROM

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

1. Decorations must be modest in scope and expense, and the plan approved by the High School Principal in advance.
2. All decorations must be acceptable for the location and approved by the location being used.
3. The prom shall be open to juniors and seniors of Bayard High School and their dates.
4. Students attending prom shall be no younger than a high school freshman or no older than 20 years of age.
5. The prom shall be held within the Bayard Public School facilities or a different site with approval by the Administration. The request should be made sixty days prior to the prom.

ROYALTY

HOMECOMING ROYALTY

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

WINTER ROYALTY

FFA, FCCLA, NHS, Spanish Club, Student Council, Speech Team, Quiz Bowl, One Act, DI, boys' winter sports teams, and girls' winter sports teams each nominate one senior boy and one senior girl candidate in good standing. The king and queen are then chosen by secret vote of the entire student body, ninth through twelfth grades inclusive.

PROM ROYALTY

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

Relationships between Parents and Coaches/Sponsors

Both parenting and coaching are very difficult vocations. By establishing an understanding between coaches and parents, both are better able to accept the actions of the other and provide a more positive experience for everyone.

Parents have the right to know the expectations placed on them and their children. Coaches and sponsors have the right to know that if parents have a concern, they will discuss it with the coach at the appropriate time and place.

Parents' Role in Interscholastic Athletics and

Other Extracurricular Activities

Communicating with your children

- Make sure that your children know that win or lose, scared or heroic, you love them,
- appreciate their efforts and are not disappointed in them. This will allow them to do their

- best without fear of failure. Be the person in their life they can look to for constant
- positive reinforcement.
- Try your best to be completely honest about your child's athletic ability, competitive
- attitude, sportsmanship and actual skill level.
- Be helpful but don't coach them. It's tough not to, but it is a lot tougher for the child to be
- flooded with advice and critical instruction.
- Teach them to enjoy the thrill of competition, to be "out there trying," to be working to
- improve their skills and attitudes. Help them develop the feeling for competing, for trying
- hard, for having fun.
- Try not to relive your athletic life through your child in a way that creates pressure. If
- they are comfortable with you win or lose, then they are on their way to maximum ○ enjoyment.
- Don't compete with the coach. If your child is receiving mixed messages from two ○ different authority figures, he or she will likely become disenchanted. ○ Don't compare the skill, courage, or attitude of your child with other members of the ○ team.
- Get to know the coach(es). Then you can be assured that his or her philosophy, attitudes,
- ethics, and knowledge are such that you are happy to have your child under his or her
- leadership.

📌 Always remember that children tend to exaggerate, both when praised and when criticized. Temper your reaction and investigate before overreacting.

Communicating with the coach

- Communication you should expect from your child's coach includes:
- Philosophy of the coach
- Expectations the coach has for your child
- Locations and times of all practices and contests
- Team requirements
- Procedure should your child be injured
- Discipline that results in the denial of your child's participation
- Communication coaches expect from parents
- Concerns expressed directly to the coach
- Notification of any schedule conflicts well in advance
- Specific concerns in regard to a coach's philosophy and/or expectations
- Appropriate concerns to discuss with coaches:
- The treatment of your child, mentally, and physically
- Ways to help your child improve
- Concerns about your child's behavior
- Injuries or health concerns. Report injuries to the coach immediately!! Tell the coach about any health concerns that may make it necessary to limit your child's participation or require assistance of trainers. Students are sometimes unwilling to tell coaches when they are injured, so please make sure the coach is told.

Appropriate procedures for discussing concerns with the coaches:

- 1.) The chain of command is an integral part of our system. The following is the chain of command students, athletes, and parents will follow when wanting to address concerns with coaches/activities sponsors.
 - a.) Student talks to the coach about concerns.
 - b.) Student talks to the AD about concerns.
 - c.) The parent calls to set up an appointment with the coach.
 - d.) The parent calls to set up an appointment with the AD, coach, parent, student involved, and other administrators if necessary to discuss the situation.

Follow the chain of command to help ensure a positive resolution for all concerned after the 24-hour time frame. Do not confront a coach before or after a contest or practice as these can be emotional times for all parties involved and do not promote resolution.

- 2.) The 24 rule will be followed. All contact between coaches, players, and parents with concerns will occur at least 24 hours after the concern. Do not confront a coach before, during, or after a contest or practice as these can be emotional times for all parties involved and will not promote resolution.
- 3.) What should a parent player do if they feel a resolution has not been accomplished after the chain of command has been exhausted?
Set up a meeting with the superintendent, parent, and student to discuss concerns. If more action is needed this will be discussed at that meeting.

Issues not appropriate to discuss with coaches:

- Playing time
- Team strategy
- Play calling
- Other student-athletes (except for reporting activity code violations)

Section 8 Good Sportsmanship—Behavior Expectations of Spectators Good sportsmanship is expected to be exhibited by all coaches, sponsors, students, parents and other spectators. The school can be punished by NSAA for a lack of good sportsmanship at NSAA sanctioned events. More importantly, activities are more enjoyable for the students when good sportsmanship is displayed. Responsibilities of Spectators Attending Interscholastic Athletics and Other Extracurricular Activities

1. Show interest in the contest by enthusiastically cheering and applauding the performance of both teams.
2. Show proper respect for opening ceremonies by standing at attention and remaining silent when the National Anthem is played.
3. Understand that a ticket is a privilege to observe the contest, not a license to verbally attack others, or to be obnoxious. Maintain self-control.
4. Do not “boo,” stamp feet or make disrespectful remarks toward players or officials.

5. Learn the rules of the game, so that you may understand and appreciate why certain situations take place.
6. Know that noisemakers of any kind are not proper for indoor events.
7. Obey and respect officials and faculty supervisors who are responsible for keeping order. Respect the integrity and judgment of game officials.
8. Stay off the playing area at all times.
9. Do not disturb others by throwing material onto the playing area.
10. Show respect for officials, coaches, cheerleaders from other schools and student-athletes.
11. Pay attention to the half-time program and do not disturb those who are watching.
12. Respect public property by not damaging the equipment or the facility.
13. Know that the school officials reserve the right to refuse attendance of individuals whose conduct is not proper.
14. Refrain from the use of alcohol and drugs on the site of the contest.
15. **PLEASE BE AN ATHLETE OR FAN!!!!**

ACTIVITY PAGES ON THE SCHOOL WEBSITE

Each Activity sponsor is encouraged to work with the web page coordinator to maintain a webpage containing activity-appropriate and relevant information such as contact information, parent meeting materials, handbooks for the activity, student/parent expectations, links to the school activity calendar(s), and requirements for earning a letter in the activity. Posting of student information, student work, and images of students must be approved through the activity director and must be in accordance with board policy and any state and federal regulations.

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Bayard Public Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Bayard Public Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow Bayard Public Schools to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
 - The annual yearbook
 - Honor roll or other recognition lists
 - Graduation programs
 - Sports activity sheets, such as for wrestling, showing weight and height of team members
- School's Website, Tiger TV, and newspapers (sports pages for example) Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listing – unless parents have advised the LEA

that they do not want their student's information disclosed without their prior written consent. If you do not want Bayard Public Schools to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing within two (2) weeks of enrollment. Bayard Public

Schools have designated the following information as directory information: Student's name

Participation in officially recognized activities and sports

Address

Telephone listing

Weight and height of members of athletic teams

Electronic mail address

Photograph

Degrees, honors, and awards received

Date and place of birth

Major field of study

Dates of attendance

Grade level

Most recent educational agency or institution attended

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

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

BAYARD SCHOOL SONG

We're here to boost you, Bayard High, here's to you.

The school we love the best of all.

Our colors proudly waving never fall,

We'll carry on and fight, fight, fight, forever more.

And when the victory you have won again, We
will salute your loyal men.

We'll rally 'round your colors, Bayard High,

And always FIGHT, FIGHT, FIGHT.

**Bobbie Stuart** <bobbie.stuart@bayardtigers.org>

Activities handbook

2 messages

Zachary Nesbitt <zachary.nesbitt@bayardtigers.org>
To: **Bobbie Stuart** <bobbie.stuart@bayardtigers.org>

Wed, May 29, 2024 at 11:53 AM

Here it the activities handbook.

Changes

- 1.) I took out the random drug testing section.
- 2.) I changed a section that all decorations for prom must be approved by location being used.
- 3.) Students excused on Friday due to illness on the same Friday, will be allowed to participate in the weekend events. If they skip or the absence is unexcused they will not be able to attend the weekend event.

Thanks.

Zach Nesbitt
Bayard Public Schools AD

Bobbie Stuart <bobbie.stuart@bayardtigers.org>
To: **Zachary Nesbitt** <zachary.nesbitt@bayardtigers.org>

Mon, Jun 3, 2024 at 7:47 AM

I will attach this email as a quick reference but can you send me an edited proposed copy for attachment to the action item?

Thanks,
Bobbie

[Quoted text hidden]

--
Bobbie Stuart
Business Manager
(308) 586-1325
Bayard Public Schools



BAYARD PUBLIC SCHOOLS

**ACTIVITIES
HANDBOOK**

and

**END OF SEASON
INFORMATION
PACKET**

FOR COACHES and SPONSORS
2024-2025 School Year

MISSION STATEMENT

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

USDA Nondiscrimination Statement

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

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

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at:

http://www.ascr.usda.gov/complaint_filing_cust.html and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. Mail: U.S. Department of Agriculture

Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;

1. Fax: (202) 690-7442; or
1. Email: program.intake@usda.gov

This institution is an equal opportunity provider.

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BAYARD PUBLIC SCHOOLS ACTIVITIES PROGRAM

Philosophy – Activities Are an Educational Experience

Over the course of a season, many people will closely scrutinize the conduct of the Bayard Public Schools participants and coaches. Knowing this, it is important for each person involved in athletics or activities to display appropriate conduct by demonstrating the following concepts.

During the competition: Participants and coaches will not use profanity, illegal tactics or display unsportsmanlike conduct. Participants and coaches will maintain self control at all times; respect the effort and decision of the contest officials; show respect for opponents and injured team members; accept both victory and defeat with pride and compassion. Above all, those involved in activities will remember that high school sports are a part of the educational process.

SPORTSMANSHIP IS AS ESSENTIAL AS THE GAME ITSELF!

TEAMWORK is an essential part of the Bayard Public Schools Activities Program. All coaches need to work together to encourage participation – not only in their activity – but in other sports that could provide a positive experience to the student. No one activity is more important than any other – or more important than the total Bayard Public Schools Activities Program.

It takes the cooperation and effort of all involved in the Bayard Public Schools Activities Program to build activities programs that can provide students with positive experiences and remain competitive in the various activities. Successful activities programs are built with the cooperation of coaches at all levels; junior high, junior varsity, and varsity.

Purpose

The basic purpose of an activities program and its operation is to help each student be or become the very best that he or she is capable of being or becoming. In order to accomplish this purpose the coaches of this program must work with the students and their parents.

A successful activities program will work toward accomplishing the following goals:

1. Contribute toward the academic, social, physical, and emotional maturity of the student-athlete.
2. Develop an awareness of the vital importance that **ATTITUDE** plays toward success in any endeavor.
3. Encourage the student to achieve his or her greatest potential in the activities and academic areas.
4. Help the student become aware of concerns in regard to mannerisms, behavior, dress, and general appearance.
5. Teach, develop, and exhibit high moral and ethical values.

6. Teach the pursuit and practice of excellence in competition.
7. Always try to achieve high goals and be the very best he or she can possibly be.

MISSION STATEMENT

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

VISION STATEMENT

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

CORE COVENANTS

BAYARD PUBLIC SCHOOLS

Focused on the Student

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

Attitude of Excellence

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

Community

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

Tiger Way!

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

ACADEMIC SEAL OF BAYARD PUBLIC SCHOOLS

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

The phrase, *Every Person, Every Day*, which is derived from the Core Covenants of Bayard Public Schools, reminds us of the dignity and value of every member of our school community. Every person matters for the future of our school and community, and every day is an opportunity to make a contribution to our greater well-being. Surrounding the central ring are academic pillars and six icons describing our enduring strengths, values, and aspirations.

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

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

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

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

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

Coaching and Developing the Team

1. Identify students for participation in the sport or activity and encourage students to participate.
2. Conduct a pre-season/activity meeting with parents and participants and provide them with information about team procedures, the parent-student activity handbook, forms required to be completed for participation, training and conduct rules, practice requirements, and lettering or other recognition standards.
3. The head coach of each sport has the final decision on how to conduct practices, make fair and consistent decisions regarding team selection, level of participation (varsity, JV, etc.), and playing time. The head coach has the final decision on what students will be retained on the team and which ones will not be retained. If not to be retained the student must be told the reason for the decision.

High School Building Hours

Unless special activities or an early morning class make it necessary, students should not be in the building before 7:40 AM and this is the time the grab and go breakfast will be available. Students entering the building prior to 7:40 AM for a special meeting are to remain in their meeting room until 7:40. Students who are not involved in special activities or meetings with a staff member are directed to leave the building immediately following their last assigned class. Students who are not required to attend intervention, but ride the bus or are waiting for practice

are directed to refrain from being present in areas without supervision by school personnel. Students may work in classrooms or the library as long as supervision is present. Practices, rehearsals, or meetings in B.H.S., WITHOUT A SPONSOR BEING PRESENT, are not permitted.

Bayard Jr./Sr. High School Bell Schedule

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

Pride and Care of Bayard Public Schools

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

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

Participation

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

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

PRIVILEGE.

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

A student-athlete may not drop from a team after the first regular season contest and participate in another sport during the same season.

Procedure for being removed from the ineligibility list

To be removed from the ineligibility list, the student must go to their instructors and have the instructor indicate their current grade, and sign the ineligibility list removal form.

Students can remove themselves from the ineligibility list when they have fewer than two failing grades in their classes and have a signed ineligibility list form submitted. To be removed from the ineligibility list for the remainder of the week the student must have the form signed and submitted to the activities director or designee prior to participation in any scheduled events for that week. The student is responsible for setting up the times to meet with his/her instructors and for following through on the appointments that are made.

Leaving the school during the school day

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

Students who must leave school for any reason must check out of the office before leaving.

Students leaving must be cleared in advance by a note or phone call from the student's parent or guardian. In the event that school personnel are unable to contact a parent or guardian the school principal or superintendent will make an *in loco parentis* decision about whether or not a student will be permitted to leave school.

Junior/Senior High Absentees and Tardies

All students in grades 7-12 will be allowed up to nine (9) excused absences per semester.

After the 9th absence, credit will be deducted as follows:

0-9 days absent 0 credits deducted per course

10-15 absences 1 credit deducted per course

16-20 absences 2 credits deducted per course

21-25 absences 3 credits deducted per course

26-30 absences 4 credits deducted per course

31 + absences 5 credits deducted per course

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

The administration reserves the right to subtract from the number of absences those occasions which a student is hospitalized, prescribed bed rest by a physician, or gone due to a family emergency. (Family emergencies may include but not limited to accidents, funerals, etc.) The school administration will require written documentation from a hospital or a physician for absences due to prescribed bed rest.

Alcohol Tests

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

The Superintendent of Schools or his or her designee may require students to consent and submit to a breath test to determine the presence of alcohol or similar alcohol sensor (a "Test") as a prerequisite for admittance to any voluntary school event or activity if the Superintendent determines that such practice is necessary for the safety of students at such event or will prevent interference with school purposes. If the Test reveals that a student is under the influence of alcohol or the student refuses to submit to the Test, then the student may be denied admittance to the event (in addition to being subject to further discipline as allowed by law, school rules, and Board Policy).

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

Hazing -- For Activities this procedure and its consequences are in effect year round.

Hazing by classes, clubs, athletic teams or other student organizations are prohibited. No student, teacher, administrator or other school district employee, contractor or volunteer shall plan, direct, encourage, aid or engage in hazing. No student, teacher, administrator or other

school district employee, contractor or volunteer shall permit, condone or tolerate hazing. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act. This policy applies to hazing behavior that occurs on or off school property, during and after school hours and covers periods when school is not in session. The school district will act to investigate and/or report to law enforcement all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator or other school district employee, contractor or volunteer who is found to have violated this policy.

For purposes of this section, hazing means any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any organization. Such hazing activity includes whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act which endangers the physical or mental health or safety of any person.

Sportsmanship violation:

Players will:

Show respect for teammates, coaches, opponents and officials.

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

Unsportsmanlike conduct resulting in a penalty or not will be dealt with by reprimand and counseling by the coach or appropriate other school officials. Actions of this nature may lead to benching, suspension and/or withdrawal of athletic leadership positions such as being a team captain further loss of privileges and school disciplinary intervention if the rules/policies are violated.

Coaches will:

- Be consistent
- Attempt to instruct in a positive manner and use appropriate language at all times.
- Maintain their player's behavior on and around their respected competition areas.
- Not tolerate unsportsmanlike behavior or actions by players, assistants or volunteer coaches.
- Show courtesy to visiting teams, coaches, and officials.
- Dress appropriately, head coaches will need to coordinate with their assistants to make sure the entire coaching staff is representing BPS in a similar fashion during competitions.

Junior/Senior High Dances

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

Administrative Directives

The following directives apply to all coaches in all sports.

1. In case of emergency call 911 and ask for help! Call immediately!!!
 - a. Each HEAD COACH will need complete an EMERGENCY ACTION PLAN for their activity. This EAP needs to highlight what each ADULT will be responsible for in the event of an emergency.
1. Maintain and submit orderly practice plans, highlighting techniques and safety measures being taught.
1. Conduct peer observations
1. Video all varsity competitions, so that they can be loaded onto Hudl.
1. Provide a volunteer or statistician to keep stats and scoreboards during competitions.
1. Activity sponsors at Bayard Public Schools are expected to utilize effective communication strategies and technological resources when appropriate to collaborate and engage with students, parents, families, and the community to create meaningful relationships that enhance the learning process.
1. In order to facilitate such communication between the school and homes, activity sponsors are expected and directed to follow the communications plans and protocols developed at the school and district levels. Such communications plans will include directions for frequency, content, and method/mode of communication teachers will be expected to utilize.
1. A student/athlete must have a completed physical on file with the principal's office to be allowed to participate in practices. The physical must include a signature from a parent or guardian, the student/athlete's signature, and a physician's signature and clinic name.
1. All activities participants must have a completed Emergency Medical Treatment Waiver Form on file with the principal's office before competing in interscholastic competition. A copy will be forwarded to the individual coach to keep on hand for all practices, scrimmages, and contests. A coach must have a copy for each student/athlete or manager

that travels with the team. The Emergency Medical Treatment Waiver Form must include the name of the student/athlete's insurance carrier.

1. Students must have their own insurance to participate in activities to provide them coverage in the case of injury.
1. Report all injuries to the school activities director as soon as they occur. Fill out a student accident form and forward copies to the principal's office, activities director, superintendent's office, and each head coach should keep a copy.
1. Have a medical kit and the students' emergency information at all practices, scrimmages, and contests.
1. Be especially aware of heat and exhaustion during practices. Allow time in the practice schedule to allow participants the opportunity to hydrate their bodies.
1. Students involved in NSAA sponsored activities must meet minimum academic and attendance requirements from the previous semester and/or during the current school year. The Nebraska School Activities Association (NSAA) requires the student/athlete to be passing a minimum of 20 credits from the previous semester. These must be credits that apply toward graduation requirements.
1. Coaches must cover activity rules, school policies on attendance and eligibility, concussions, and the Drug and Alcohol Policy with each member of the team and the parents/guardians.
 - a. A copy of the information will be given to the activities director, as well as a sheet that each member of the team and the parents/guardians signs acknowledging that they have heard and understand the rules covered by the coach. Again the head coach should keep a copy of this information.
 - b. RWMC trainers will assist in student and parent/guardian training on concussions and base-line testing. They also will train at a minimum of two head coaches on how to administer the base-line testing.
 - c. All athletes will be base-lined tested grades 7-12.
 - d. An athlete cannot participate in any sport until the training and baseline testing has taken place.
1. Seasonal practice schedules must be given to the activities director prior to the start of the season to avoid scheduling conflicts with other sports and other organizations requesting to use the facilities.
1. If another sport is going on at the same time as yours and the gym must be shared, the head coaches must work out their practice schedules together. *A schedule of those practices must be on file with the activities director.*
1. Eligibility lists must be posted with the NSAA before the first contests; therefore, the coach needs to be emailed to the activities director no later than the conclusion of the first week of practice. The excel document must include; alphabetical listing of student/athlete last name, first name, date of birth and semester in school (not grade level).

1. Coaches must discuss varsity-lettering criteria with the team and give a copy of the criteria to the activities director. It should be specific criteria and the coaches' final decision.
1. The student/athlete should be allowed to participate in one sport and other extracurricular activities at the same time if the coaches can work it out. Activities are for the students, not the coaches or parents.
1. Emphasize that uniforms and equipment are being loaned and must be returned or accounted for when participation ends, or the student pays for them (uniforms and equipment). *All equipment needs to be returned to coaches no later than 2 weeks after the end of any sport season.* If the uniforms and/or equipment are not returned on time, contact should be made with the parents/guardians, and then if that disciplinary action will be considered by the activities director in conjunction with the head coach of the activity and the secondary principal.
 - a. The cost of replacement will be charges for lost or damages items.
 - b. The student will be prevented from participating in the next season until items are returned or paid for in the superintendent's office.
1. All coaches must email a typed completed roster of all athletes, managers, coaches and others that are taking part in a specific sport or activity to the activity director at least one week before the first contest. Include uniform number, name, height (if applicable), weight (if applicable), grade, and other relevant information.
1. In order to participate, managers, statisticians, and other student assistants must travel with the team (see number 31).
1. The head coach or the head coach's designated person will report all scores to the media for home and away contests.
1. All coaches are to impress on the student/athlete that they represent Bayard Public Schools and should act and dress in an appropriate manner.
1. All coaches are to be **positive** at all times and encourage these young people. Remember that even though you have been through this before, they have not.
1. The head coach is to make sure that all your transportation forms are checked for accuracy on dates, times, and places of contests.
1. If you need more training room supplies or equipment, notify the activities director as soon as possible. Please do not wait until the last minute.
1. The coaches should handle blood spills with rubber gloves during practices and games. Proper methods of handling body waste fluids need to be reviewed, and proper and sufficient amounts of supplies kept on hand.
1. Be sure to notify athlete/parents/office staff when you will be practicing and at what times. Athletes and parents should also be notified of departure times for away contests and approximate return times.

1. The head coach is responsible for giving notification of practices over holiday breaks to the activities director one week ahead of time for approval. The office staff and custodians will be made aware of the use of the facilities by the activities director.
1. *Coaches are responsible for being the last person out of the building after practice, home games and away contests.*
 - a. Make sure that all students are out of the building and that all doors are locked and lights turned off.
 - b. If students are waiting for a ride they need to do so in the foyer of the new gym (north doors on the west side), NOT BY THE SUPERINTENDENTS OFFICE.
 - c. Coaches are responsible for the supervision of their athletes within the school.
 - d. Remind students to stay out of unauthorized areas.
 - e. Remind students to leave the building as soon as possible.
1. Coaches are responsible for accurate inventory, year end reports and records in their assigned activity. Be sure to organize and keep current inventories, information, and records.
1. Unless prior approval is given by the activities director, all coaches/sponsors must always ride the transportation conveyance with the students.
1. A parent or guardian wishing to take their student/athlete with them following a contest must give written and verbal notification to the coach/sponsor in charge. The parent is to fill out the colored form which the student should get from the office, or head coach. The form is given to the coach preferably before the bus leaves school, but is up to the discretion of each head coach. The head coach should keep these forms until the end of the current school year.
1. Coaches are expected to be at the school and in the place where the practice or team meeting is to occur ten minutes before their scheduled practice, meeting times, etc. for the students. This is to make sure that the students are supervised upon their arrival. Locker room supervision before and after practice is essential.
1. Coaches sponsoring open gym, weight room, track or other facilities are responsible for supervision, taking care of all equipment, turning off lights, and securing the facility. Open gym will not be held at a time that conflicts with an in season practice during the months that school is in session.
1. Transportation to and from activities is for sponsors/coaches and participants only. Family members, friends, community members, etc. are prohibited.

Practice Procedures

One coach is to be responsible for their squad at all times. This includes the classrooms, halls, locker room, and gym areas for supervision until all squad members have left and all facilities are locked.

Scheduling:

On Wednesday, all students must be out of the building by 6:00 p.m. for all activities.

Sunday Practice: No practices shall be scheduled on Sundays, unless necessary for post season competition.

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

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

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

Activity pages on the school website

Each Activity sponsor is encouraged to work with the web page coordinator to maintain a webpage containing activity-appropriate and relevant information such as contact information, parent meeting materials, handbooks for the activity, student/parent expectations, links to the school activity calendar(s), and requirements for earning a letter in the activity. Posting of student information, student work, and images of students must be approved through the activity director and must be in accordance with board policy and any state and federal regulations.

Fundraisers and Activity Accounts

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

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

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

Evaluation Process

The purpose of the evaluation process is to aid each coach in identification of areas that may need improvement. The evaluations will be completed at the end of the season for a particular sport and activity. If there is a coaching issue that arises during the season that needs attention – the issue will be resolved as quickly as possible by the Activities director, secondary principal, superintendent, and the coach involved.

Head coaches/sponsors will complete a performance evaluation for each assistant coach in the activity. These evaluations will be turned in to the activities director with their end of season packet. The form for these evaluations is located in this handbook. The evaluations will be discussed with each assistant coach. These discussions will involve the assistant coach and either the head coach, activities director, secondary principal, superintendent or a combination of these persons.

Head coaches/sponsors will be evaluated by any or all of the following: the secondary principal, activities director, and superintendent. These evaluations will then be compiled into one evaluation and discussed with the head coach. The form for these evaluations is located in this handbook.

The evaluation process will pertain to all junior high and high school coaches and activity sponsors.

A. Job Title: Coach

B. Education Level: High school diploma or equivalent. Bachelor's degree preferred for head coaches at varsity and junior varsity levels and for assistant coaches at varsity level.

C. Certification: Head or assistant coach for NSAA sanctioned activities must possess a valid Nebraska Teaching Certificate or Nebraska Administrative and Supervisory Certificate or a Provisional Trades Certificate and/or Special Services Certificate endorsed in: coaching, first aid, CPR training, and concussion awareness, plus a driver's license for activities in which the coach is responsible for transporting students in a 10 or less passenger vehicle.

D. Preferences:

- On-staff certificated employee.
- Previous coaching experience in the assigned sport or activity.
- Experience as a participant in the assigned sport or activity.

E. Reports To: Activities Director, if a head coach or the head coach if is an assistant coach

F. Performance Responsibilities:

The function of a coach is to educate students through participation in extracurricular activities.

- Competitive success is desirable.

- The primary objectives, however, are to:
 - Enhance the student participants' academic achievement
 - Promote the physical, mental, moral, social and emotional well-being of the student participants
 - Promote appreciation of discipline and good sportsmanship
 - Promote an extracurricular activity program that represents the school community in a positive manner.

Coaches are to be an exemplary role model and maintain the highest standard of conduct at all times.

Maintaining Rule Compliance:

- Adhere to all district policies, rules, regulations, and supervisor directives.
- Adhere to the Coach's Code of Ethics.
- Ensure that students meet and maintain eligibility to participate as determined by the rules of the NSAA, as applicable, and the school.
- The coach's level of responsibility in this regard is to be arranged between the coach and the Activities Director; provided that the coach is required to respond to any known or suspected ineligibility situations.

Coaching and Developing the Team

1. Identify students for participation in the sport or activity and encourage students to participate.
2. Conduct a pre-season/activity meeting with parents and participants and provide them with information about team procedures, the parent-student activity handbook, forms required to be completed for participation, training and conduct rules, practice requirements, and lettering or other recognition standards.
3. Conduct practices and make fair and consistent decisions regarding team selection, level of participation (varsity, JV, etc.), and playing time.
4. Head coaches and other coaches with supervisory responsibility assign specific duties to team staff (assistant coaches, equipment managers, volunteers, etc.). Provide guidance and direction to the team staff. Motivate the team staff to achieve the objectives of the activity, monitor their performance, and report on their performance to the Activities Director for purposes of evaluations.
5. Plan, organize, and conduct practice sessions that will efficiently develop individual skills and team performance without interfering with academic and other commitments of the participants and that will actively involve all participants.
6. Plan and direct physical conditioning programs that will enable athletes to achieve maximum performance.

7. Instruct individuals or groups in sport or activity rules, strategies, and performance principles such as specific ways of moving the body, hands, and/or feet in order to achieve desired results, and explain and demonstrate the use of sports and training equipment.
8. Provide training direction, positive encouragement, and motivation in order to prepare students for games or competitive events.
9. Encourage and build mutual trust, respect and cooperation among team members.
10. Adjust coaching techniques based on the strengths and weaknesses of participants.
11. Analyze the strengths and weaknesses of opposing teams in order to develop game strategies.
12. Coach games and competitive activities with the objective of competitive success tailored to making the experience enjoyable and rewarding to the students. Maintain composure, keeping emotions, anger, and aggressive behavior in check, even in very difficult situations, so as to demonstrate good sportsmanship.
13. Select students for recognition (letters) and attend end of season or activity event to present the recognition awards.

Student Safety

1. Provide for the reasonable care and safety of students under the coach's supervision.
2. Supervise or ensure the supervision of student participants during activities, including in the locker room, the playing/practice area, and during team travel.
3. Explain and enforce safety rules and regulations.
4. Monitor students' use of equipment in order to ensure safe and proper use.
5. Oversee the safety conditions of the facility or area in which assigned sport or activity is conducted at all times that students are present.
6. Report damaged equipment to the Activities Director and do not allow use of equipment that is in a condition that may cause injury.
7. Exercise care in dealing with injuries and particularly those that are of a serious nature. Provide emergency response within the area of the coach's level of competency. Secure medical assistance in emergency situations.
8. Evaluate students' skills and condition in order to determine their fitness to participate or the level in which they may participate.
9. Maintain a record of injuries and submit accident reports to the trainer or Activities Director.
10. Communicate to students and parents that use of performance enhancing drugs are not permitted and report any suspected use to the Activities Director.
11. Report suspected child abuse or neglect to the Activities Director or Principal.

Student Behavior

1. Establish and distribute to students and parents written coach rules for behavior that are consistent with the rules of the school.
2. Be consistent in requiring students to follow rules and standards of the school, the coach, and the sport or activity.
3. Encourage good sportsmanship, fair play, and high academic achievement.
4. Ensure a positive environment free of hazing, harassment, bullying and intimidating language and behaviors.

Record Keeping

1. Maintain accurate individual and team statistics, records, and results of the season.
2. Maintain an accurate and current team roster and submits copies to the Activities Director.
3. Maintain confidentiality of information concerning colleagues, students, and parents in accordance with law and District rules.

School Property

1. Provide for proper care, maintenance and reasonable security of all District property in the coach's control.
2. Select, acquire, store, and issue equipment and other materials as necessary.
3. Make recommendations to the Activities Director in matters of scheduling and budgeting.
4. Responsibly maintain funds within the coach's control, use such funds for the purposes intended and in the manner directed, and submit financial reports as directed by the Activities Director.
5. Ensure that all windows, doors, and gates are locked in any area that has been used when the area is not going to be immediately used by others and custodians or others are not on site or not responsible for lock-up at that time.
6. Submit an accurate inventory of equipment and supplies for the coach's activity at the end of the season.

Coaching Development

1. Keep abreast of changing rules, techniques, technologies, and philosophies relevant to the sport or activity.
2. Participate in coaching skill development to maintain competence and to perform duties.

General

1. Develop and maintain a positive rapport with students and parents. Seek out assistance of the Activities Director for parent conflict resolution.

2. Develop and maintain a positive and professional working relationship with other staff and administration.
3. Develop and maintain a positive rapport with others outside the school community, such as coaches from other schools and media.
4. Perform other tasks as assigned by administrator; or in the case of assistant coaches, by the head coach.

G. Working Conditions:

The working conditions will vary depending on the sport or activity. Some sports require being outside for extended periods in inclement weather, with extreme heat or cold. Some indoor sports are held in areas where the climate controls are not always ideal.

H. Essential Functions: The essential functions of the Coach position include:

1. regular, dependable and punctual attendance
2. the ability to perform the identified performance responsibilities, which requires effective teaching and communication skills
3. the ability to demonstrate physical activities or bring in someone who can help the students (i.e. having the students read their speech to the superintendent and have the superintendent work with the student to improve the speech)
4. the ability to perform the duties necessary to coach the activity assigned

Code of Conduct for Coaches and Sponsors

Extracurricular activity participation should be fun and be a significant part of a sound educational program. Coaches have a duty to assure that their programs impart important life skills and promote the development of good character. Essential elements of character building are embodied in the concept of sportsmanship and six core values: trustworthiness, respect, responsibility, fairness, caring, and good citizenship. Further, ethical principles established by the NDE related to commitment to the school employer, student, community, and profession are equally applicable to coaching duties. The expectations of persons designated as “sponsors” of extracurricular activity programs are exactly the same as coaches; so all references to coaches apply equally to sponsors. References to parents also include “guardians.”

TRUSTWORTHINESS

Be worthy of trust in all you do. Teach students the importance of integrity, honesty, reliability and loyalty.

- *Integrity* — Model high ideals of ethics and sportsmanship.
- *Honesty* — Don’t lie, cheat, steal or engage in or permit dishonest conduct.
- *Reliability* — Fulfill commitments; do what you say you will do. Be on time. Complete the season for which you have been assigned or hired.
- *Loyalty* — Be loyal to your school and team. Put the team above personal glory.

- *Candid* — Be candid with students and their parents about the student’s likely level of participation, of getting an athletic scholarship or playing professionally.

RESPECT

Treat all people with respect and require the same of students.

- *Class* —Encourage students to help up fallen opponents, compliment extraordinary performance, and show sincere respect in pre- and post-game rituals.
- *Taunting* — Don’t engage in or allow trash talking, taunting, boastful celebrations, or other actions that demean individuals or the program.
- *Respect for Officials* — Treat game officials with respect. Assure that neither you nor your players publicly criticize an official in a manner that discredits the game, impugns the honor or the integrity of any official or subjects the referees to ridicule or hostility.
- *Respect for Parents*— Treat parents with respect. Be clear about your expectations, goals and policies and maintain open lines of communication.
- *Profanity* — Don’t engage in or permit profanity or obscene gestures during practices, extracurricular activity events, team travel, or in any other situation where the behavior could reflect badly on the school, the extracurricular activity program, or your position as a role model.
- *Positive Coaching* — Use positive coaching methods to make the experience enjoyable and increase self-esteem. Refrain from physical or psychological intimidation, verbal abuse, and demeaning conduct. Use incentives and disincentives consistent with sportsmanship and character-building goals.
- *Effort and Teamwork* — Encourage students to think and play as a team, to do their best and continually improve through personal effort and discipline. Discourage selfishness.
- *Professional Relationships* — Maintain appropriate, professional relationships with students and others involved in extracurricular activities. Respect proper coach-student boundaries. Sexual or romantic contact with students is strictly forbidden as is verbal or physical conduct of a sexual nature directed to or in view of students. Avoid conflicts of interest including financial or personal relationships that could be construed as exploitive of students or affect your impartiality.

RESPONSIBILITY

- *Life Skills* —Teach students positive life skills that will help them become well-rounded and responsible.
- *Advocacy of Education* — Advocate the importance of education beyond athletic eligibility standards. Assure that extracurricular activities do not unduly interfere with the ability and motivation of students to achieve their academic potential.

- *Good Character* — Foster the development of good character by teaching, enforcing, advocating and modeling high standards of ethics and sportsmanship. Look for opportunities to state and reinforce positive messages.
- *Role-Modeling* — Be a worthy role-model. Be mindful of the high visibility and great influence you have as a coach. Conduct yourself in private and coaching situations in a manner that exemplifies all you want your students to be. Refrain from profanity, disrespectful conduct, and the use of alcohol or tobacco in front of students or in other situations where your conduct could undermine your positive impact as a role model. Don't gamble or associate with professional gamblers.
- *Competence* — Strive to improve coaching competence and acquire increasing proficiency in coaching principles and current strategies, character-building techniques, and first-aid and safety.
- *Knowledge of Rules* — Maintain a thorough knowledge of current game and competition rules and assure that your students know and understand the rules. Be familiar with applicable NSAA and school rules and regulations on eligibility, recruiting, seasons, practice time, and out-of season activities.
- *Self-Control* — Control your ego and emotions; avoid displays of anger and frustration; don't retaliate.
- *Enforcing Rules* — Enforce the codes of conduct consistently even when the consequences are high. Report rule violations or misconduct.
- *Access* — Help make extracurricular activity experiences available to students of diverse backgrounds. Do not treat students differently (worse) based on race, nationality, disability, gender, religion or on any other protected category.

FAIRNESS

Be fair in competitive situations, team selection, discipline and all other matters. Be open-minded and willing to listen and learn.

CARING

- *Safe Competition* — Put safety and health considerations above the desire to win. Never permit students to intentionally injure any player or engage in reckless behavior that might cause injury to themselves or others.
- *Safety and Health* — Establish standards and regulations that put the health of students above other considerations. Be informed about basic first aid principles and the physical capacities and limitations of the students. Educate students about the dangers and prohibit the use of unhealthy and illegal substances including alcohol, tobacco and recreational or performance-enhancing drugs and nutritional supplements. Be vigilant for signs of eating disorders or unhealthy techniques to gain, lose or maintain weight.
- *Caring Environment* — Demonstrate concern for students as individuals. Maintain an environment that is physically and emotionally safe.

CITIZENSHIP

- *Honoring the Spirit of Rules* — Observe and require students to observe the spirit and the letter of all rules including the rules of the game and those relating to extracurricular activity participation.
- *Promoting Sportsmanship* — Promote sportsmanship over gamesmanship. Resist temptations to gain competitive advantage through strategies (such as devious rules violations, alteration of equipment or the field of play, or tactics designed primarily to induce injury or fear of injury) that violate the rules, disrespect the highest traditions of the sport or change the nature of competition by negating or diminishing the impact of the core skills that define the sport. Establish and regularly practice pre- and post-game rituals and traditions that reinforce the principles of sportsmanship. Specially acknowledge acts of good sportsmanship.

Commitment to the School

Coaches shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity. In fulfillment of the coach's responsibilities, the coach:

- Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.
- Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence personal decisions.
- Shall not make any fraudulent statement or fail to disclose a material fact for which the coach is responsible.
- Shall not exploit relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- Shall not sexually harass students, parents or school patrons, employees, or board members.
- Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of job duties.
- Shall report to the Superintendent or supervisors any known violation of the ethical principles of the Code of Conduct.
- Shall seek no reprisal against any individual who has reported a violation of this rule.

Commitment to the Student

Mindful that the coach's position exists for the purpose of serving the best interests of the school district's students and patrons, the coach shall perform coaching job duties with genuine interest,

concern, and consideration for the student. The coach shall work to stimulate the formulation of worthy goals. In fulfillment of the obligation to the student, the coach:

- Shall make reasonable effort to protect the student from conditions which interfere with the academics or are harmful to health or safety.
- Shall keep in confidence personally identifiable information that has been obtained in the course of employment, unless disclosure is approved by the administration or is required by law.
- Shall not discipline students using corporal punishment.

Commitment to the Public

The responsibility inherent in working with students requires dedication to the principles of our democratic heritage. The coach bears responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public. In fulfillment of the obligation to the public, the coach:

- Shall not misrepresent an institution with which the coach is affiliated, and shall take added precautions to distinguish between the coach's personal and institutional views.
- Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- Shall neither offer nor accept gifts or favors that will impair judgment to be exercised in the course of employment.
- Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
- Shall not commit any act of moral turpitude, nor commit any felony.
- Shall, with reasonable diligence, attend to the duties of the coach's position.

Commitment to Employment Agreement

The coach shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The coach shall believe that sound personnel relationships with administration and the board of education are built upon personal integrity, dignity, and mutual respect. In fulfillment of these obligations, the coach:

- Shall apply for, accept, offer, or assign a position or responsibility on the basis of preparation and legal qualifications.
- Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
- Shall give prompt notice to the school of any change in availability of service.
- Shall conduct job related business through designated procedures, when available, that have been approved by the school.

- Shall not assign to unqualified personnel tasks for which the coach is responsible.
- Shall permit no commercial or personal exploitation of his or her position.
- Shall use time on duty and leave time for the purpose for which intended.

Commitment to Competent Performance

Coaches must possess the abilities and skills necessary to accomplish the designated task. Therefore, coaches will:

- Keep records for which the coach is responsible in accordance with law, NSAA rules and school policies.
- Supervise others in accordance with law and school policies.
- Recognize the role and function of community agencies and groups as they relate to the school and to the coach's position, including but not limited to booster or parent organizations.
- Utilize and protect available materials and equipment necessary to accomplish the designated task.
- Adhere to and enforce administrative policies of the school.
- Use channels of communication when interacting with administrators, community agencies, and groups, in accordance with school policy.
- Create an atmosphere which fosters interest and enthusiasm.
- In communicating, use language which reflects an understanding of the ability of the individual or group; assure that the designated task is understood; and use feedback techniques which are relevant to the designated task; consider the entire context of the statements of others when making judgments about what others have said; and encourage each individual to state his ideas clearly.
- Resolve discipline problems in accordance with law and school policies.
- Maintain consistency in the application of policy and practice.
- Develop and maintain positive standards of conduct.

I have read and understand the requirements of this Code of Conduct and agree to follow it.

Coach Signature

Date

**BAYARD PUBLIC SCHOOLS
HEAD COACH PERFORMANCE EVALUATION**

ACTIVITY _____

NAME _____ DATE _____

Rating Scale: 1 – Adequate 0 – Needs Improvement NA – Not Applicable

PROFESSIONALISM

- | | | | | |
|----|--|---|---|--------|
| 1 | Works cooperatively with the Activities Director on all aspects of the program. | 1 | 0 | N
A |
| 2 | Participates in in-service meetings, clinics, and other activities to improve coaching knowledge and performance. | 1 | 0 | N
A |
| 3 | Follows all procedures, policies, and rules set forth by the NSAA, district and coaches/sponsors handbook, and expects coaches/sponsors and team members to do the same. | 1 | 0 | N
A |
| 4 | Works cooperatively with the media reporting scores/results and stats on time | 1 | 0 | N
A |
| 5 | Maintains proper conduct at activities towards team members, officials, coaches/sponsors, and others. | 1 | 0 | N
A |
| 6 | Is appropriately dressed for contest or appearance while representing the school. | 1 | 0 | N
A |
| 7 | Works cooperatively with coaches/sponsors of other sports in and out of season to the betterment of all students. | 1 | 0 | N
A |
| 8 | Keeps the Activities Director and Principal informed of any or all problems concerning the overall program. | 1 | 0 | N
A |
| 9 | Does not let extra duties assignment interfere with classroom responsibilities. | 1 | 0 | N
A |
| 10 | Sets a positive example at all times for fellow coaches/sponsors and team members. | 1 | 0 | N
A |

Comments:

INTERPERSONAL SKILLS

1	Develops a positive rapport with the activities staff and school personnel.	1	0	N	A
2	Develops a positive rapport and open line of communication with parents.	1	0	N	A
3	Communicates effectively with all members of the activities staff and those coaches/sponsors involved in the junior high program.	1	0	N	A
4	Communicates with those custodial members or groundskeepers that directly affect the program.	1	0	N	A
5	Maturely accepts criticism and/or recognition.	1	0	N	A
6	Displays a positive attitude among everyone involved with activities as much as possible.	1	0	N	A

Comments:

—

ADMINISTRATIVE/ORGANIZATIONAL SKILLS

1	Follows budgetary guidelines and helps plan and implement yearly budgets	1	0	N	A
2	Follows organized procedures for checking equipment in and out, inventory and proper maintenance.	1	0	N	A
3	Has developed a written staff organizational chart that defines responsibilities for each assistant coach.	1	0	N	A
4	Has developed a student and parent/guardian handbook which defines responsibilities, requirements, and expectations throughout the season.	1	0	N	A
5	Has developed a written playbook or list of drills for team members – if applicable to the specific sport.	1	0	N	A
6	Has a written practice plan for all coaches each day.	1	0	N	A

7	Has insured eligibility of team members and required physical forms and insurance waivers to be completed BEFORE practices start.	1	0	N	A
8	Holds a pre-season meeting with parents and discusses handbook information.	1	0	N	A
9	Has a written procedure for athletic lettering on file in the Activities Director's office and also included in a team member/parent handbook.	1	0	N	A
10	Provides Activities Director with updated team rosters when any changes are made.	1	0	N	A
11	Provides effective supervision of all areas involving team members.	1	0	N	A
12	Provides firm, fair and consistent team discipline.	1	0	N	A
13	Works effectively to help team members move on to college opportunities through phone calls, films and letters.	1	0	N	A
14	Takes care of post-season matters: banquet, inventories, reports, etc.	1	0	N	A

Comments:

—

COACHING PERFORMANCE

1	Holds well organized practices that includes the following on a daily basis if applicable:	1	0	N	A
	a. Skill development through drills				
	b. Competition drills				
	c. Scrimmages				
	d. Time allotments for offense, defense, and misc.				
	e. Time limits for practice				

2	Knowledgeable of fundamental skills.	1	0	N
				A
3	Knowledgeable of advanced skills.	1	0	N
				A
4	Knowledgeable of rules, regulations, and new trends in the sport.	1	0	N
				A
5	Delegates authority/responsibility to all assistants.	1	0	N
				A
6	Encourages assistants to show innovation and leadership.	1	0	N
				A
7	Develops respect by example in appearance, manner, behavior, language, and conduct during practices and contests.	1	0	N
				A
8	Provides leadership and motivation that produces maximum effort by athletes.	1	0	N
				A
9	Demands commitment and dedication from staff and athletes.	1	0	N
				A
10	Provides time in the weight room during the season for athletes.	1	0	N
				A
11	Demonstrates enthusiasm, dedication, and puts in the required time commitment to be successful.	1	0	N
				A
12	Works to recruit athletes/participants in school that are not out for a sport or activity.	1	0	N
				A
13	Has developed an off-season weight lifting program and clinics for younger team members.	1	0	N
				A

Comments:

—

AREAS OF STRENGTH

AREAS NEEDING IMPROVEMENT

Signature of Head Coach

Signature of Activities
Director _____

Signature of
Evaluator _____

—
Date _____

Please return after you have reviewed and you will receive a copy for your files.

**BAYARD PUBLIC SCHOOLS
ASSISTANT COACH PERFORMANCE EVALUATION**

ACTIVITY _____

NAME _____ DATE _____

Rating Scale: 1 – Adequate 0 – Needs Improvement NA – Not Applicable

PROFESSIONALISM

- | | | | | |
|----|--|---|---|--------|
| 1 | Demonstrates loyalty to the head coach/sponsor and the program. | 1 | 0 | N
A |
| 2 | Participates in in-service meetings, clinics, and other activities to improve coaching knowledge and performance. | 1 | 0 | N
A |
| 3 | Follows all procedures, policies, and rules set forth by the NSAA, district and coaches handbook, and expects coaches and team members to do the same. | 1 | 0 | N
A |
| 4 | Works cooperatively with the media reporting scores and stats on time if directed by the head coach to do this job. | 1 | 0 | N
A |
| 5 | Maintains proper sideline conduct at activities towards team members, officials, coaches, and others. | 1 | 0 | N
A |
| 6 | Is appropriately dressed for contest or appearance while representing the school. | 1 | 0 | N
A |
| 7 | Works cooperatively with coaches/sponsors of other activities in and out of season to the betterment of all students. | 1 | 0 | N
A |
| 8 | Keeps the head coach/sponsor informed of any or all problems concerning the overall program. | 1 | 0 | N
A |
| 9 | Does not let extra duties' assignments interfere with classroom responsibilities. | 1 | 0 | N
A |
| 10 | Sets a positive example at all times for fellow coaches/sponsors and team members. | 1 | 0 | N
A |

Comments:

INTERPERSONAL SKILLS

- | | | | | | |
|---|---|---|---|---|---|
| 1 | Develops a positive rapport with the activities staff and school personnel. | 1 | 0 | N | A |
| 2 | Develops a positive rapport and open line of communication with parents. | 1 | 0 | N | A |
| 3 | Communicates effectively with all members of the activities staff and team members | 1 | 0 | N | A |
| 4 | Maturely accepts criticism and/or recognition. | 1 | 0 | N | A |
| 5 | Displays a positive attitude among everyone involved with the activity as much as possible. | 1 | 0 | N | A |

Comments:

—

ADMINISTRATIVE/ORGANIZATIONAL SKILLS

- | | | | | | |
|---|---|---|---|---|---|
| 1 | Follows all responsibilities set forth by the head coach/sponsor. | 1 | 0 | N | A |
| 2 | Provides effective supervision of all areas involving team members. | 1 | 0 | N | A |
| 3 | Provides firm, fair, and consistent team discipline. | 1 | 0 | N | A |
| 4 | Helps with post-season plans: banquet, inventories, reports, etc. | 1 | 0 | N | A |

Comments:

—

COACHING PERFORMANCE

- | | | | | |
|----|--|---|---|---|
| 1 | Assists with practice and demonstrates knowledge of the following: | 1 | 0 | N |
| | a. Skill development through drills | | | A |
| | b. Competition drills | | | |
| | a. Scrimmages | | | |
| | b. Time allotments for offense, defense, and misc. | | | |
| | c. Time limits for practice | | | |
| 2 | Knowledgeable of fundamental skills. | 1 | 0 | N |
| | | | | A |
| 3 | Knowledgeable of advanced skills. | 1 | 0 | N |
| | | | | A |
| 4 | Knowledgeable of rules, regulations, and new trends in the activity. | 1 | 0 | N |
| | | | | A |
| 5 | Develops respect by example in appearance, manner, behavior, language, and conduct during practices and contests. | 1 | 0 | N |
| | | | | A |
| 6 | Provides leadership and motivation that produces maximum effort by athletes. | 1 | 0 | N |
| | | | | A |
| 7 | Helps the head coach/sponsor develop commitment and dedication from staff and students. | 1 | 0 | N |
| | | | | A |
| 8 | Provides supervision in all areas involving team members. | 1 | 0 | N |
| | | | | A |
| 9 | Demonstrates enthusiasm, dedication, and puts in the required time commitment to be successful. | 1 | 0 | N |
| | | | | A |
| 10 | Works with the head coach/sponsor on off-season programs and clinics within the activity for younger participants. | 1 | 0 | N |
| | | | | A |

Comments:

—

AREAS OF STRENGTH

AREAS NEEDING IMPROVEMENT

Signature of Assistant
Coach _____

Signature of Head Coach _____

Signature of Activities
Director _____

Signature of
Evaluator _____

—
Date _____

Please return after you have reviewed and you will receive a copy for your files

**HEAD COACHES END OF SEASON
CHECK SHEET**

The following are items to be included in the end of year packet. This packet needs to be turned in to the Activities Director – **no later than 2 weeks after the completion of your season.**

1. Inventory of all equipment for your sport.
2. Copy of Assistant Coaches Evaluations
3. List of athletes that lettered in your sport during the 2011-2012 season.
4. List of awards that athletes or coaches received during the season – all conference, all state – etc. (Note – if the award is received after turning in the packet – please notify the Activities Director of the award and the participant who received the award.)
5. Record of game scores for the season.
6. Anticipated equipment or uniforms that you may want to order for the next season.
7. Suggestions or ideas that you have that could help to improve your activity for the next season.

GUIDELINES FOR ALCOHOL TESTING

Students exhibiting signs of having consumed alcohol, including, but not limited to glassy eyes, slurred speech, unsteadiness on the feet or emission of an alcoholic odor may be requested to take a breathalyzer test (or similar alcohol sensor) administered by a school employee or law enforcement. The attached Alcohol Observation Checklist may be used. If a student tests positive for alcohol, he or she will receive one additional opportunity to take the test. Students who test positive for alcohol (a .02 reading on the breathalyzer test) or students who refuse to take a breathalyzer test upon reasonable suspicion that they have consumed alcohol, will be subject to all school rules and discipline relating to the use and/or possession of alcohol.

Protocol for Use of Alcohol Test

1. The breathalyzer (or similar alcohol sensor) should be administered by a school employee or law enforcement.
2. There should always be two people present when the test is administered (either another school administrator or a teacher).
3. The test should be administered in a private area, away from other students.

Alcohol Observation Checklist

Observation of Student

Name: _____ Date: _____ Time: _____ Event/Location: _____

Check all that apply:

1. Walking

Normal stumbling staggering falling unsteady

2. Speech

normal shouting slurred incoherent whispering

3. Demeanor

normal sleepy crying fighting overexcited agitated

4. Eyes

normal bloodshot glassy watery dilated

5. Personal Conduct

normal profanity hostile erratic

6. Breath

normal alcoholic odor faint alcoholic odor

7. Other Observations:

Questions:

Are you feeling ill? Yes No If yes, please describe

Are you taking any medication? Yes No

If yes, would care to tell us what it is?

Have you consumed alcohol today? Yes No

How did you get here?

Disposition/conclusion

Next action:

Contact parents: Yes No

Contact Law Enforcement: Yes No

Breathalyzer test results attached: Yes No

Staff member's name:

Witness:

Program	Total Budget 23-24	Total Budget 24-25
Varsity/JV Football	6000	7500
JH football	3500	4500
Varsity/JV Volleyball	6000	5000
JH Volleyball	3500	4000
Cross Country	4500	4500
Softball	6000	6000
Varsity/JV Basketball(Boys)	6500	6000
Varsity/JV Basketball(Girls)	6500	6000
JH Basketball(Boys)	2500	2500
JH Basketball(Girls)	2500	2500
Varsity Boys Wrestling	6000	10000
Varsity Girls Wrestling	6000	10000
JH Wrestling	4000	5000
Boys Track	15,000	7,000
Girls Track	15,000	7,000
JH Track	3500	3000
Golf	4000	4000
Miscellaneous	2000	2000
Medical Supplies	2500	3000
Weight Room	1500	1600
Professional Growth	2000	2000
RWMC Training Fees	4500	3000
NSAA Dues	1650	1650
MAC Dues	1500	1750
WTC Dues	1500	1500
Sportsmanship Summit	150	0
Awards/medals	1000	3500
Software(Hudl(impact)	7500	9500
One Act	1000	1000
Speech	1000	1000
Total Budget	128800	126000

Estimate:

Customer: Bayard High School

Date: May 13, 2024

Job: Green house generator

Scope: Electrical

- Install 10K Generac Generator
- Install electrical conduit and raceway
- Install Automatic transfer switch
- Install 500 gallon propane tank
- Install propane line from tank to generator

Notes:

- 1 year warranty for all work performed
- Factory generator warranty
- Generator \$4,500.00
- Labor \$1,600.00
- Electrical material & gas line \$700

Down payment of \$4,500.00 required to purchase generator.

Total bid: \$6,800.00

Acceptance: _____

Troy Little
70037 Johnson Dr.
Minatare, NE. 69356
Phone (308) 636-1730

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