Board of Education Regular Meeting
Monday, July 14, 2025 7:00 PM

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

Notice is hereby given that a Board of Education Regular Meeting of the School District of Bayard in the Counties of Morrill, Scotts Bluff, Box Butte, and Banner in the State of Nebraska will be held on Monday, July 14, 2025 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
VII. Principals and District Administrators
VIII. Curriculum and Instruction
IX. Superintendent
X. Board Committee Reports and Recommendations
XI. Hold Public Hearing to Review, Discuss, Consider, and Receive Input on the Following Policies: Student Fee Policy, Parental Engagement Policy, Student Anti-Bullying Policy, School Wellness Policy
XII. Discussion Items
  XII.A. Discussion Regarding Discipline Rubrix
  XII.B. Discussion Regarding Next Steps with KSB Policies
XIII. Action Items
  XIII.A. Discuss, Consider, and Take All Necessary Action in Regard to Appointment of Ms. Lori Liggett as Designated Official of the Board of Education with Authority to Apply for Elementary and Secondary Education Act Grants and to Testify before Legislative Committees and

to Provide Authorization of Ms. Liggett signatory of School District Bank Accounts

XIII.B. Discuss, Consider and Take All Necessary Action in Regard to Reaffirmation of the following policies: Policy #5121 - Student Fees, Policy #1413 - Parental Engagement, Policy #5416 - School Wellness Policy, and Policy #5800 Student Anti-Bullying

XIII.C. Discuss, Consider, and Take All Necessary Action in Regard to Reaffirmation of Vision Statement, Mission Statement, and Core Covenants

XIII.D. Discuss, Consider, and Take All Necessary Action in Regards to the Approval of the Certificated Staff Handbook, Substitute Teacher Handbook, Classified Staff Handbook, Activities Handbook for Head Coaches and Sponsors, Student and Parent Activity Handbook, and Student Parent Handbook for the 2025-2026 School Year.

XIII.E. Discuss, Consider and Take All Necessary Action on Establishing School Lunch Program and School Breakfast Program Prices for the 2025-2026 School Year

XIII.F. Discuss, Consider and Take All Necessary Action with Regard to Establishing Prices for Athletic Admission and Activity Tickets for the 2025-2026 School Term

XIII.G. Discuss, Consider, and Take All Necessary Action in Regards to the Resignation of Certificated Teacher

XIII.H. Discuss, Consider, and Take all Necessary Action in Regards to the Employment of Certificated Teacher Mykinzee Musfelt

XIV. Set Next Meeting Date

XV. Adjournment

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

Bayard School Board of Education
Annual Calendar

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

Bayard School Board of Education
Annual Calendar

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

POLICY NO. 9106 - BOARD MEMBER CODE OF ETHICS

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

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

AS A SCHOOL BOARD MEMBER:

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

IN MEETING MY RESPONSIBILITY TO MY SCHOOL DISTRICT COMMUNITY:

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

IN MY RELATIONSHIP WITH THE SUPERINTENDENT AND EMPLOYEES:

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

TO COOPERATE WITH OTHER SCHOOL BOARDS:

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

Legal Reference: Neb. Statute 79-526

Adopted: 10-08-12

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

Public Comment Sign-In Sheet

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

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

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

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

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Board of Education Regular Meeting

Monday, June 9, 2025 7:00 PM

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

Kim Burry:	Present
Jessica Dankowski:	Present
Randy Eirich:	Present
Bill Ferrero:	Present
Christina Mascher:	Present
Donna Stuart:	Present

I. Opening the Meeting

I.A. Call to Order

The regular meeting of Bayard Public Schools Board of Education was called to order by President Stuart at 07:01p.m. President Stuart noted a copy of the Board Member Code of Ethics and the Annual Calendar of the Board of Education were included with the meeting materials for board members' reference.

I.B. Open Meetings Act

The Board President informed the audience that the Open Meetings Act was posted and informed the audience of the Board's policy and procedures regarding public comment.

I.C. Notice of Meeting

The public notice of the regular meeting of the Bayard Board of Education, Morrill County School District No. 21 was published in the Bayard Transcript in accordance with Board Policy No. 9238. The agenda remained on file at the office of the superintendent and was open for public inspection.

I.D. Roll Call

The following members were present: Christina Mascher, Kim Burry, Bill Ferrero, Randy Eirich, Jessica Dankowski, Donna Stuart Administrators present: Superintendent Olson, Principals Ehler and Rice, and Director Nesbitt.

I.E. Status of Absent Board Members

I.F. Pledge of Allegiance

II. Approval of Agenda

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

Votes: Kim Burry: Yea, Jessica Dankowski: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Christina Mascher: Yea, Donna Stuart: Yea

III. Introduction of Guests

The guests introduced themselves to the board.

IV. Public Comments

V. Consent Agenda

Motion Passed: Motion to approve the Consent Agenda aside from the Equity in Cash Financial Report passed with a motion by Kim Burry and a second by Randy Eirich.
Votes: Kim Burry: Yea, Jessica Dankowski: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Christina Mascher: Yea, Donna Stuart: Yea

Motion Passed: Motion to approve the Equity in Cash Financial report passed with a motion by Randy Eirich and a second by Jessica Dankowski.

Votes: Kim Burry: Yea, Jessica Dankowski: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Christina Mascher: Yea, Donna Stuart: Yea

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. Principals and District Administrators

Mrs. Ehler provided her report to the board. Events: June 16- New Science curriculum training will take place from 9 am - 12 pm. June 10 will be the final day for Summer School and Summer Pathfinders. Celebrations : Scheduling and planning have begun for the 25-26 school year. The only major change we have to make is splitting 5th and 6th grade band times since they will be at different ability levels next year. Summer Pathfinders has had great attendance. The field trips have also been a great success. They traveled to the YMCA, movie theater, Fort Robinson, Bowl Arena, and the Carpenter Center. Summer School has been going well, we have nearly triple the attendance we had last year. Early Childhood Enrollment Numbers- 15 Three-Year-Old Preschool, 8 Four-Year-Old Preschool, 13 Kindergarten Baseball/Softball- Bayard Organized Baseball currently has T-ball, 8U Baseball, 8U Softball, 10U Baseball, 12U Baseball, and 18U Softball going. They are coordinating with Sidney for Baseball/8U Softball, Bridgeport for T-ball, and Gering for 18U Softball. Several students from Bridgeport have joined our younger girls softball team. Summer Pathfinders Student Hires- Carlie McKibbin, Dallas Eagle Elk, and Emma Safford are currently working Summer Pathfinders and have been great additions to our staff. The new dishwasher is installed and running! Staff were trained on June 4 on how to operate it. Challenges C:ontinuing EI services throughout the summer and coordinating schedules. Currently I am working on finding some professional development opportunities that staff has requested. Some of the topics we will be working on are AI, test-taking strategies,

behavioral interventions, and SPED updates. Above and Beyond: Summer custodial help is moving in record time. Over half the elementary school has been finished. The lawns are starting to come in, and sprinkler systems are back up and running.

Dr. Rice provided her report to the board. Academics: JH/HS Completed the year with 93% of the students in good academic standing. This is up 6 percentage points compared to last year. 15 HS and 7 JH students have completed their learning through summer school. While some of our students work on credit recovery through Odysseyware, a few of our students completed their learning with cooperation of the classroom teachers who were willing to keep their grade book open throughout summer school. We had one student who did not show up and will be required to complete their learning in the fall. The class schedules are complete, and students reviewed their schedules before they checked out for the summer. Leadership: A training for Illustrutive Math is scheduled for Monday, August 11th from 9am12pm. I have asked that Nurse Jobman write a summary of the work she did this year. I would like to commend Nurse Jobman for her dedication to our staff and students. Nurse Report 2024-2025 for BOE. The discipline matrix that will be placed in the student handbook for your approval is attached here. Discipline Matrix Engagement: Mrs. Rafferty and I met with Ashley Fenning on May 21st. She will provide nutritional programing through UNL Extention during JH leadership this upcoming year. Mrs. Ehler and I met with Yvonne Lease on June 2nd. Yvonne represents the Morrill County Prevention Coalition and discussed resources we could access to help our student body. Currently we are looking into having a speaker come in to discuss tobacco use. We also discussed using some online resources provided by the Human Perfomance Project during our leadership classes. Community: A big Thank you to Ms. Pahl, and Mrs. White for their help through summer school. I appreciate their dedication to help our students be successful. I would like to commend Lexi Nesbitt for singing for the Memorial Day Program on May 26th. I have attached the results of our cell phone survey. I sent the survey out to 35 parents and received 6 responses. Cell phone responses for BOE

Mr. Nesbitt provided his report to the board. Academics: We will have all our students eligible for activities for the 2024-2025 academic year, per NSAA guidelines. We have been notified of one secondary student level that will be moving into another district. We did not receive any notification of students transferring in that will meet the May 1st deadline at this time. Leadership: I have added to the activities sponsor list for the 2025-2026 school year. We have filled most of the positions, but we have a few open positions that we will be filling. The track teams qualified 12 for state: Logan Metz qualified in the long jump, triple jump, and the 4x400 M relay. He placed 4th in the long jump this year. Jacob Carrizales qualified in the 4x800 M relay, 4x400 M relay, and the 800 M run. Nolan Dueker qualified in the 4x800 M relay. Henry Dueker qualified in the 4x800 M relay. Jaycek Belknap qualified in the 4x800 M relay. Noah Manka qualified in the long jump, high jump, and 4x400 M Relay. Anderson Gaarder qualified in the 4x400 M relay and long jump. Braylea Halverson qualified in the 4x800 M relay. Jayde McAllister qualified in the 4x800 M relay and 800 M run. Emilee Houchin qualified in the 4x800 M relay, 1600 M run, 800 M run and Pole Vaul. Carlie McKibbin qualified in the 4x800 M relay ➢ Riley Hopkins qualified in the Shot Put. Edrising has continued to raise money for their trip to Orlando, FL, for the Edrising conference coming up in June. They have completed all their fundraising for this event. Groups have started skills days this summer to work on fundamentals for activities. The weight room is also open for the students to grow. Engagement: The school calendar was opened to the public on rSchool for the upcoming 2025- 2026 school year for our staff, students, and patrons. I am working to get it to sync to the school website,

hopefully soon. Some items will need to be added and adjusted as changes occur throughout the year. I updated the student activities handbook for the upcoming school year and shared that document with the board of education. Community: We will plan our activities golf tournament, on August 2nd, 2025. This is a great tournament for our groups that want to be involved to raise money for their upcoming seasons. This is a great opportunity for our students and coaches to work with the community members positively. It is a great thing to kick off our school year.

VII. Curriculum and Instruction

VIII. Financial Literacy Program

Mr. Olson and Dr. Rice presented the Financial Literacy Program to the board.

IX. Transportation

Transportation Director Hope Wurdeman presented her report to the board.

X. Superintendent

Mr. Olson provided his report to the board

XI. Board Committee Reports and Recommendations

XII. Action Items

XII.A. Discuss, Consider, and Take All Necessary Action to the Employment of Arika Gifford as Vocal Music Para for the 2025-2026 School Term

Motion Passed: Motion to Approve the Employment of Arika Gifford as Vocal Music Para for the 2025-2026 School Term passed with a motion by Jessica Dankowski and a second by Bill Ferrero.
Votes: Kim Burry: Yea, Jessica Dankowski: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Christina Mascher: Yea, Donna Stuart: Yea

XII.B. Discuss, Consider, and Take All Necessary Action in Regards to Sale of School Property

Motion Passed: Motion to move forward with the sale of school property passed with a motion by Kim Burry and a second by Randy Eirich.
Votes: Kim Burry: Yea, Jessica Dankowski: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Christina Mascher: Yea, Donna Stuart: Yea

XII.C. Discuss, Consider, and Take All Necessary Action to the Employment of Jonic Trinidad as Secondary Math Teacher for the 2025-2026 School Term

Motion Passed: Motion to Approve the Employment of Jonic Trinidad as Secondary Math Teacher for the 2025-2026 School Term passed with a motion by Kim Burry and a second by Randy Eirich.
Votes: Kim Burry: Yea, Jessica Dankowski: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Christina Mascher: Yea, Donna Stuart: Yea

XII.D. Discuss, Consider, and Take All Necessary Action to the Employment of Alexandria Gragg as Secondary English Teacher for the 2025-2026 School Term

No action taken on this

XII.E. Discuss, Consider, and Take All Necessary Action in Regard to the Approval of the Chemistry, Biology, and Physical Science Curriculum.

Motion Passed: Motion to approve the Chemistry, Biology, Physical Science, and Physics Curriculum passed with a motion by Bill Ferrero and a second by Kim Burry.
Votes: Kim Burry: Yea, Jessica Dankowski: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Christina Mascher: Yea, Donna Stuart: Yea

XII.F. Discuss, Consider, and Take All Necessary Action in Regard to Adoption of the NSAA-Related Activities Budget for the 2025-2026 School Term

Motion Passed: Motion to adopt the NSAA- Related Activities Budget for the 2025-2026 School Term passed with a motion by Randy Eirich and a second by Jessica Dankowski.
Votes: Kim Burry: Yea, Jessica Dankowski: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Christina Mascher: Yea, Donna Stuart: Yea

XII.G. Discuss, Consider, and Take All Necessary Action in Regards to KSB Law Policies.

Motion Passed: Motion to move to the KSB Law Policy Service passed with a motion by Bill Ferrero and a second by Kim Burry.
Votes: Kim Burry: Yea, Jessica Dankowski: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Christina Mascher: Yea, Donna Stuart: Yea

XII.H. Discuss, Consider, and Take All Necessary Action to the Evaluation of the Superintendent.

Motion Passed: Motion to approve the Evaluation for the Superintendent passed with a motion by Kim Burry and a second by Randy Eirich.
Votes: Kim Burry: Yea, Jessica Dankowski: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Christina Mascher: Yea, Donna Stuart: Yea

XIII. Set Next Meeting Date
Next meeting set for July 14, 2025 at 7:00p.m.

XIV. Adjournment

Motion Passed: Motion for adjournment at 8:30 Passed with a motion by Bill Ferrero and a second by Jessica Dankowski.

Votes: Kim Burry: Yea, Jessica Dankowski: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Christina Mascher: Yea, Donna Stuart: Yea

_____
Secretary

Bayard Public Schools
7/14/2025
GENERAL FUND

Vendor Name	GL Acct #	Description	Amount
20/20 TECHNOLOGIES LLC	01 1100 733 001 001 1	three switches, 3 wireless access points	8,120.88
	01 1100 733 001 001 1	schnool portion	2,699.78
	01 1100 733 001 001 1	ERATE	(8,120.88)
	Total		**2,699.78**
21ST CENTURY-BRIDGEPORT	01 2610 610 001 001 1	parts for tractor	338.37
	Total		**338.37**
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 2510 610 000 000 0	2 - 6 pack label tape	35.90
	01 2410 610 002 002 2	space decorations	47.97
	01 2610 610 002 002 2	Wax Bucket	89.16
	01 2410 610 001 001 1	credit	(89.99)
	01 2410 610 001 001 1	Cell Phone Lockers 60 slots	298.23
	Total		**381.27**
APPLE	01 6992 610 004 000 0	macbooks	4,232.00
	Total		**4,232.00**
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**
BLICK ART MATERIALS	01 1100 610 000 000 0	ANNUAL BUY	663.89
	Total		**663.89**
BROWN INDUSTRIES, INC	01 2310 610 000 000 0	Years of service pins	50.40
	01 2310 610 000 000 0	Alumni pins	410.00
	01 2310 610 000 000 0	Shipping and handling	54.50
	Total		**514.90**
CANNON FINANCIAL SERVICES	01 1100 352 001 001 1	copier rental	129.50
	01 1100 352 002 002 2	copier rental	129.50
	01 1100 352 001 001 1	copier rental	190.11
	01 1100 352 002 002 2	copier rental	190.11
	Total		**639.22**
CARDMEMBER SERVICE	01 2510 810 000 000 0	canva	12.99
	01 2710 626 000 000	Diesel Fuel - Bertha/#03A	193.37
	01 2710 330 000 000 0	Fuel for personal vehicle that took to T	85.76
	01 2710 610 000 000 0	Record Book 9.2 x 7 for recording fuel	18.49
	01 2710 610 000 000 0	HP 63 XL Black and Color cartridges	97.99
	Total		**408.60**
CARPENTER CENTER	01 6968 610 002 002 2	rental for summer field trip	200.00
	Total		**200.00**
CENTURY LINK	01 2510 382 000 000 0	#1510 telephone	181.10
	Total		**181.10**
CITY OF BAYARD	01 2610 621 000 000 0	#31200 electric	39.00
	01 2610 621 001 001 1	#75400 electric	6,206.53
	01 2610 410 001 001 1	#75400 utilities	1,160.00
	01 2610 621 002 002 2	#75600 electric	361.32
	01 2610 410 002 002 2	#75600 utilities	1,397.75
	Total		**9,164.60**
CONNECTING POINT	01 1100 352 001 001 1	service copiers	252.25
	01 1100 352 002 002 2	service copiers	252.24
	Total		**504.49**
CULLIGAN WATER CONDITION	01 2610 610 001 001 1	r/o	109.90
	01 2610 610 002 002 2	r/o	27.50
	Total		**137.40**
DAS STATE ACCOUNTING - CENTRAL	01 1100 382 000 000 0	network	292.87
	01 1100 382 000 000 0	network	292.87
	Total		**585.74**
DATA CENTER WAREHOUSE	01 6992 610 004 000 0	Google Chrome - License - 1 License - Ac	465.00
	01 6992 610 004 000 0	Google Chrome - License - 1 License - Ac	465.00
	01 6992 610 004 000 0	Dell Chromebook 3110 2-in-1	4,609.95
	01 6992 610 004 000 0	Dell Chromebook 3110 2-in-1	4,609.95
	Total		**10,149.90**
EDUCATIONAL SERVICE UNIT #13	01 1200 591 003 001 1	panhandle beginnings	965.70
	01 2190 591 000 000 0	mips	120.00
	01 2410 330 002 002 2	pl- ehler summer scrimmage	25.00
	01 1100 330 001 001 1	onto college test prep	2,288.00
	01 1160 591 000 000 0	valts 3rd quarter	4,000.00
	01 2120 591 001 001 1	additional non sped psych secondary	594.00
	01 2190 591 000 000 0	dl	856.00

	01 2190 591 000 000 0	erate	300.00
	01 1160 591 000 000 0	neva	708.33
	01 1292 591 003 000 0	0-2 sup ot	20.24
	01 1292 591 003 000 0	0-2 sup summer speech	5.38
	01 2161 591 003 002 2	elem ot private school	138.00
	01 2161 591 003 002 2	elem ot	13.94
	01 2161 591 003 002 2	elem ot	667.00
	01 2153 591 003 000 0	0-2 summer speech	67.23
	01 2142 591 003 000 0	3-5 psych	117.31
	01 2142 591 003 000 0	additional 3-5 psych	965.25
	01 2171 591 003 001 1	secondary pt	232.20
	01 2181 591 003 002 2	elem low vision	248.20
	01 2163 591 003 000 0	0-2 ot	253.00
	01 2182 591 003 000 0	3-5 low vision	510.00
	01 1200 330 003 000 0	sped inservice	63.00
	01 1200 591 003 000	elem ot private school	11.04
	01 1200 591 003 000	sa sped sup	80.12
	01 1200 591 003 001 1	meridian a	2,250.00
	01 1200 591 003 001 1	lifelinks	2,250.00
	01 1200 591 003 000	district consult	1,300.00
	01 1200 591 003 001 1	secondary meridian speech sup	11.86
	01 1200 591 003 002 2	sup elem low vision	19.86
	01 1200 591 003 001 1	sup additional secondary psych	542.52
	01 1200 591 003 001 1	sup secondary pt	18.58
	01 1200 591 003 002 2	sup additional elem psych	75.24
	01 1200 591 003 002 2	sup elem ot	54.48
	01 1200 591 003 002 2	sup elem speech	12.44
	01 1200 591 003 000	srs	1,278.72
	01 1292 591 003 000 0	3-5 sup esu programs	9.38
	01 1292 591 003 000 0	3-5 sup low vision	40.80
	01 1292 591 003 000 0	3-5 sup additional psych	77.22
	01 2152 591 003 000 0	3-5 summer speech	127.98
	01 1292 591 003 000 0	sup 3-5 summer speech	10.24
	01 2151 591 003 001 1	meridian speech	148.23
	01 2151 591 003 002 2	elem summer speech	155.52
	01 2141 591 003 002 2	elem psych	114.30
	01 2141 591 003 001 1	secondary psych	824.18
	01 2141 591 003 001 1	additional secondary psych	6,781.50
	01 2141 591 003 002 2	additional elem psych	940.50
	Total		**30,292.49**
EGAN SUPPLY CO	01 2610 610 001 001 1	trash bags	292.77
	Total		**292.77**
FES	01 1100 810 001 001 1	s web hosting	1,800.00
	Total		**1,800.00**
FLOYD'S SALES & SERVICE INC.	01 2710 610 000 000 0	1 H3 Bulb	11.97
	01 2710 610 000 000 0	Front Lamp	35.78
	01 2710 610 000 000 0	DT Mini 2 Pin Recpt	3.54
	01 2710 610 000 000 0	Terminal Male S20,	0.52
	Total		**51.81**
FNBO CARD	01 2510 531 000 000 0	postage	39.70
	01 2510 531 000 000 0	mailchimp	13.00
	01 1100 810 001 001 1	edpuzzle	13.50
	01 2410 610 002 002 2	gift certificates to Nate's Place	65.00
	01 6968 610 002 002 2	field trip	233.00
	01 2510 810 000 000 0	fee	250.00
	Total		**614.20**
FOLLET SOFTWARE CO.	01 2220 810 001 001 1	Resource Manager Implementation	1,880.00
	01 2220 810 001 001 1	Resource Manager Annual Licensing Fee	1,039.20
	Total		**2,919.20**
HOLIDAY INN - KEARNEY	01 2710 330 000 000 0	hope lodging	134.95
	Total		**134.95**
IDEAL LINEN SUPPLY	01 2610 610 002 002 2	mops mats rags	652.72
	Total		**652.72**
IDEAL/BLUFFS FACILITY SOLUTIONS	01 2610 610 002 002 2	Workout 2 cases	199.90
	Total		**199.90**
IMAGINE LEARNING	01 1100 330 001 001 1	PD for new math teachers	2,500.00
	01 1100 810 001 001 1	Odysseyware/Edgenuity Subscriptions	9,920.00
	01 1200 810 003 001 1	EDGENUITY	750.00
	01 1200 810 003 001 1	ODYSSEYWARE SUMMER	770.00
	Total		**13,940.00**
JIRDON AGRI CHEMICALS INC.	01 2610 610 001 001 1	lawn treatment	569.00
	Total		**569.00**
JOHNSON CONTROLS	01 2620 352 001 001 1	service agreement	8,486.58
	01 2620 352 002 002 2	service agreement	8,486.57

	Total		**16,973.15**
KUSKIE STATION LLC	01 2610 626 001 001 1	custodial fuel	13.52
	01 2710 626 000 000	bus fuel	2,163.60
	01 2710 626 000 000	bus fuel	326.32
	01 2610 626 001 001 1	custodial fuel	204.15
	Total		**2,707.59**
MCI COMM SERVICE	01 2510 382 000 000 0	telephone	30.31
	Total		**30.31**
MENARDS	01 2620 610 002 002 2	dish machine	61.55
	01 2620 610 002 002 2	cleaning and paint supplies	171.26
	01 2610 610 001 001 1	cleaning supplies	34.68
	Total		**267.49**
MIDWEST TECHNOLOGY PRODUCTS	01 2610 610 002 002 2	tools	899.54
	Total		**899.54**
MORRILL COUNTY HOSPITAL	01 2710 340 000 000 0	driver physical	43.00
	Total		**43.00**
MUSICIAN'S CHOICE, LLC, THE	01 1100 610 001 001 1	All-State Music	78.80
	01 1100 610 001 001 1	Shipping	10.95
	Total		**89.75**
NE COUNCIL OF SCHOOL	01 2410 810 002 002 2	Membership renew- oliverius	125.00
	01 2510 330 000 000 0	2025 legal implications update	75.00
	Total		**200.00**
NE RURAL COMMUNITY SCHOOLS ASS(	01 2310 810 000 000 0	nrcsa dues	850.00
	Total		**850.00**
NEBRASKA DEPT OF EDUCATION	01 1200 330 003 000 0	gold training-james	20.00
	Total		**20.00**
NORTHWEST PIPE FITTINGS, INC OF	01 2610 610 001 001 1	plumbing supplies	57.97
	Total		**57.97**
OLIVERIUS, HEATHER	01 2510 580 000 000 0	mileage reimb	22.40
	Total		**22.40**
ONE SOURCE	01 2510 116 000 000 0	background checks	51.55
	Total		**51.55**
PARCO SCIENTIFC COMPANY	01 1100 610 001 001 1	magnesium ribbon	5.00
	Total		**5.00**
PEARSON EDUCATION	01 1100 610 000 000 0	Physics online curriculum- 6Year subscri	484.00
	Total		**484.00**
POSITIVE PROMOTIONS INC.	01 2310 610 000 000 0	staff appreciation	2,878.80
	01 2310 610 000 000 0	shipping	331.06
	Total		**3,209.86**
PRATT, JAMES A. & JENNIFER J.	01 2620 610 001 001 1	floor finish	1,385.00
	Total		**1,385.00**
Pyramid School Products	01 1100 610 000 000 0	annual buy supplies	1,833.44
	Total		**1,833.44**
Renaissance Learning	01 1100 640 001 001 1	25-26 renewal	3,717.00
	Total		**3,717.00**
Savvas Learning	01 1100 640 001 001 1	elevate science curriculum	25,747.91
	Total		**25,747.91**
SCHOOL SPECIALTY LLC	01 1100 610 001 001 1	annual buy classroom supplies	570.93
	Total		**570.93**
SHERWIN WILLIAMS	01 2620 610 002 002 2	Incred. White 1 gallon	44.23
	01 2610 610 002 002 2	paint and supplies	351.71
	01 2620 610 002 002 2	paint and rollers	98.17
	Total		**494.11**
SIMMONS OLSEN LAW FIRM P.C.	01 2330 317 000 000 0	legal fees	660.00
	Total		**660.00**
SIMPLOT GROWER SOLUTIONS	01 2610 610 001 001 1	spray	425.10
	Total		**425.10**
SOAR PEDIATRIC THERAPY, LLC	01 2172 591 003 000 0	SA PT	428.70
	01 2173 591 003 000 0	0-2 PT	328.20
	01 2171 591 003 002 2	SA PT	442.95
	Total		**1,199.85**
SOFTWARE UNLIMITED INC.	01 2510 352 001 001 1	census	150.00
	01 2510 352 001 001 1	fixed asset	500.00
	01 2510 352 001 001 1	cancelling this module fixed asset	(500.00)
	01 2510 352 001 001 1	hr module	400.00
	01 2510 352 001 001 1	sas annual fee- gl, pr, ap	4,500.00
	01 2510 352 001 001 1	sas annual online fee	1,550.00
	01 2510 352 001 001 1	weblink	700.00
	01 2510 352 001 001 1	weblink hosted fee	500.00
	01 2510 352 001 001 1	hr module credit	(400.00)
	Total		**7,400.00**
STAPLES	01 1100 610 000 000 0	annual buy supplies	50.40
	01 1100 610 000 000 0	annual buy supplies	112.96

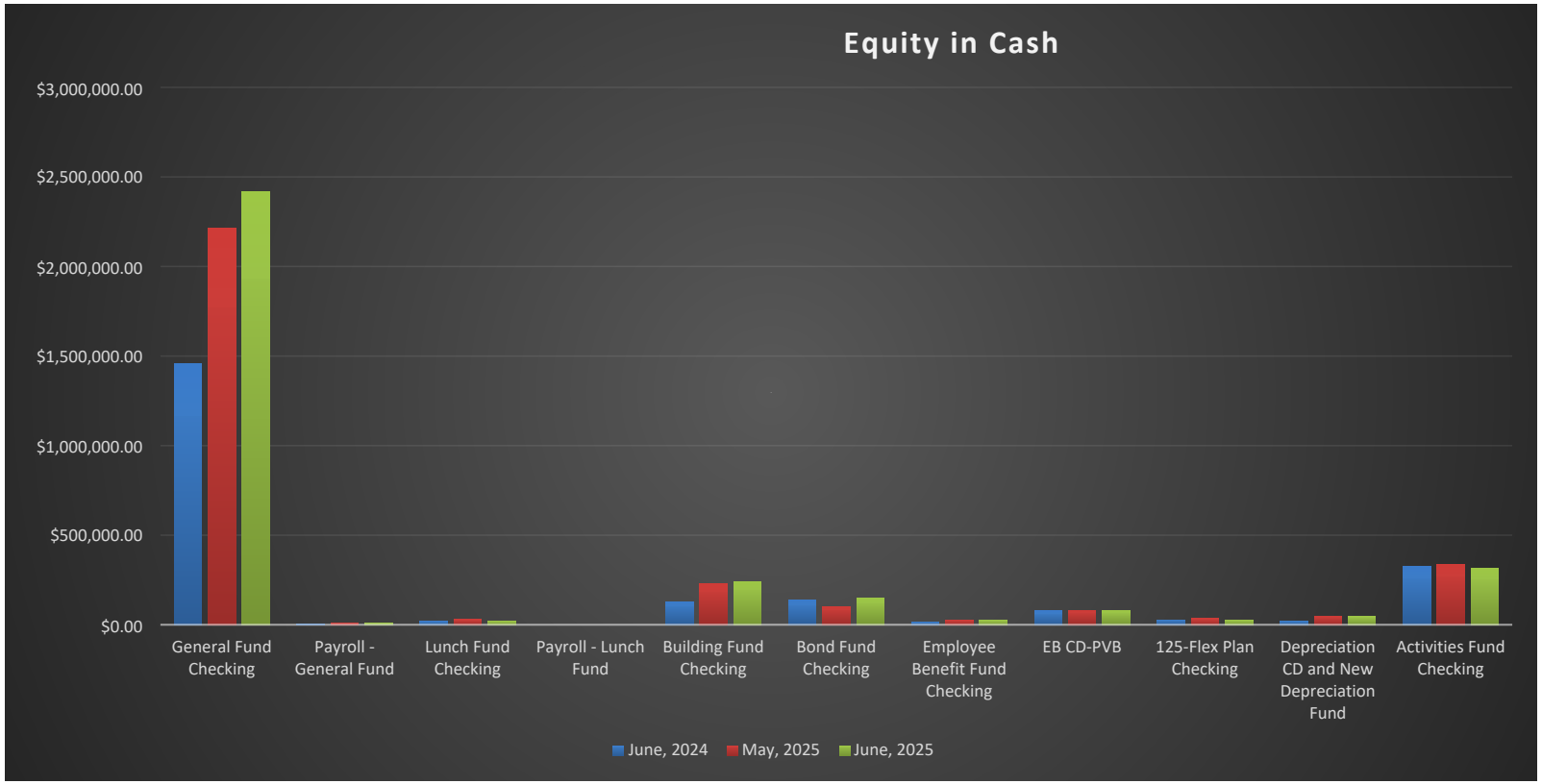
	01 1100 610 000 000 0	annual buy supplies	1,708.58
	01 1100 610 000 000 0	annual buy supplies	164.25
	01 1100 610 000 000 0	annual buy supplies	51.08
	01 1100 610 000 000 0	earbuds	144.00
	Total		**2,231.27**
STERLING COMPUTERS CORP	01 6992 610 004 000 0	Google Chrome Management Console	960.00
	01 6992 610 004 000 0	Lenovo 300e Yoga Chromebook Gen 4	8,905.20
	Total		**9,865.20**
TEAM CHEVROLET	01 2730 352 000 000 0	Oil Change	79.44
	01 2730 352 000 000 0	Air Filter	45.41
	01 2730 352 000 000 0	Cabin Filter	12.00
	01 2730 352 000 000 0	Windshield Wiper Blades	74.25
	01 2730 352 000 000 0	HVAC System after market kit for cabin a	399.16
	01 2730 352 000 000 0	Battery Cleaning	14.00
	01 2730 352 000 000 0	Shop Suppllies	34.91
	01 2730 352 000 000 0	Oil Change	79.44
	01 2730 352 000 000 0	Engine Air Filter	45.41
	01 2730 352 000 000 0	Repair Quote/Estimate	72.50
	01 2730 352 000 000 0	80-Day inspection report	72.50
	01 2730 352 000 000 0	Shop Supplies	18.87
	01 2730 352 000 000 0	Oil change, tire rotation, multi-Point I	93.50
	01 2730 352 000 000 0	80-day Inspection	72.50
	01 2730 352 000 000 0	Engine air filter	48.95
	01 2730 352 000 000 0	Cabin air filter	41.47
	01 2730 352 000 000 0	Wiper Blades	76.62
	01 2730 352 000 000 0	Brake Flush	140.00
	01 2730 352 000 000 0	Service Fuel Injectors	220.00
	01 2730 352 000 000 0	Transmission Service - fluid & filter	714.45
	01 2730 352 000 000 0	Shop Supplies	65.00
	01 2730 352 000 000 0	Service-Oil Change	93.50
	01 2730 352 000 000 0	Engine Air Filter	48.95
	01 2730 352 000 000 0	Cabin Air Filter	51.04
	01 2730 352 000 000 0	3 Wiper Blades	76.62
	01 2730 352 000 000 0	Transmission fluid and filter service	714.45
	01 2730 352 000 000 0	Service Fuel Injectors	220.00
	01 2730 352 000 000 0	Brake flush	140.00
	01 2730 352 000 000 0	Belt	127.74
	01 2730 352 000 000 0	Shop Supplies	65.00
	01 2730 352 000 000 0	Service	68.50
	01 2730 352 000 000 0	Tire Rotate	22.00
	01 2730 352 000 000 0	80 Day Full Inspection	75.00
	Total		**4,123.18**
TIME MANAGEMENT SYSTEMS	01 2510 352 001 001 1	timeclock	207.58
	Total		**207.58**
JOHNSON CONTROLS	03 4700 720 000 000	replace control module boards	3,187.40
	03 4700 720 000 000	walk in freezer contactor and condenser	1,959.48
	Total		**5,146.88**
PIPE WORKS PLUMBING LLC	03 4700 720 000 000	plumbing elem	3,901.71
	Total		**3,901.71**
		General Fund Total	**$168,319.93**
		Building Fund	**$9,048.59**
		Payroll	**$377,498.22**

Bayard Public Schools

Equity in Cash

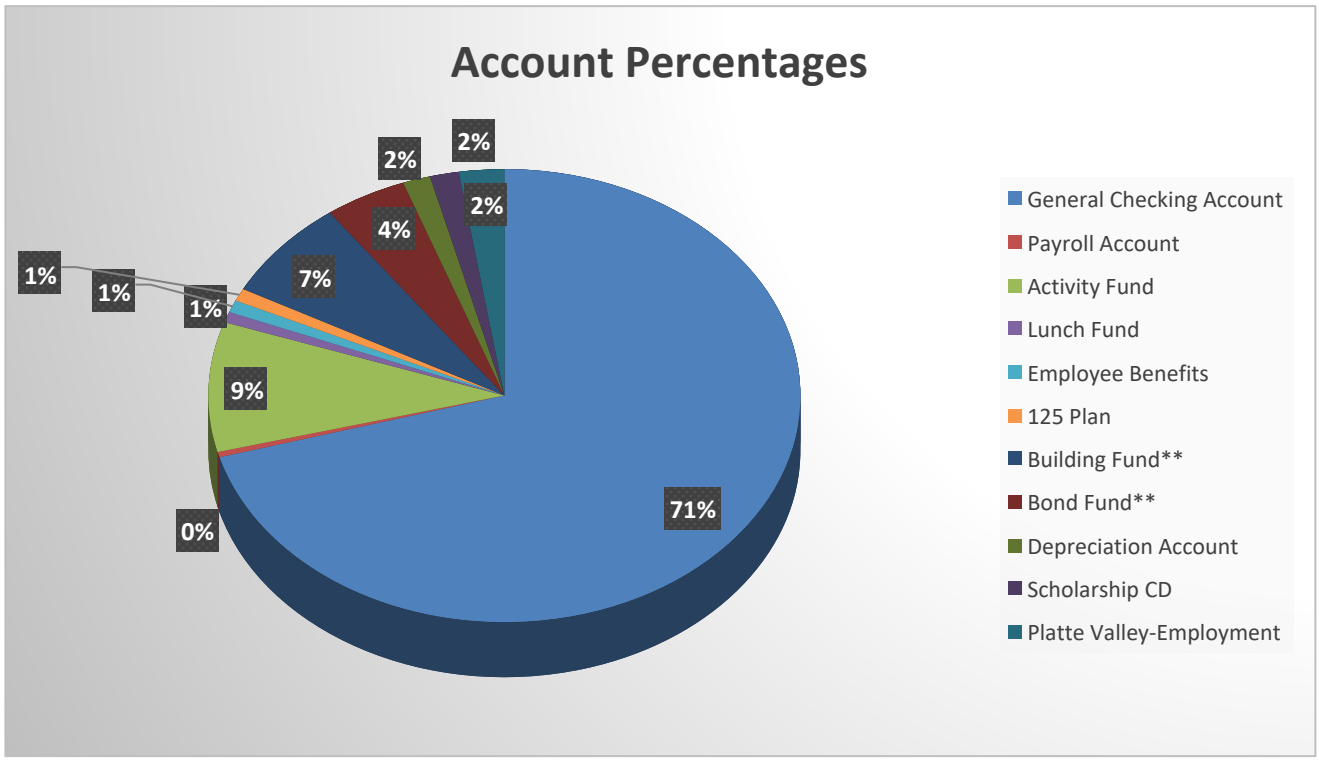
June 30, 2025

Fund	Fund #	June, 2024 PRIOR YEAR BALANCE	May, 2025 PRIOR MONTH BALALANCE	June, 2025 REVENUES	June, 2025 EXPENSES	June, 2025 ENDING BALANCE
General Fund Checking	01-101	$1,459,833.29	2,214,962.36	817,205.34	(611,264.92)	$2,420,902.78
Payroll - General Fund	01-104	$7,792.91	$ 13,104.89	413,744.69	(413,744.69)	$ 13,104.89
Lunch Fund Checking	02-101	$24,042.03	34,564.47	50,586.41	(59,107.11)	$26,043.77
Payroll - Lunch Fund	02-104	$0.00	0.00	9,482.39	(9,482.39)	$0.00
Building Fund Checking	03-101	$134,708.58	233,634.44	13,792.55	(1,530.15)	$245,896.84
Bond Fund Checking	04-101	$140,925.20	108,100.45	45,542.16		$153,642.61
Employee Benefit Fund Checking	05-101	$20,320.89	30,047.23	161.66	0.00	$30,208.89
EB CD-PVB	05-106-1000	$82,079.42	84,567.12	0.00	0.00	$84,567.12
125-Flex Plan Checking	05-107	$32,972.30	39,371.04	4,481.01	(12,922.49)	$30,929.56
Depreciation CD and New Depreciation Fund	06-101	$26,085.01	51,567.68	63.57	0.00	$51,631.25
Activities Fund Checking	07-101	$329,902.16	339,178.35	9,537.60	(31,161.87)	$317,554.08
Scholarship CD	07-114	$57,833.09	54,256.56	0.00	0.00	$54,256.56
TOTAL		$2,316,494.88	$ 3,203,354.59	$ 1,364,597.38	$ (1,139,213.62)	$3,428,738.35



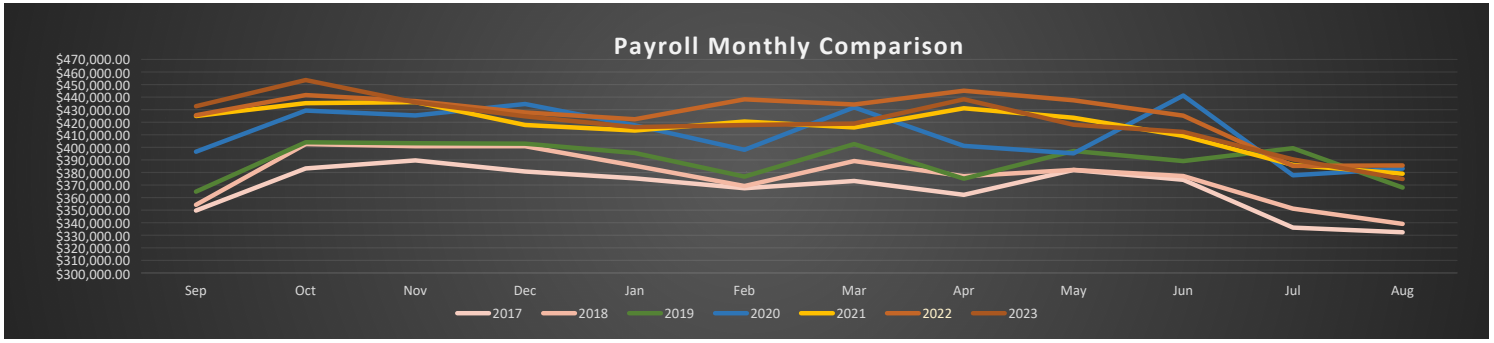
BAYARD PUBLIC SCHOOL
TREASURER REPORT
BANK STATEMENT BALANCES as of June2025

General Checking Account	$	2,420,902.78
Payroll Account	$	13,104.89
Activity Fund	$	317,554.08
Lunch Fund	$	26,043.77
Employee Benefits	$	30,208.89
125 Plan	$	30,929.56
Building Fund**	$	245,896.84
Bond Fund**	$	153,642.61
Depreciation Account	$	51,631.25
Scholarship CD	$	54,256.56
Platte Valley-Employment	$	84,567.12
	$	3,428,738.35



	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	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	$411,844.32	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	$430,282.20	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	$438,809.22	
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	$429,688.93	
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	$414,707.15	
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	$435,270.33	
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	$426,058.10	
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	$427,427.23	
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	$436,871.61	
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	$409,928.61	$423,227.08	Jun20 was early retirement p/o jun25 sicktime payout
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	$376,259.51		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	$369,279.22		
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	$ 5,043,060.19	$4,274,186.17	
								monthly avg	$ 420,255.02	$ 427,418.62	
								remaining proj		$ 854,837.23	
								total projected	$ 5,043,060.19	$5,129,023.40	

nutrition is paid out of nutrition fund not general



	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
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	$66,399.69
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	$59,121.82
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	$105,410.33
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	$87,600.61
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	$87,906.35
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	$128,097.92
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	$80,757.54
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	$103,880.55
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	$106,498.48
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	$126,153.05	$138,213.73
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	$67,194.00	
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	$ 296,978.59	
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	$1,431,229.02	$963,887.02
								monthly avg	$119,269.09	
								remaining proj		
								Projection	$1,431,229.02	

Year	Grant	Amount Award	Current Expenditures	Received Reimbursement	Amount Left to be reimbursed	Pending Reimbursemnts	Amount to Rollover
23/24	CSI	$77,898.00	$77,898.00	$52,050.00	$25,848.00		
24/25	Early Childhood State Grant	$13,997.00	$13,997.00	$0.00	$13,997.00	$13,997.00	
24/25	21st Century	$50,000.00	$43,574.00	$0.00	$50,000.00	$43,574.00	
24/25	IDEA 6406	$1,211.00	$1,211.00	$0.00	$1,211.00	$1,211.00	
24/25	IDEA 6408	$80,465.00	$69,314.17	$0.00	$80,465.00		
24/25	Title I	$103,240.00	$103,184.26	$73,358.00	$29,882.00	$29,882.00	
24/25	REAP	$24,733.00	$0.00	$0.00	$24,733.00		
24/25	BSB Leverage	$10,000.00	$5,465.00	$5,000.00	$5,000.00		
24/25	State CTE	$7,500.00	$7,500.00	$0.00	$7,500.00		
24/25	ELO 2yr grant	$25,000.00	$5,565.00	$0.00	$17,262.00		
24/25	CSI 9for 25/26 school year)	$110,000.00	$0.00	$0.00	$110,000.00		
25/26	State CTE	$7,500.00	$0.00	$0.00	$7,500.00		
25/26	IDEA 6406	$1,205.00	$0.00	$0.00	$1,205.00		
25/26	IDEA 6408	$76,284.00	$0.00	$0.00	$76,284.00		
25/26	21st Century	$87,250.00	$0.00	$0.00	$87,250.00		
25/26	REAP		$0.00	$0.00			
25/26	Title I		$0.00	$0.00			
			$0.00	$0.00			
Totals		**$676,283.00**	**$327,708.43**	**$130,408.00**	**$545,875.00**	**$88,664.00**	**$0.00**

Total Awarded Grants	**$676,283.00**
Total money spent toward grants	**$327,708.43**
Grant Reimbursement Received	**$130,408.00**
Pending Reimbursements	**$88,664.00**
Entitled Funds Not yet claimed	**$108,636.43**

Bayard Public Schools 2011-2020

Competitive Grants/Donations/Refinances	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	Total
NCLB	$109,680.00	$101,925.00	$93,217.00	$96,011.00	$93,728.00	$81,472.00										$576,033.00
IDEA	$22,364.00	$22,364.00	$22,364.00	$22,364.00	$22,364.00	$22,377.00	$34,679.00	$26,364.00	$76,045.00	$76,858.00	$74,332.00	$74,530.00	$78,002.00	$81,676.00	$77,489.00	$656,683.00
Title I				$8,137.00	$4,091.00	$3,963.00										$16,191.00
ESSA (Title I)							$85,035.00	$97,367.00	$125,542.00	$142,285.00	$140,532.00	$138,844.00	$114,773.00	$103,240.00		$947,618.00
Education Jobs	$2,071.00															$2,071.00
Early Childhood Education Grant				$125,000.00	$100,000.00	$100,000.00	$22,815.00	$34,225.00	$29,613.00	$11,747.00	$71,380.00	$30,618.00	$14,124.00	$13,997.00		$553,519.00
21st Century Community Learning Center Grant					$69,320.00	$69,320.00	$69,320.00	$55,456.00	$50,000.00	$50,000.00	$50,000.00	$45,966.00	$50,000.00	$50,000.00	$87,250.00	$646,632.00
Flex								$15,682.66	$17,050.00	$17,523.00			$40,313.00	$41,785.00		$132,353.66
Perkins Grants		$8,000.00	$12,661.00	$14,799.00	$11,000.00				$10,963.78				$7,500.00	$7,500.00	$7,500.00	$72,423.78
REAP				$12,988.00		$14,407.00	$21,151.00	$19,865.00		$25,325.19	$19,981.00	$23,922.00	$18,124.00	$24,733.00		$180,496.19
RLIS									$7,372.00							$7,372.00
Nebraska Department of Environmental Quality			$20,895.00													$20,895.00
Quivey Bay Foundation			$25,000.00													$25,000.00
Oregon Trail Community Foundation			$2,500.00						$5,000.00					$3,000.00		$10,500.00
Sustainable Schoolyards				$12,000.00												$12,000.00
Partner Commitments (UNL)					$20,000.00	$20,000.00	$20,000.00									$60,000.00
Valley Bank and Trust		$25,000.00	$25,000.00	$25,000.00	$25,000.00											$100,000.00
Platte Valley Bank		$25,000.00														$25,000.00
Bond Refinance Savings	$114,298.00				$246,328.00					$29,478.00						$390,104.00
Dollar General Literacy Grant					$3,000.00											$3,000.00
Title IV-A SSAE Grant (FranklinCovey Partnership)							$78,302.00									$78,302.00
Comprehensive School Improvement (CSI)(SFI)								$542,000.00		$300,368.00	$153,000.00		$116,257.00	$65,000.00		$1,176,625.00
Nebraska Diesel Emission Mitigation Program Grant								$42,000.00	$42,000.00	$42,000.00						$126,000.00
Solar and Wind Energy (Teacher Evaluation)								$18,748.32								$18,748.32
FEMA Hazard Mitigation Grant-Generator									$180,000.00							$180,000.00
FEMA Tornado																$0.00
Fema Covid									$20,871.22							$20,871.22
ESSERS I, II,III									$100,454.00	$382,767.00	$860,241.00					$1,343,462.00
CenturyLink Grant (Schluterbusch)					$1,000.00											$1,000.00
Albertson's Nutrition Equity Grant											$3,000.00					$3,000.00
Bayard Public Library Partnership									$4,000.00							$4,000.00
IDEA ARP											$17,262.00					$17,262.00
Healthy Schools Mini Grant											$3,000.00					$3,000.00
Nebraska Children&Familiies CARES										$5,550.00	$5,550.00					$11,100.00
Appleseed Nutrition Grant											$450.00					$450.00
Nebraska Children&Familiies Environment Club											$2,500.00					$2,500.00
Nebraska Children&Familiies Venture Club											$2,500.00					$2,500.00
Beyond School Bells										$14,351.00	$5,000.00	$2,500.00	$649.00			$22,500.00
EdQuest										$20,000.00						$20,000.00
Afterschool Equipment Grant									$9,333.66							$9,333.66
State ELO (lottery funds)														$25,000.00		$25,000.00
BSB Leverage														$10,000.00		$10,000.00
ESSER ELO Summer/After School											$155,000.00					$155,000.00
VAPE grant										$5,000.00						$5,000.00
Total	**$248,413.00**	**$182,289.00**	**$201,637.00**	**$316,299.00**	**$595,831.00**	**$311,539.00**	**$331,302.00**	**$851,707.98**	**$678,244.66**	**$1,123,252.19**	**$1,563,728.00**	**$316,380.00**	**$439,742.00**	**$425,931.00**	**$172,239.00**	**$7,758,534.83**

Workforce Partnerships
Experience Works Partnership
Foster Grandparent Partnership
Aulick Partnership
BTC Partnership C4K/CRSSA/DHHS/ Grants

	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
SPED SA	203514	190292	236959	176641	173212	161004	149226	159657	144585	193236	227849	255251	472725	514062
SPED SA Trans	34648	35272	35149	13943	7191	1707	0	4889	4426	7367	8605	2735	0	12369
Apportionment	45257.2	60184.75	53374.07	56933.23	52911.56	54742.33	50996.05	45439.32	52018.47	42808.41			63319.06	124927.8
State Aid	2039213.66	2007080.36	2099946	2109919	2097895	1942483	1877561	1943838	1985757	1974495	1985560	1847935	1847221	1281402
Breakfast State	763.5	554.12	875.18	722.95	789.5	1935.45	1858.45	1697.35	1612.8	1666.9		2708.95	1238.95	1342.65
Lunch Federal	118230.16	113919.96	124632.4	143382.9	150883.8	154781.1	147439.8	153368	118227.5	1975.68	257086.9	165748.6	193073.5	184655.9
Lunch State	548.02	599.69	614.99	594.91	560.26	513.23	480.07	494.86	463.3	0	0	807.28	409.01	311.97
Fruit Veggie	11144.4	0	0	0	0	0	0	0	0	0	0	0	0	4651.32
Distance Ed	2000	2000	4000	16000	0	0	6425.64	6469.29	10142.28	14473.65	5909.96	10337.76	12000	9494.5
Summer Food Expanding	0	0	6290.71	6518.12	0	0	0	0	0	0	0	0	0	0
Nutrition Training	0	0	0	1994.26	0	0	0	0	0	0	0	0	0	0
Summer Feeding	0	0	0	10013.98	8134.03	5821.09	7053.04	6434.55	95890.14	226675.6		4750	7524.61	
HAL			0	0	0	0	2342	2202	4748	4745	4740	4537	4653	4531

2025/2026 Grants DRAFT

Grant Checklist

Federal Grants	
☐	REAP $
✔	SFI 2025 $110,000
☐	Title I $
☐	21st Century $87,250
✔	IDEA 6408 $76,284
✔	IDEA 6406 $ 1,205
☐	

State Grants	
☐	State CTE- $7,500
✔	ELO- $25,000
☐	
☐	
☐	
☐	

COVID Funding
✔
☐
✔
✔
☐
☐

Other Grants

	Applied	GAN	Reimbursed
	✔	✔	☐
	✔	✔	☐
PEAK Funds $1500	✔	✔	☐
	✔	✔	☐
	✔	✔	✔
	☐	☐	☐

	Applied	GA	Reimbursed
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐
	☐	☐	☐

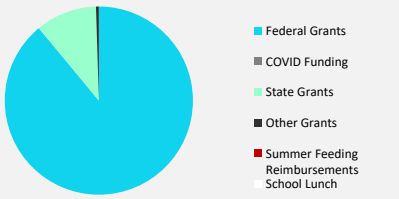
Grant Budget

CATEGORY	% OF BUDGET	SUBTOTALS
Federal Grants	89%	$274,739.00
COVID Funding	0%	$0.00
State Grants	11%	$32,500.00
Other Grants	0%	$1,500.00
Summer Feeding Reimbursements	0%	$0.00
School Lunch	0%	$0.00
0	0%	$0.00
0	0%	$0.00

TOTAL GRANT FUNDS

$308,739.00

Does not include Lunch Program



CATEGORY	AMOUNT	COMMENTS
Federal Grants	$274,739.00	
REAP		
Title I		
CSI	$110,000.00	
IDEA	$77,489.00	
21st Century (Pathfinders)	$87,250.00	
	$0.00	
	$0.00	
	$0.00	
COVID Funding	$0.00	
	$0.00	
	$0.00	
	$0.00	
State Grants	$32,500.00	
State CTE	$7,500.00	
ELO 2 year grant	$25,000.00	

Other Grants	$1,500.00
PEAK	$1,500.00
Summer Feeding Reimbursements	$0.00
School Lunch	$0.00
	$0.00
	$0.00

Grants/Donations Sought	Funds Requested	Funds Committed	Funds Received
WESTCO	$10,000.00	$10,000.00	$10,000.00
City of Bayard Keno Funds	$10,000.00	$8,000.00	
Kelly Bean	$1,500.00	$1,500.00	$1,500.00
Oregon Trail Community Foundation	$10,000.00	$5,000.00	
FFA Foundation	$10,000.00	$10,000.00	
Snow Redfern Foundation	$10,000.00		
Farm Credit Services of America	$10,000.00	$8,000.00	
Simplot	$500.00	$500.00	$500.00
BNSF	$10,000.00	$10,000.00	$10,000.00
Totals to Date	**$62,000.00**	**$43,000.00**	**$12,000.00**

Checking Account: 7 **Student Activity**

Check Number: 15091 Check Type: Check Check Date: 06/04/2025 Vendor: ALLTEA ALLTEAM SPORTSWEAR Check Total: 234.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
008955	06/04/2025		cage jackets	07 2900 610 125 000 0	234.00

Check Number: 15092 Check Type: Check Check Date: 06/04/2025 Vendor: ALSMARKET AL'S MARKET Check Total: 239.64

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
7698	05/19/2025	25-001042	Hospitality District track and boys golf	07 2900 610 102 000 0	19.64
8162	06/04/2025	25-001085	Hospitality, Track Thank You's.	07 2900 610 102 000 0	220.00

Check Number: 15093 Check Type: Check Check Date: 06/04/2025 Vendor: BAYACT BAYARD PUBLIC SCHOOLS - ACTIVITY Check Total: 4,240.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250519-0002	05/19/2025	25-001048	Tiger care paying for Preschool Tuition	07 2900 610 138 000 0	660.00
20250527	05/27/2025	25-001063	Transfer to EdRising Account from HS Acc	07 2900 610 133 000 0	2,800.00
20250604	06/04/2025	25-001093	Preschool Tuition for Winter Samirand	07 2900 610 138 000 0	780.00

Check Number: 15094 Check Type: Check Check Date: 06/04/2025 Vendor: BPSLUNCH BAYARD PUBLIC SCHOOLS - LUNCH Check Total: 368.34

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250513	05/13/2025		ffa banquet	07 2900 610 124 000 0	337.77
20250513	05/13/2025		biscuits	07 2900 610 143 000 0	30.57

Check Number: 15095 Check Type: Check Check Date: 06/04/2025 Vendor: BESTDENVER BEST WESTERN PLUS Check Total: 220.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
000265	06/04/2025		district golf lodging	07 2900 580 111 000 0	220.00

Check Number: 15096 Check Type: Check Check Date: 06/04/2025 Vendor: WALMARTC Capital One Check Total: 518.73

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250604	06/04/2025	25-000935	Meet, cheese, fruit and veggies.	07 2900 610 226 000 0	366.74
20250604-0001	06/04/2025	25-000950	plug in balloon pump	07 2900 610 226 000 0	53.34
20250604-0002	06/04/2025		elem basket items from donation	07 2900 610 122 000 0	34.83
20250604-0002	06/04/2025		prom	07 2900 610 226 000 0	40.42
20250604-0002	06/04/2025		prom	07 2900 610 226 000 0	23.40

Check Number: 15097 Check Type: Check Check Date: 06/04/2025 Vendor: CARD CARDMEMBER SERVICE Check Total: 3,654.36

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250604	06/04/2025		post prom	07 2900 610 134 000 0	477.44
20250604	06/04/2025		post prom	07 2900 610 134 000 0	2,177.11
20250604	06/04/2025		post prom	07 2900 610 134 000 0	149.79
20250604-0001	06/04/2025	25-000918	pump	07 2900 610 124 000 0	117.41
20250604-0002	06/04/2025	25-000901	1× STUDPROG - NHS Membership 01-Jul-2025	07 2900 810 129 000 0	385.00
20250604-0003	06/04/2025	25-000900	NHS Membership Pin w/Card and cords	07 2900 610 129 000 0	347.61

Check Number: 15098 Check Type: Check Check Date: 06/04/2025 Vendor: EDQUEST EDUCATIONQUEST FOUNDATION Check Total: 991.10

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
2020 college access	06/04/2025		return of unused funds	07 2900 610 147 000 0	991.10

Checking Account: 7 Student Activity

Check Number: 15099 Check Type: Check Check Date: 06/04/2025 Vendor: FLOBAS FLOWER BASKET Check Total: 292.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
119868	05/13/2025		grad flowers	07 2900 610 225 000 0	292.00

Check Number: 15100 Check Type: Check Check Date: 06/04/2025 Vendor: FNBOCARD FNBO CARD Check Total: 3,648.93

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250604	06/04/2025		district golf meals	07 2900 580 111 000 0	34.35
20250604	06/04/2025		district golf meals	07 2900 580 111 000 0	49.96
20250604	06/04/2025		district golf meals	07 2900 580 111 000 0	3.86
20250604	06/04/2025		district golf meals	07 2900 580 111 000 0	17.69
20250604	06/04/2025		district golf course	07 2900 610 102 000 0	125.84
20250604-0001	06/04/2025	25-001046	3dozen cupcake cake	07 2900 610 120 000 0	34.99
20250604-0003	06/04/2025	25-001066	NATIONAL REGISTRATION	07 2900 810 152 000 0	2,520.00
20250604-0004	06/04/2025	25-001095	Disney Tickets	07 2900 610 152 000 0	862.24

Check Number: 15101 Check Type: Check Check Date: 06/04/2025 Vendor: FNBOCARD FNBO CARD Check Total: 317.88

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250604-0006	06/04/2025	25-001029	Pitchers @ Dollar Tree	07 2900 610 124 000 0	8.18
20250604-0006	06/04/2025	25-001029	Lemonade @ WM	07 2900 610 124 000 0	15.48
20250604-0006	06/04/2025	25-001029	Tea @ Bomgaars	07 2900 610 124 000 0	17.98
20250604-0008	06/04/2025	25-000902	Banquet Plaques	07 2900 610 124 000 0	102.00
20250604-0009	06/04/2025	25-000985	Gas bus #11 - Activity Trip - Dr. Rice -	07 2900 580 111 000 0	54.25
20250604-0013	06/04/2025	25-000936	Stoles	07 2900 610 103 000 0	104.00
20250604-0013	06/04/2025	25-000936	shipping	07 2900 610 103 000 0	15.99

Check Number: 15102 Check Type: Check Check Date: 06/04/2025 Vendor: FNBOCARD FNBO CARD Check Total: 1,863.34

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250604-0014	06/04/2025	25-001040	Thank you cards, track help.	07 2900 610 102 000 0	150.00
20250604-0015	06/04/2025		state track meal	07 2900 580 111 000 0	112.39
20250604-0015	06/04/2025		fuel	07 2900 580 111 000 0	150.00
20250604-0015	06/04/2025		state track meal	07 2900 610 104 000 0	446.89
20250604-0016	06/04/2025	25-000980	Deposit for team camp this summer	07 2900 610 114 000 0	50.00
20250604-0016	06/04/2025	25-000980	Deposit for team camp this summer	07 2900 610 115 000 0	50.00
20250604-0018	06/04/2025		hospitality	07 2900 610 102 000 0	151.56
20250604-0018	06/04/2025		ventris learning	07 2900 610 102 000 0	752.50

Check Number: 15103 Check Type: Check Check Date: 06/04/2025 Vendor: FNBOCARD FNBO CARD Check Total: 787.20

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250604-0018	06/04/2025		state track meals	07 2900 580 111 000 0	95.44
20250604-0018	06/04/2025		state track meals	07 2900 580 111 000 0	144.74
20250604-0018	06/04/2025		state track meals	07 2900 580 111 000 0	111.96
20250604-0018	06/04/2025		nfhs learn vogel	07 2900 610 102 000 0	60.00
20250604-0018	06/04/2025		athletic.com	07 2900 610 104 000 0	135.00

Checking Account: 7 Student Activity

20250604-0018	06/04/2025		athleticlive	07 2900 810 102 000 0	39.00
20250604-0019	06/04/2025	25-001094	Race bibs for XC 2 years with pins	07 2900 610 102 000 0	121.14
20250604-0020	06/04/2025	25-000971	Ice cream for Best of the West participa	07 2900 610 104 000 0	70.84
20250604-0020	06/04/2025	25-000971	Ice cream for Best of the West participa	07 2900 610 104 000 0	9.08

Check Number: 15104 Check Type: Check Check Date: 06/04/2025 Vendor: FNBOCARD FNBO CARD Check Total: 793.17

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250604-0020	06/04/2025	25-000971	Ice cream for Best of the West participa	07 2900 610 104 000 0	27.80
20250604-0021	06/04/2025	25-000970	Ice cream for Best of the West participa	07 2900 610 104 000 0	73.19
20250604-0022	06/04/2025	25-000981	6 reams of paper for awards from Staples	07 2900 610 102 000 0	121.94
20250604-0023	06/04/2025	25-001003	Coffee and salt for hospitality room	07 2900 610 102 000 0	14.95
20250604-0024	06/04/2025	25-001031	BCD and District track meet hospitality	07 2900 610 102 000 0	288.96
20250604-0024	06/04/2025	25-001031	BCD and District track meet hospitality	07 2900 610 102 000 0	175.08
20250604-0024	06/04/2025	25-001031	BCD and District track meet hospitality	07 2900 610 102 000 0	91.25

Check Number: 15105 Check Type: Check Check Date: 06/04/2025 Vendor: FNBOCARD FNBO CARD Check Total: 688.58

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250604-0026	06/04/2025	25-001056	District track paper products/silverware	07 2900 610 102 000 0	12.62
20250604-0027	06/04/2025	25-001055	Boys golf hospitality	07 2900 610 102 000 0	61.00
20250604-0028	06/04/2025	25-001058	Hospitality	07 2900 610 102 000 0	59.83
20250604-0029	06/04/2025	25-001059	Pizza for kids for track clean up. Can u	07 2900 610 102 000 0	97.83
20250604-0030	06/04/2025		state journalism meal	07 2900 580 111 000 0	24.67
20250604-0030	06/04/2025		tramp park	07 2900 610 146 000 0	432.63

Check Number: 15106 Check Type: Check Check Date: 06/04/2025 Vendor: FNBOCARD FNBO CARD Check Total: 248.57

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250604-0031	06/04/2025	25-000932	Tickets to the Trampoline park	07 2900 610 133 000 0	142.25
20250604-0031	06/04/2025	25-000932	Lunch Allowance	07 2900 610 133 000 0	106.32

Check Number: 15107 Check Type: Check Check Date: 06/04/2025 Vendor: HOLINOR HOLIDAY INN EXPRESS Check Total: 298.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250604	06/04/2025		state journalism lodging	07 2900 580 111 000 0	149.00
20250604-0001	06/04/2025		state journalism lodging	07 2900 580 111 000 0	149.00

Check Number: 15108 Check Type: Check Check Date: 06/04/2025 Vendor: MEN MENARDS Check Total: 335.17

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
24393	05/19/2025	25-001035	potting soil	07 2900 610 124 000 0	134.70
24717	05/27/2025	25-001039	Cat 5 cable, track meet camera	07 2900 610 102 000 0	200.47

Check Number: 15109 Check Type: Check Check Date: 06/04/2025 Vendor: MIDWESTELI MIDWEST ELITE BASKETBALL Check Total: 2,640.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250604	06/04/2025	25-001104	Basketball Camp	07 2900 610 114 000 0	1,320.00
20250604	06/04/2025	25-001104	Basketball Camp	07 2900 610 115 000 0	1,320.00

Checking Account: 7 Student Activity

Check Number: 15110 Check Type: Check Check Date: 06/04/2025 Vendor: NSAA NEBRASKA SCHOOL ATHLETIC ASSOC. Check Total: 1,505.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250604	06/04/2025	25-001101	NSAA registration fees and NSIAAA regist	07 2900 810 102 000 0	1,505.00

Check Number: 15111 Check Type: Check Check Date: 06/04/2025 Vendor: NEWVICTORI New Victorian Inn & Suites Check Total: 489.93

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250604	06/04/2025		state track lodging	07 2900 580 111 000 0	489.93

Check Number: 15112 Check Type: Check Check Date: 06/04/2025 Vendor: NORTHROCK NORTH OF THE ROCK DESIGNS Check Total: 240.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
316	06/04/2025		state track shirts	07 2900 610 104 000 0	240.00

Check Number: 15113 Check Type: Check Check Date: 06/04/2025 Vendor: PEPSI Pepsi-Cola of Western NE Check Total: 103.50

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
5100163189	05/13/2025		inventory	07 2900 610 118 000 0	1,351.45
5100164456	06/04/2025		inventory credit	07 2900 610 118 000 0	(1,247.95)

Check Number: 15114 Check Type: Check Check Date: 06/04/2025 Vendor: REGWESTMED REGIONAL WEST MEDICAL CENTER Check Total: 1,473.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
qb-rehab-71	06/04/2025		spring sports season	07 2900 352 102 000 0	1,473.00

Check Number: 15115 Check Type: Check Check Date: 06/04/2025 Vendor: SCHOOHEALT SCHOOL HEALTH CORPORATION Check Total: 349.03

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
cinv000242518	06/04/2025		med supplies	07 2900 610 102 000 0	349.03

Check Number: 15116 Check Type: Check Check Date: 06/04/2025 Vendor: SCBSCREEN SCOTTSBLUFF SCREEN PRINTING & EMB, LLC Check Total: 351.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
quote 5416	06/04/2025	25-001087	hats for activities	07 2900 610 102 000 0	114.07
quote 5416	06/04/2025	25-001087	hat for track	07 2900 610 104 000 0	87.75
quote 5416	06/04/2025	25-001087	Hats for football	07 2900 610 125 000 0	87.75
quote 5416	06/04/2025	25-001087	hats for softball	07 2900 610 153 000 0	61.43

Check Number: 15117 Check Type: Check Check Date: 06/04/2025 Vendor: SHERWILL SHERWIN WILLIAMS Check Total: 157.75

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
8558-8	05/19/2025	25-001037	field paint	07 2900 610 102 000 0	157.75

Check Number: 15118 Check Type: Check Check Date: 06/12/2025 Vendor: GERHS GERING PUBLIC SCHOOL Check Total: 100.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250612	06/12/2025	25-001130	Summer League GBB	07 2900 610 114 000 0	100.00

Check Number: 15119 Check Type: Check Check Date: 06/18/2025 Vendor: MIDWESTELI MIDWEST ELITE BASKETBALL Check Total: 2,640.00

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
20250618	06/18/2025	25-001104	Basketball Camp	07 2900 610 114 000 0	1,320.00
20250618	06/18/2025	25-001104	Basketball Camp	07 2900 610 115 000 0	1,320.00

Checking Account: 7 **Student Activity**

Check Number: 15120 Check Type: Check Check Date: 06/18/2025 Vendor: PEPSI Pepsi-Cola of Western NE Check Total: 90.80

Invoice Number	Invoice Date	PO Number	Detail Description	Chart of Account Number	Detail Amount
5100163418	06/18/2025		water	07 2900 610 118 000 0	90.80

*Denotes Expensed Invoice Item

Checking Account ID: 7 Total without Voids: 29,879.02

JUNE 2025

NASB BOARD NOTES

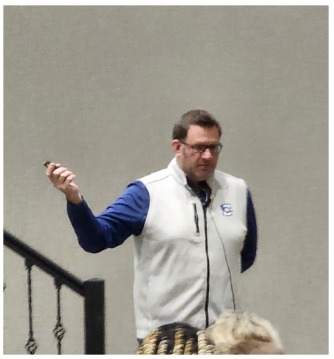
A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS

NASB Nebraska Association of SCHOOL BOARDS

Leadership | **Innovation** | **Vision** | **Engagement** | **#liveNASB** | **#weLIVEhere**

2,000,000 Nebraskans | **329,000 Students** | **1,700 Locally Elected School Board Members** | **260 Member Districts/ESUs** | **ONE NEBRASKA**

Snapshots



IN THIS EDITION OF BOARD NOTES

THIS MONTH IN ...
TRAINING, NETWORKING, ENGAGEMENT & EVENTS
SCHOOL LAW & SUNK PUTTS: IN PICTURES
LEADERSHIP WORKSHOPS: STRENGTHENING GOVERNANCE AT THE BOARD TABLE
SCHOOL FINANCE COMMISSION, DC & MORE
NASB CALL FOR LEGISLATIVE PROPOSALS DUE JULY 1
WE ARE 50 DAYS FROM AREA MEMBERSHIP MEETINGS
YOUR NASB BOARD OF DIRECTORS & STAFF
YOUR 2025 NASB AFFILIATES
... AND MUCH MORE!

THIS MONTH IN ...

Leadership Innovation Vision Engagement #liv

NASB Nebraska Association of SCHOOL BOARDS

2,000,000 Nebraskans 329,000 Students 1,700 Locally Elected School Board Members 260

https://members.nasbonline.org/

THIS MONTH IN ...

A quick snapshot of the various programs, services, support and events NASB has planned for its members in the coming month!

ADVOCACY & GOVERNMENT RELATIONS ... The 2025 90-Day Session has reached its end but the work continues. This Summer the NASB Legislation Committee meets to look toward 2026, we are following some Interim Studies and are excited to share a number of updates with you all this Fall at Area Membership Meetings! As always, keep tabs on both the NASB GR page and Bills page, and you'll see a quick Federal Update on Page 7 as well. Call Colby & Matt any time!

ALICAP & INSURANCE ... On July 18th the ALICAP Board of Trustees will be meeting to set budget for the 25-26 year. Billing statements to all ALICAP members will be sent out shortly thereafter. All ALICAP Members can expect to see their 25-26 Contribution Statements by August 1st. We're looking forward to another great year of pooling!

AWARDS OF ACHIEVEMENT ... We request board members and school districts check board member points for accuracy. The points year will close on July 31. We will recognize board members at our Area Membership Meetings.

BOARD LEADERSHIP ... Check out "At the Board Table" on page 6 to learn about all things Board Leadership.

DATA ANALYTICS ... NASB's Data Analytics can help you to evaluate your standardized testing data in a meaningful way to provide an evidence-based foundation to target your district's curriculum changes where they can have the most impact. It's a good way of comparing those raw data scores as meaningful levels of achievement compared to similar districts or districts near you, then letting that knowledge guide your planning discussions.

EDUCATION LEADERSHIP SEARCH SERVICE ... We are filling requests for proposals for districts who anticipate a change in leadership after the 25-26 school year. Contact us with questions on search protocol or to schedule a proposal for this Summer.

ENERGY PURCHASING ... Natural gas prices are up, and thoughts of a slowing economy have now been overtaken by turmoil in the Mideast. NASB has over 115 school districts and ESUs across Nebraska participating in our NJUMP and CJUMP purchasing consortiums to leverage their purchasing power and achieve lower, more predictable utility bills. Our market consultants continue to watch the trends daily to ensure our districts can stretch their utility dollars as far as possible.

GALLUP STRENGTHS ... Our featured Gallup theme this month is **Input**. People with Input in their Dominant Strengths bring information, insights, and resources. They appreciate opportunities to share what they have acquired.

MEMBER ENGAGEMENT ... It has been GREAT to connect with so many of you at the NASB golf outing, School Law Seminar, and Legislative Lunch at Logan View. Thank you for your engagement! Recent visits have been to Norris, Milford, ESU #6, East Butler, Osceola, and Hyannis.

POLICY ... LB 383 has defined the creation of deepfake files as a violation of Nebraska state statutes. Deepfakes are images or video files that have been manipulated using artificial intelligence (AI) to replace one person's likeness with another's. It is already a violation of school policy to employ school resources for inappropriate uses but for dealing with deepfakes, administrators will now need to consider the involvement of law enforcement.

TECHNOLOGY ... Welcome New Superintendents! Congratulations on your new role, whether this is your first year or you're starting at a new district! If your district isn't currently using Sparq Data for board meetings and staff negotiations, consider us a great addition for the new school year. We're here to help make your district's operations more streamlined and efficient. For current subscribers needing training on any of our software, we're always happy to assist. Please feel free to reach out with any questions about how Sparq Data can support your district's success!

TRAINING, NETWORKING, ENGAGEMENT & EVENTS

JOIN US!

Leadership Innovation Vision Engagement #liveNASB #weLIVEhere

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https://members.nasbonline.org/events

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.

Now Hiring - Part-time, Events & Engagement Assistant

Visit the ABOUT US page for more information!
https://members.nasbonline.org/about-us

JOIN OUR TEAM

JULY 2025

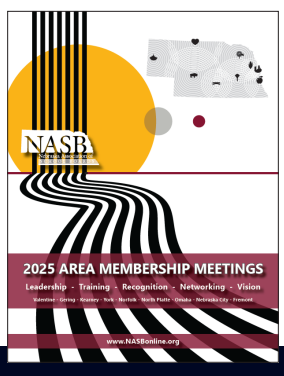
Call for Legislative Proposals Due July 1

https://members.nasbonline.org/government-relations/legislative-proposals

Leadership Workshop - Monday, July 28 - Gering
Leadership Workshop - Tuesday, July 29 - Kearney
Leadership Workshop - Wednesday, July 30 - Lincoln

AUGUST & SEPTEMBER 2025

Area Membership Meetings begin August 19



Tuesday, August 19 - Valentine
Wednesday, August 20 - Gering
Thursday, August 21 - Kearney
Tuesday, August 26 - York
Wednesday, August 27 - Norfolk
Wednesday, September 3 - North Platte
Tuesday, September 9 - Omaha
Wednesday, September 10 - Nebraska City
Wednesday, September 24 - Fremont

Other Events, October through December 2025 ...
Labor Relations - State Education Conference - New Board Member Workshop

All Dates & Locations Tentative & Subject to Change

SCHOOL LAW & SUNK PUTTS: IN PICTURES

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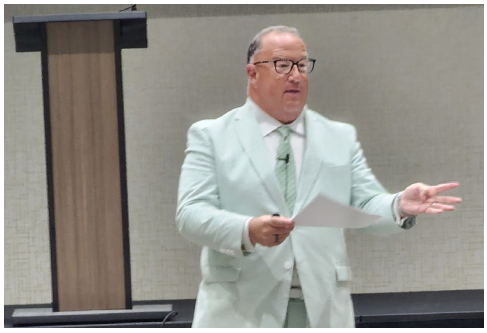
https://members.nasbonline.org/events

We appreciate everyone who joined us in Kearney earlier this month for another fantastic golf outing, followed by the School Law Seminar! An incredible way to kick off Summer with some sun, networking, and learning!



LEADERSHIP WORKSHOPS: STRENGTHENING GOVERNANCE

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https://members.nasbonline.org/events/nasb-leadership-workshop

REGISTER NOW FOR THE 2025 NASB LEADERSHIP WORKSHOPS

MONDAY, JULY 28 - GERING CIVIC CENTER
TUESDAY, JULY 29 - KEARNEY HOLIDAY INN
WEDNESDAY, JULY 30 - COURTYARD MARRIOTT LINCOLN
Registration Deadline - Wednesday, July 23

Whether you are in your first term or bring years of experience to the board table, this workshop is for you and your superintendent.

Join us for a hands-on workshop designed to elevate your board's leadership through effective superintendent evaluation and meaningful board self-assessment.

Newly elected? Receive an understanding of your legal responsibilities and how evaluation processes shape strong governance from the start.

Experienced board member? Refine practices, bring clarity to superintendent evaluation, and deepen your board's collective impact.

Superintendent? Collaborate with your board in shaping an evaluation process that incorporates your input, reflects your professional goals, and defines what you need from the board to lead effectively.

We will discuss and address:

- Board's legal responsibility to evaluate
- Contents of an effective evaluation tool
- Importance of a superintendent self-evaluation
- Value and role of all board members in the process
- How to turn the results into goals to improve student success
- Importance of board self-assessment
- Impact of effective board governance on superintendent leadership
- Value of board goals to support superintendent and student success

Leave with the resources and shared understanding needed to strengthen governance, enhance board-superintendent collaboration, and support long-term student success.

Strengthening Governance Through Evaluation & Reflection

Stacie Higgins, NASB Board Leadership Associate - Marcia Herring, NASB Director of Board Leadership
Troy Loeffelholz, NCSA Associate Executive Director

4:30 PM - Registration
5:00 PM - Welcome and Workshop Takeaways
5:15 PM - The Why Behind Evaluation
6:00 PM - Dinner Break
6:30 PM - Conducting an Effective Superintendent Evaluation
7:15 PM - Board Self-Assessment—Why It Matters
8:00 PM - Closing: From Reflection to Action

See the full agenda at

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AT THE BOARD TABLE

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YOUR NASB BOARD LEADERSHIP UPDATE

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

2025

For more information about NASB Board Leadership Services, including: Board Retreats, Strategic Planning, Community Engagement and Alignment, Online Survey Services/Superintendent Evaluation, Board Self-Assessment, Board Resources, or Board Governance publications, please contact:

Marcia Herring - Katie Corfield - Caden Frank - Stacie Higgins - Ben Anderjaska
Stephanie Summers - Avary Pansing-Brooks - Becky Erdkamp

JULY BOARD MEETING AGENDA ITEMS

Please see the June 13 email from **shiggins@NASBonline.org** for the draft of the July 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 Board Leadership Events

Leadership Workshops
July 28 - Gering
July 29 - Kearney
July 30 - Lincoln

JOIN US FOR THE NASB LEADERSHIP WORKSHOP NEAREST YOU!

Join us for a hands-on workshop designed to elevate your board's leadership through effective superintendent evaluation and meaningful board self-assessment.

For newly elected board members ... For experienced board members ... For superintendents ...
Learn more on page 5, or https://members.nasbonline.org/events/nasb-leadership-workshop

We will discuss and address:

- Board's legal responsibility to evaluate
- Contents of an effective evaluation tool
- Importance of a superintendent self-evaluation
- Value and role of all board members in the process
- How to turn the results into goals to improve student success
- Importance of board self-assessment
- Impact of effective board governance on superintendent leadership
- Value of board goals to support superintendent and student success

See the full agenda at

Leave with the resources and shared understanding needed to strengthen governance, enhance board-superintendent collaboration, and support long-term student success.

SCHOOL FINANCE COMMISSION, DC & MORE

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https://members.nasbonline.org/government-relations
https://nasb.enviseams.com/legislative-bills

Applications for the School Financing Review Commission, created by LB 303, are open.

This board needs representatives from all school sizes which includes board members, superintendents, and members of the public. The law requires the appointments be made within 30 days of the bill becoming law making the deadline to apply July 4th.

If you are interested in serving on this Commission apply here:
https://governor.nebraska.gov/boards-commissions-open-positions

NASB CALL FOR LEGISLATIVE PROPOSALS DUE JULY 1

https://members.nasbonline.org/government-relations/legislative-proposals

If there is anything you'd like to see added, amended, or removed from the Advocacy Handbook in future years, submit your proposal or idea by July 1.

BILLS TRACKED / TESTIFIED
112 / 67

SUPPORT / OPPOSE
31 35

SBMs WHO SAT IN THE CHAIR ON OUR BEHALF!
13!

I'M JUST A BILL ...
Introduction
Committee
General File
Select File
Final Reading
Governor
Law

FEDERAL UPDATE ...

While Nebraska advocacy is cooling off, our work at the federal level has started to heat up. NASB's leadership has been engaged in discussions with our federal delegation on these issues and will continue to share the stories of districts from across the State!

Congress is currently working on passage of President Trump's "Big Beautiful Bill". The House has already passed their version, with the Senate currently debating its version. These two will be combined in a "reconciliation" process. There are two components of these bills which NASB continues to engage:

1) Medicaid and SNAP: Both the Senate and House version of the bill have cuts to each program. While not directly tied to education, we should be paying attention. Should federal dollars be cut as proposed it would have a big impact on our state budget, resulting in the loss of federal funding. If the past is to be any indication of the future, we know that State Aid to K-12 education will be one place lawmakers will look to make up the loss in federal funding. We also know that cuts to both SNAP and Medicaid will impact kids, which will be felt by classroom teachers.

2) Federal tax credits for non-public education: Within both the House and Senate bills is a provision providing for tax credits for donations to scholarship granting organizations that provide funding for non-public schools. Nebraskans have already spoken on this issue and showed their support for our public K-12 system. If this is approved, it will add between $23.2 and $67 **Billion** to the national deficit depending on which version is passed.

WE ARE 50 DAYS FROM AREA MEMBERSHIP MEETINGS

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https://members.nasbonline.org/events/area-membership-meetings

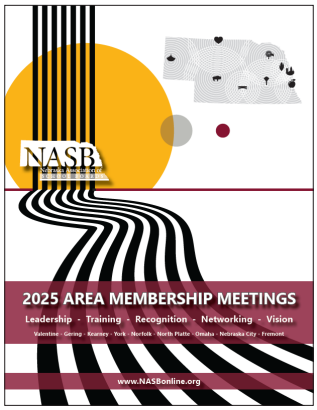
2025 AREA MEMBERSHIP MEETINGS

Leadership - Training - Recognition - Networking - Vision

Valentine - Gering - Kearney - York - Norfolk - North Platte - Omaha - Nebraska City - Fremont

WELCOME & OPENING SESSION - LEGISLATIVE UPDATE - TRAINING SESSIONS

BRAIN SCIENCE – FEAR AND ANXIETY VS EXECUTIVE FUNCTION ... The mental health of students and staff has taken center stage in recent years, especially as social media and other external influences increasingly affect brain development. This session will explore the neuroscience behind fear and anxiety and how they interact with executive function – the brain's ability to manage emotions, focus attention, and make decisions. We will discuss how toxic stress impacts brain development and how we can develop more resilient school districts, school buildings, classrooms, and students. - *John Spatz*



WHAT'S NEW WITH SPARQ DATA SOLUTIONS? ... Learn about our newest product, Sparq Online Publishing. We will walk you through the functionality and how this new application will increase visibility, improve your ability to update your policies quickly and efficiently, and streamline how you receive updates from NASB. Additionally, we will walk through changes and updates to our Sparq Negotiations and Meetings platforms. - *Darion Miller & Nicole Kobus*

IT'S NOT JUST WHAT YOU DO, IT'S HOW YOU DO IT: STRATEGIES TO TAKE YOUR GOVERNANCE TEAM TO THE NEXT LEVEL ... Evaluation of the superintendent and board is the first step toward reciprocal accountability and contributes to a high functioning board-superintendent relationship. Explore board responsibilities, with a focus on cultivating a high-performing leadership team. Whether you are a new board member or an experienced leader, you will gain practical insights and resources to help the board lead with purpose and model accountability through evaluation and self-assessment. - *Marcia Herring, Caden Frank, Stacie Higgins, and Stephanie Summers*

WHAT MAKES POOLING UNIQUE AND BENEFICIAL FOR SCHOOLS? ... If you're new to your district, new to serving on the school board, or your district is new to ALICAP, this session is perfect for you! We will cover how being a member owner of a pool is exceptional, but also fiscally savvy, for your public school. Public entities are allowed to self-insure, and ALICAP is a prime example of that permission. Come listen to how pooling works best for you and how your school can maximize membership. - *Megan Boldt*

CELL PHONES, DRESS CODES, PARENTAL INVOLVEMENT, AND WHAT!? ... The big topics our Legislature dealt with this year, plus the ones they still aren't done with. We haven't seen the last of a few big ideas that were tabled this time around. - *Jim Luebbe*

FROM VISION TO IMPACT: DRIVING STRATEGIC ALIGNMENT THROUGH COMMUNITY ENGAGEMENT ... Strategic planning is a visionary roadmap sustained through community trust. We will explore how the board leads and supports a process that is inclusive, transparent, and aligned with district priorities. Learn how to engage stakeholders to ensure goals, initiatives, and resources are connected, and get the tools and strategies to help align vision with action to drive lasting impact. - *Marcia Herring, Caden Frank, Stacie Higgins, and Stephanie Summers*

SEE PHOTOS FROM LAST YEAR'S AMMs ON PAGE 9

Worrying about the budget pinch? By next school year, be a member of NJUMP/CJUMP. Contact Jim Luebbe at jluebbe@NASBonline.org to learn more!

SEE YOU SOON!

Tuesday, August 19 - Valentine
Wednesday, August 20 - Gering
Thursday, August 21 - Kearney
Tuesday, August 26 - York
Wednesday, August 27 - Norfolk
Wednesday, September 3 - North Platte
Tuesday, September 9 - Omaha
Wednesday, September 10 - Nebraska City
Wednesday, September 24 - Fremont

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Region 1 - Neal Kanel
HTRS

Region 2 - Brenda Sherman
ESU 3

Region 3 - Kyle Fisher
Springfield Platteview

Region 4 - Elizabeth Kumru
Ralston

Region 5 - Shavonna Holman
Omaha

Region 6 - Ricky Smith
Omaha

Region 7 - Nancy Kratky
Omaha

Region 8 - John Goodwin
Lincoln

Region 9 - Mara Krivohlavek
Lincoln

Region 10 - Ed Swotek
Malcolm
NASB Vice President

Region 11 - Jim Vlach
Lyons-Decatur Northeast

Region 12 - Lisa Wagner
Central City

Region 13 - Marilyn Bohn
ESU 10

Region 14 - Steve Koch
Hershey

Region 15 - Allison Sandman
Wauneta-Palisade

Region 16 - Suzanne Sapp
Ashland-Greenwood
NASB Secretary

Region 17 - Michelle Reikofski
Osmond

Region 18 - Susan Ernest
Leyton

Region 19 - Stacy Jolley
Millard
NASB President

At-Large - Lisa Albers
Grand Island

At-Large - Steve Blocher
West Point
NASB Treasurer

At-Large - Pam Holcomb
Broken Bow

At-Large - Erick Lee
Arapahoe-Holbrook

YOUR NASB STAFF

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

John Spatz
Executive Director

Nate Alspaugh
IT Specialist

Ben Anderjaska
Board Leadership
Engagement Specialist

Makenzie Barry
ALICAP Data &
Financial Specialist

Shari Becker
Director of Education
Leadership Search Service

Matt Belka
Director of Marketing,
Communications & Advocacy

Megan Boldt
Associate Executive Director
Director of ALICAP

Craig Caples
Director of Technology

Colby Coash
Associate Executive Director
Dir. of Government Relations

Lily Coash-Johnson
Events & Engagement
Assistant

Katie Corfield
Board Leadership Online
Survey Specialist

Sharon Endorf
Director of
Member Engagement

Becky Erdkamp
Board Leadership Associate

Caden Frank
Board Leadership Community
Engagement Specialist

Lindsey Headrick
Administrative Specialist

Marcia Herring
Director of Board Leadership

Stacie Higgins
Board Leadership Specialist

Sallie Horky
Chief Operating Officer

Rachel Horstman
Business Manager

Jim Luebbe
Director of Policy Services

Avary Pansing Brooks
Board Leadership
Engagement Specialist

Galina Slobonyuk
Executive Administrative
Assistant

Stephanie Summers
Board Leadership Associate

View the full directory of the Board and staff bios at www.NASBonline.org

YOUR 2025 NASB AFFILIATES

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Paul Grieger
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pgrieger@dadco.com

Cody Wickham
Senior Vice President,
Public Finance
402-392-7989
cwickham@dadco.com

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

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

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- Tax Anticipation / Construction Notes
- Lease-Purchase Financing
- QCPUF Bonds
- Refinancing Bond Issues

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2025 Platinum Level Affiliates - American Fidelity - BCDM Architects - Boyd Jones Construction - BVH Architecture - Carlson West Povondra Architects - Clark & Enersen - CMBA Architects - D.A. Davidson - Envise - Facility Advocates - Hamilton - Hausmann Construction - Nebraska Liquid Asset Fund - Northland, a First National Nebraska Company - Piper Sandler - Public Risk Management - Sampson Construction - Sparq Data Solutions - Third Rail Content

2025 Gold Level Affiliates - 914 Coatings - ABcreative, Inc. - BD Construction - Blue Cross Blue Shield of Nebraska - Cornhusker International - Darland - DLR Group - Lunchtime Solutions - MCL Construction - Navitas - Omaha Public Schools Foundation

2025 Silver Level Affiliates - Amergis Staffing - Creative Sites - OneSource The Background Check Company TeamMates Mentoring

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JUNE 2025

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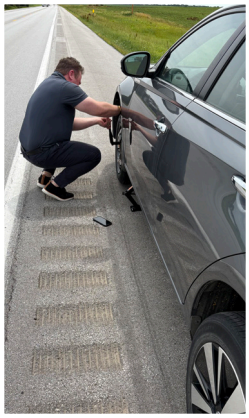

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Nebraska Council of School Administrators

NCSA Final Legislative Report

109th Legislature, First Session

Convened, January 8, 2025
Adjournment sine die, June 2, 2025

Prepared by
Dr. Michael Dulaney
NCSA Executive Director
June 5, 2025

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I. Legislation Passed and Signed into Law or Became Law without Signature

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LB 48

Sponsor	*Committee*	*Priority*	*Subject*
McKinney	Health	McKinney	Establish a Family Resource and Juvenile Assessment Center Pilot Program

Approved by Governor: June 4, 2025
Passed on Final Reading: 27-21-1 on May 30, 2025
Effective Date: September 1, 2025

DHHS would be required to establish a Family Resource and Juvenile Assessment Center Pilot Program for a period of five years in Omaha, which must operate 24 hours a day, seven days a week. The pilot program would be developed in partnership with local grassroots organizations, community stakeholders, and advisors representing youth and families impacted by the juvenile justice system.

As amended, the bill allows for two centers to receive up to $500,000 annually from the Medicaid Managed Care Excess Profit Fund. DHHS would require one staff person to oversee the program. The bill limits administrative expenses to $100,000 annually, which is sufficient to cover the additional staff person.

A "Family Resource and Juvenile Assessment Center" is defined as a facility designed to provide support, assessment, and intervention services for youth and families involved in, or at risk of, entering the juvenile justice system. The goal of the centers is to offer comprehensive, community-

based solutions that address underlying issues contributing to juvenile delinquency, including family dynamics, mental health, substance abuse, and educational challenges.

Each family resource and juvenile assessment center must:

(1) have a youth advisory council and parent advisory board composed of community members to provide ongoing feedback to ensure services remain relevant, effective, and responsive,

(2) host regular outreach events, workshops, and open houses in partnership with schools, faith-based groups, and community organizations, to create a bridge for preventive engagement with at-risk youth and their families, and

(3) employ individuals with established community ties and lived experience to guide youth and families through available services, act as mentors, and assist with follow-up to ensure sustained engagement.

The pilot program must:

(1) Provide comprehensive support resources to prevent youth from entering or escalating within the juvenile justice system;

(2) Minimize individual and community harm by addressing issues before they lead to greater involvement with social services, family services, and adult criminal justice systems; and

(3) Foster community trust and engagement by integrating culturally relevant services delivered by, and for, the communities served.

To receive designation as a center, an applicant must meet the following criteria:

(1) Offer a range of core services, including parenting support, youth counseling, economic success initiatives, early childhood programs, conflict resolution, mental health services, and substance abuse prevention;

(2) employ professionals trained in family support principles, cultural competency, trauma-informed care, and the strengthening families framework;

(3) develop partnerships with local grassroots organizations to provide culturally relevant services, outreach, and trust-building within the community;

(4) demonstrate a clear, effective organizational framework that supports service delivery, continuous quality improvement, and sustainable operations; and

(5) implement data collection processes to assess service impact and outcomes for youth and families, ensuring program adjustments based on feedback.

Each center must provide assessments and services free of charge to families and maintain active membership in the National Assessment Center Association.

Each center must integrate culturally relevant and trauma-informed services, including:

(a) tutoring,
(b) mentoring from community leaders, including those with lived experience in the justice system,
(c) conflict resolution and anger management training,
(d) mental health and wellness services provided by culturally sensitive professionals,
(e) social skills and job-readiness training,
(f) financial literacy programs,
(g) youth and family counseling,
(h) cognitive behavioral therapy,
(i) drug and substance abuse prevention and intervention, and
(j) food and clothing assistance and resource navigation.

LB 84

Sponsor	*Committee*	*Priority*	*Subject*
Rountree	Health	None	Adopt the School Psychologist Interstate Licensure Compact

Approved by Governor: April 14, 2025
Passed on Final Reading: 46-0-3 on April 10, 2025
Effective Date: September 3, 2025

LB 84 is the model legislation promoted by the National Center for Interstate Compacts for the School Psychologist Interstate Licensure Compact. Once seven states enact the ICSP model legislation, the compact member states can begin the process of making the Compact operational. Only West Virginia and Colorado had adopted the Compact prior to Nebraska under LB 84.

The purpose of this Compact is to facilitate the interstate practice of School Psychology in educational or school settings, and, in so doing, to improve the availability of School Psychological Services to the public. The Compact is intended to establish a pathway to allow School Psychologists to obtain equivalent licenses to provide School Psychological Services in any Member State. In this way, this Compact would enable the member states to ensure that safe and effective School Psychological Services are available and delivered by appropriately qualified professionals in their educational settings.

The objectives of the Compact are to:

A. Enable School Psychologists who qualify for receipt of an Equivalent License to practice in other Member States without first satisfying burdensome and duplicative requirements;

B. Promote the mobility of School Psychologists between and among the Member States in order to address workforce shortages and to ensure that safe and reliable School Psychological Services are available in each Member State;

C. Enhance the public accessibility of School Psychological Services by increasing the availability of qualified, licensed School Psychologists through the establishment of an efficient and streamlined pathway for Licensees to practice in other Member States;

D. Preserve and respect the authority of each Member State to protect the health and safety of its residents by ensuring that only qualified, licensed professionals are authorized to provide School Psychological Services within that State;

E. Require School Psychologists practicing within a Member State to comply with the Scope of Practice laws present in the State where the School Psychological Services are being provided;

F. Promote cooperation between the Member States in regulating the practice of School Psychology within those States; and

G. Facilitate the relocation of military members and their spouses who are licensed to provide School Psychological Services.

Under LB 84, "School Psychological Services" means academic, mental, and behavioral health services, including assessment, prevention, consultation and collaboration, intervention, and evaluation provided by a School Psychologist in a school, as outlined in applicable professional standards as determined by Commission Rule.

"School Psychologist" means an individual who has met the requirements to obtain a Home State License that legally conveys the professional title of School Psychologist or its equivalent as determined by the Rules of the Commission.

LB 89

Sponsor	*Committee*	*Priority*	*Subject*
Kauth	Government	Kauth	Adopt the Stand With Women Act

Approved by Governor: June 4, 2025
Passed on Final Reading: 33-16 on May 28, 2025
Effective Date: September 3, 2025

LB 89 creates the Stand With Women Act. As amended, LB 89 does not include provisions related to school restrooms and locker rooms, nor does the measure pertain to state agencies as it did originally. The measure applies to public and private K-12 schools and postsecondary institutions.

As it relates to K-12 education, LB 89 would essentially mirror those policies already adopted by NSAA and published in the NSAA Constitution and Bylaws.

Interscholastic Athletic Teams

LB 89 provides that a team or sport must be expressly designated as one of the following based on sex:

(a) Males, men, or boys;
(b) Females, women, or girls; or
(c) Coed or mixed.

A team or sport designated for females, women, or girls may not be open to a male student.

A team or sport designated for males, men, or boys may not be open to a female student unless there is no female team offered or available for such sport for the female student.

Documentation

In order to participate in an interscholastic athletic team or sport, a student must provide to such school confirmation of the student's sex on a document signed by a doctor or signed under the authority of a doctor.

Coed or Mixed

The measure would not restrict the eligibility of any student to participate in any interscholastic athletic teams or sports designated as coed or mixed.

Policy Requirement

The governing body of each public and private school must adopt a policy implementing the Stand With Women Act. The policy must include provisions regarding the conduct of visitors and the public.

Legal Protections

The measure provides that an individual born with a diagnosis of a disorder or difference in sex development would have the relevant legal protections and accommodations afforded under the federal ADA of 1990, as amended.

Severability Clause

LB 89 includes the severability clause so that if any section or any part of any section is declared invalid or unconstitutional, the declaration would not affect the validity or constitutionality of the remaining portions.

Definitions

(a) "Boy" means an adolescent human male;

(b) "Female" means an individual who naturally has, had, will have, or would have, but for a congenital anomaly or intentional or unintentional disruption, the reproductive system that at some point produces, transports, and utilizes eggs for fertilization. Female includes a woman and a girl;

(c) "Girl" means an adolescent human female;

(d) "Male" means an individual who naturally has, had, will have, or would have, but for a congenital anomaly or intentional or unintentional disruption, the reproductive system that at some point produces, transports, and utilizes sperm for fertilization. Male includes a man and a boy;

(e) "Man" means an adult human male; and

(f) "Woman" means an adult human female.

LB 123

Sponsor	*Committee*	*Priority*	*Subject*
Sanders	Government	None	Change provisions relating to withholding money due to noncompliance with budget limits and annual audits for political subdivisions

Approved by Governor: March 25, 2025
Passed on Final Reading: 45-0-4 on March 20, 2025
Effective Date: September 3, 2025

LB 123 relates to noncompliance with budget limitations and duties of the Auditor of Public Accounts and State Treasurer.

Under LB 123, political subdivisions that are non-compliant would "continue to forfeit state aid until the governmental unit reaches compliance…" All state aid that is forfeited would remain forfeited and be redistributed in the non-compliant governmental unit's county or, if there is no eligible recipient, be returned to the Highway Allocation Fund. If the governmental unit remains non-compliant within 12 months after the original delinquency order is given, that governmental unit would be ineligible for future distributions of state aid.

Upon becoming compliant, the governmental unit would be eligible for future distributions of state aid.

LB 126

Sponsor	*Committee*	*Priority*	*Subject*
Holdcroft	Government	None	Change provisions relating to redemption of bonds of political subdivisions

Approved by Governor: February 25, 2025
Passed on Final Reading: 48-0-1 on February 21, 2025
Effective Date: September 3, 2025

LB 126 proposes changes to a single section of statute relating to bonding by political subdivisions. The current statute provides that such bonds must be redeemable "at any time on or after five years from the date of issuance." LB 126 provides an exception to that rule for county bonds "sold to an underwriting firm pursuant to a competitive sale."

The measure would also modify the standard procedure for calling and prepayments. Currently, where there is no specified special procedure, the governing body is required to issue a resolution to that effect. LB 126 would make that authority permissive instead of compulsory, and would also provide authority for either resolutions or ordinances for this purpose.

LB 140	*Sponsor*	*Committee*	*Priority*	*Subject*
	Sanders	Education	None	Require school policies relating to use of electronic communication devices by students

Approved by Governor: May 20, 2025
Passed on Final Reading: 48-1-0 with E-clause on May 14, 2025
Effective Date: May 21, 2025

LB 140 was introduced at the request of the Governor.

School District Policy

LB 140 requires that, prior to the 2025-26 school year, each school board of a public school district must adopt a policy that establishes rules and standards concerning the use of "electronic communication devices" by students while on school property or attending a school instructional function.

The development of the policy must include stakeholder participation to ensure that such policies are responsive to the unique needs and desires of students, parents, and educators in each community. The policy:

(a) Must prohibit the use of an electronic communication device by students while on school property or attending a school instructional function; and

(b) May include student discipline and enforcement mechanisms that limit access to electronic communication devices by students only if the school board adopts the policy as part of the rules and standards adopted in accordance with the requirements of the Nebraska Student Discipline Act (§ 79-262).

A policy adopted may not prohibit a student from using an electronic communication device while on school property or attending a school instructional function under any of the following circumstances:

(a) When required by a student's IEP developed under the Special Education Act and any rules and regulations adopted or promulgated pursuant to the act or a plan developed under section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. 794;

(b) When authorized by the school district for educational purposes during instructional time;

(c) In the case of an emergency or perceived threat of danger;

(d) When necessary to monitor or manage a student's health care; or

(e) When determined appropriate by the school board or otherwise allowed by an appropriate school employee.

Prohibited Actions

Nothing in LB 140 may be interpreted to authorize monitoring, collecting, or otherwise accessing any information on an electronic communication device not owned by or provided for academic use by the school district.

Definitions

"Electronic communication device" is defined as any device that transmits by electronic means any writing, sound, visual image, or data of any nature to another electronic communication device. Electronic communication device includes a cell phone.

"Cell phone" is defined as a mobile or cellular telephone.

LB 143

Sponsor	*Committee*	*Priority*	*Subject*
Rountree	Education	None	Change provisions relating to student enrollment

Approved by Governor: April 7, 2025
Passed on Final Reading: 47-0-2 on April 2, 2025
Effective Date: September 3, 2025

Under existing law (§ 79-215), in order to carry out the provisions of the Interstate Compact on Educational Opportunity for Military Children, a school board must permit children of military families to enroll "preliminarily" in a school district if a parent presents evidence of military orders that the military family will be stationed in this state during the current or following school year.

LB 143 provides that the preliminary enrollment and any advanced enrollment policies related to a child of a military family must also apply if the child has an individualized family service plan, has an IEP, or receives special education.

LB 150

Sponsor	*Committee*	*Priority*	*Subject*
Bosn	Judiciary	Judiciary Com.	Omnibus Criminal Code measure

Approved by Governor: June 4, 2025
Passed on Final Reading: 43-5-1 with E clause on May 30, 2025
Effective Date: June 5, 2025; Section 26 becomes operative September 3, 2025

LB 150 was advanced from committee as a lengthy omnibus criminal justice measure, which contained technical and substantive revisions to a series of criminal laws and added new sections of law.

As passed and signed into law, LB 150 included modified provisions from LB 329 (von Gillern) relating to sexual abuse by a school employee. In his statement of intent, Senator von Gillern explains that his bill, "[E]xpands the criminal offense of sexual abuse by a school employee to include individuals of at least nineteen years of age who work in a school environment without being employed directly by such school."

Accordingly, section 26 modifies section 28-316.01 in the Criminal Code regarding the following definitions:

- "School" means a public, private, denominational, or parochial school approved or accredited by the State Department of Education;
- "School contract worker" means a person nineteen years of age or older who, as part of such person's employment, is assigned to work at a school and works in proximity to students of such school, but who is not employed by such school;
- "School employee" means a person nineteen years of age or older who is employed by a school; and
- "School worker" means a school contract worker or a school employee.

LB 192	*Sponsor*	*Committee*	*Priority*	*Subject*
	Quick	Health	Cavanaugh, J.	Eliminate a sunset date under the Supplemental Nutrition Assistance Program

Approved by Governor: June 2, 2025
Passed on Final Reading: 41-8 on May 28, 2025
Effective Date: September 3, 2025

LB 192 changes provisions for the Supplemental Nutrition Assistance Program (SNAP). The measure extends the SNAP gross income eligibility threshold of 165% of the federal poverty level (FPL) indefinitely. Currently, the gross income threshold is set to revert to 130% FPL on October 1, 2025. The net income eligibility threshold is 100% FPL. Gross is the total amount before deductions, while net is the amount after deductions. Only qualifying individuals whose income after deductions is under 100% FPL receive SNAP benefits. DHHS estimates over 4,000 families who would otherwise fail to qualify for SNAP benefits due to their gross income may remain on SNAP under the provisions of the measure.

SNAP benefits, aid received by individuals and spent on qualifying purchases at SNAP retailers, are 100% federally funded. SNAP administrative costs are split 50/50 between the state and federal partner, Food and Nutrition Services, a subagency of the U.S. Department of Agriculture (USDA). DHHS indicates potential administrative savings, a decreased need for staff, which would be initiated through the budget process if the current sunset is realized.

LB 197	*Sponsor*	*Committee*	*Priority*	*Subject*
	Storm	Business and Labor	None	Change provisions relating to disqualification for benefits, claim determinations, and claim redeterminations under the Employment Security Law

Approved by Governor: March 11, 2025
Passed on Final Reading: 47-0-2 on March 6, 2025
Effective Date: September 3, 2025

The Employment Security Law was created to protect the rights of employers and employees. The law was designed to define employment and what constituted unfair labor practices. The law also defines who is eligible for unemployment insurance benefits and what those benefits entail.

LB 197 allows the Nebraska Department of Labor to adjudicate claims for unemployment insurance benefits through other means than by a claim adjudicator. LB 197 also allows the Nebraska Department of Labor to reconsider a determination of benefits if an audit conducted as part of the benefit accuracy measurement program finds an error in the original determination of benefits.

LB 241	*Sponsor*	*Committee*	*Priority*	*Subject*
	Hallstrom	Banking	None	Provide immunity from liability for cybersecurity events

Approved by Governor: March 17, 2025
Passed on Final Reading: 36-10-3 on March 13, 2025
Effective Date: September 3, 2025

LB 241 seeks to establish liability protections for private entities in the event of a cybersecurity breach. Specifically, it aims to limit liability for private entities facing class action lawsuits stemming from cybersecurity events unless the breach was caused by willful, wanton, or gross negligence.

Definitions

(a) "Cybersecurity event" means an event resulting in unauthorized access to, or disruption or misuse of, an information system or nonpublic information stored on an information system;

(b) "Information system" means:

(1) A discrete set of electronic information resources organized for the collection, processing, maintenance, use, sharing, dissemination, or disposition of electronic nonpublic information; or

(2) A specialized system, including an industrial or process control system, a telephone switching and private branch exchange system, and an environmental control system;

(c) "Nonpublic information" means information that is not publicly available and concerns a person that, because of a name, number, personal mark, or other identifier, can be used to identify such person, in combination with the following:

(1) A social security number;

(2) A driver's license number or state identification card number;

(3) A financial account number or credit or debit card number;

(4) A security code, access code, or password that would permit access to such person's financial accounts; or

(5) Any biometric record;

(d) "Private entity" means a corporation, religious or charitable organization, association, partnership, limited liability company, limited liability partnership, or other private business entity, whether organized for-profit or not-for-profit; and

(e) "Publicly available information" means information that is lawfully made available through federal, state, or local government records or information that a private entity has a reasonable basis to believe is lawfully made available to the general public.

LB 245	*Sponsor*	*Committee*	*Priority*	*Subject*
	Dekay	Agriculture	Agriculture	Change provisions of the Nebraska Pure Food Act and the Weights and Measures Act

Approved by Governor: April 29, 2025
Passed on Final Reading: 38-7-4 with E clause on April 25, 2025
Effective Date: April 30, 2025

LB 245 amends the Nebraska Pure Food Act to incorporate the 2022 recommendations of the Food Code, a publication of the federal Food and Drug Administration, which sets forth model regulations for sanitation, storage, preparation, serving, and presentation of foods to mitigate risks of foodborne illness from foods sold or served by commercial food establishments. Previously, Nebraska incorporated the 2017 edition of the Food Code. LB 245 also revises the schedule of license and inspection fees with the intent to fully cash fund the Department of Agriculture's licensure and inspection program under the Act.

Section 8 of LB 245 amends section 81-2,270 of the Nebraska Pure Food Act as it relates to food establishments, food processing plants, permits, and fees. Currently, this section of law exempts (i) educational institutions, (ii) health care facilities, (iii) nursing homes, and (iv) governmental organizations operating any type of food establishment, other than mobile food units or pushcarts, from the fee requirements. LB 245 maintains this fee exemption.

However, the measure prescribes that if any entity noted above utilizes an outside food service provider, the outside food service provider must pay any applicable fees regardless of whether the entity noted above is listed as the owner on the permit.

LB 261

Sponsor	*Committee*	*Priority*	*Subject*
Spkr Arch	Appropriations	None	Appropriate funds for the expenses of Nebraska State Government for the biennium ending June 30, 2027, and appropriate Federal Funds allocated to the State of Nebraska pursuant to the federal American Rescue Plan Act of 2021

Becomes Law without Signature: May 21, 2025
Passed on Final Reading: 37-11-1 with E-clause on May 15, 2025
Effective Date: May 22, 2025

LB 261 represents the mainline budget bill as initially submitted by the Governor and modified by the Appropriations Committee and further amended on the floor of the Legislature. The total biennium budget from July 2025 to June 2027 is $11.1 billion.

Notes: The Education Future Fund was appropriated $242 million on or after July 1, 2026.

Aid to community colleges includes $111,054,477 for each FY2025-26 and FY2026-27 and, by virtue of LB 173 (Prokop), the dual enrollment appropriation was increased to $8,062,234 for each FY2025-26 and FY2026-27.

	FY2025-26	FY2026-27
TEEOSA	$1,036,453,304	$1,024,467,449
Foundation Aid [1]	$112,977,519	$113,571,200
Special Education Reimbursement [2]	$527,115,254	$545,564,287
Textbook Loan Program	$1,465,500	$1,465,500
ESU Core Service	$9,632,419	$9,632,419
ESU Technology Infrastructure	$3,170,927	$3,170,927
ESU Distance Education	$281,654	$281,654
ESU regional coaches/job-embedded training	$1,851,467	$1,851,467
School Breakfast Program	$617,898	$617,898
School Lunch Program	$392,032	$392,032
Summer Food Service	$90,000	$90,000
Adult Basic Education Programs	$214,664	$214,664
Aid for High School Equivalency Programs	$750,000	$750,000
Early Childhood Education Projects	$3,619,357	$3,619,357
Early Childhood Education Grant Program [3]	$7,500,000	$7,500,000
Scholarships for Early Childhood Education Providers	$100,000	$100,000
Nurturing Healthy Behaviors program	$400,000	$400,000
Learning Community Aid	$470,000	$470,000
Learners with High Ability	$2,342,962	$2,342,962

	FY2025-26	FY2026-27
Career and Technical Education [4]	$4,809,040	$4,809,040
Nebraska Teacher Apprenticeship Program	$1,000,000	$1,000,000
Extraordinary Increase in SPED Expenditures Act	$2,500,000	$2,500,000
Nebraska Teacher Recruitment and Retention Act	$5,000,000	$5,000,000
Student Loan Forgiveness	$5,000,000	$5,000,000
Statewide Assessment and Reporting	$7,149,939	$7,149,939

[1] To provide 24% to public school districts under TEEOSA.

[2] Total from General Funds and Cash Funds.

[3] The Legislature provided intent language that a maximum of 5% of General Funds appropriated each fiscal year for the Early Childhood Education Grant Program for at-risk children from birth to age three may be used for evaluation and technical assistance.

[4] To be distributed between secondary and postsecondary schools according to the formula used for federal Perkins funds as such formula existed on January 1, 2025. Each school district will receive no less than $7,500 for each fiscal year.

LB 264

Sponsor	*Committee*	*Priority*	*Subject*
Spkr Arch	Appropriations	None	Provide, change, and eliminate transfers from the Cash Reserve Fund and various other funds and change, terminate, and eliminate various statutory programs

Becomes Law without Signature: May 21, 2025
Passed on Final Reading: 35-13-1 with E-clause on May 15, 2025
Effective Date: May 22, 2025

LB 264 provides for fund transfers, changes provisions governing the administration and the use of funds, and repeals previous expansions to aid and incentive programs.

On May 7th, during Select File debate, Senator Hughes offered an amendment (AM1298) to LB 264, which was adopted on a 34-0 vote after a lengthy debate. The amendment modifies sections 79-1142 and 79-1145 of the Special Education Act (sections 167-168 of LB 264).

The amendment corrects the intent with regard to the 80% special education cost reimbursement established under LB 583 (2023).

As described by Bryce Wilson (NDE):

> The language in AM1298 to LB 264 is to make a technical correction to the language originally included in LB 583 (2023) that increased the special education reimbursement to 80%. The original language in LB 583 created an issue as the amount originally submitted in the final financial reports includes some unallowable expenditures that can't be reimbursed which resulted in an audit finding for NDE, and the original language could cause maintenance of fiscal support issues with the federal government in future years. This

proposed language change would require the full amount appropriated to be paid out but would change the language of the appropriation to be 80% of the original submission of expenditures on the final financial report minus the (eighty percent) three-year average of unallowable expenditures or what is required to meet maintenance of fiscal support whichever is greater.

This change should allow us to clear an audit finding and provide reimbursement to schools of approximately 80% of the school-age special education expenditures submitted on the AFR as was originally intended in LB 583.

Education Future Fund

Section 153 of LB 264 amends section 72-232.02 to direct investment earnings from the Board of Educational Lands and Funds cash fund to the Education Future Fund beginning July 1, 2025. In fact, a number of sections within LB 264 provide for transfer of funds to the Education Future Fund going forward. This may be a sign that the Legislature anticipates funding issues for the Education Future Fund in the coming years.

LB 295	*Sponsor*	*Committee*	*Priority*	*Subject*
	Retirement Committee	Retirement	Retirement Committee	Change provisions relating to the County, Judges, State Patrol, School Employees, Class V Plans, and the Public Employees Retirement Board

Approved by Governor: April 30, 2025
Passed on Final Reading: 46-0-3 with E-clause on April 25, 2025
Effective Date: May 1, 2025

LB 295 makes technical and substantive changes to all five state-sponsored retirement plans (School Employees, Judges, State Patrol, State Employees, and County), but it also includes provisions related to the Class V (OPS) Plan.

As it relates to the School Employees Plan, the following changes are proposed.

Application Deadline

LB 295 extends the retirement application deadline under the School Employees Retirement Act from 120 days prior to the effective date of the member's initial benefit to 270 days prior to the effective date of the member's initial benefit.

Definition of Compensation

Currently, “compensation” is defined as gross wages or salaries payable to the member for personal services performed during the plan year and includes:

(i) overtime pay,

(ii) member retirement contributions,
(iii) retroactive salary payments paid pursuant to court order, arbitration, or litigation and grievance settlements, and
(iv) amounts contributed by the member to plans under sections 125, 403(b), and 457 of the IRS Code or any other section of the code which defers or excludes such amounts from income.

LB 295 would add a fifth item, which is leave of absence pay.

Regular Employee

The current definition of "regular employee" is an employee hired by a public school or under contract in a regular full-time or part-time position who works a full-time or part-time schedule on an ongoing basis for 20 or more hours per week. An employee hired to provide service for less than 20 hours per week but who provides service for an average of 20 or more per week in each calendar month of any three calendar months of a plan year must, beginning with the next full payroll period, commence contributions and would be deemed a regular employee for all future employment with the same employer.

LB 295 specifies that the 20-hour-per-week threshold would be calculated by dividing the total number of hours of service provided for the same employer in a calendar month by the total number of calendar days in the month and multiplying such number by seven.

Repayment of Benefit

Currently, if the Public Employees Retirement Board (PERB) determines that termination of employment has not occurred and a retirement benefit has been paid to a member of the Plan, the member must repay the benefit to the retirement system.

LB 295 stipulates that the PERB may determine that all or any portion of such benefit was the result of an inadvertent benefit overpayment and repayment of the benefit would create a significant hardship.

Lawfully Present Employees

Currently, no school employee would be authorized to participate in the Plan unless the employee is a U.S. citizen or is lawfully present in the U.S.

The law requires the employing public school and the school employee to maintain at least one of the documents listed below, which must be unexpired. LB 295 provides that the document is still valid if it has an expiration date that has been extended by the U.S. Department of Homeland Security or the U.S. Citizenship and Immigration Services.

Currently, the permitted documents, include:

(a) A state-issued driver's license;
(b) A state-issued identification card;
(c) A certified copy of a birth certificate or delayed birth certificate issued in any state, territory, or possession of the U.S.;

(d) A Consular Report of Birth Abroad issued by the U.S. Department of State;
(e) A U.S. passport;
(f) A foreign passport with a U.S. visa;
(g) A U.S. Certificate of Naturalization;
(h) A U.S. Certificate of Citizenship;
(i) A tribal certificate of Native American blood or similar document;
(j) A U.S. Citizenship and Immigration Services Employment Authorization Document, Form I-766;
(k) A U.S. Citizenship and Immigration Services Permanent Resident Card, Form I-551; or
(l) Any other document issued by the U.S. Department of Homeland Security or the U.S. Citizenship and Immigration Services granting employment authorization in the U.S. and approved by the retirement board.

LB 295 would add an additional permitted document type: A state-issued motor vehicle learner's permit.

LB 296

Sponsor	*Committee*	*Priority*	*Subject*
Arch	Education	None	Require NDE to create a centralized education records system and employ registrars relating to students under the jurisdiction of the juvenile court and change provisions relating to graduation requirements

Approved by Governor: March 11, 2025
Passed on Final Reading: 48-0-1 on March 6, 2025
Effective Date: September 3, 2025

Background: LB 705 (2023) required NDE, DHHS, the Office of Probation Administration, and the State Court Administrator to enter into a memorandum of understanding for the sharing of data relevant to students who are under the jurisdiction of the juvenile court. The purpose of the sharing of data is to provide systems-wide coordination to improve educational opportunities and outcomes and to facilitate service coordination for such students.

The memorandum would include the intent for NDE to contract with an outside consultant with expertise in the education of court-involved students to assist in the development of the policies and procedures.

In accordance with this directive, NDE contracted with Bellwether, which is a national nonprofit organization.

The "Bellwether Report," entitled, "Data Sharing for Youth Under the Jurisdiction of the Juvenile Court," was issued in September 2024. The executive summary of the report states that:

> In Nebraska, students under the jurisdiction of the juvenile court are educated in diverse settings such as public schools, interim-program schools, special purpose schools, and non-public schools. Historically, these students have underperformed academically compared to their non-juvenile-court-involved peers and are disproportionately students of color, students with disabilities, and students from low-income families.

> A key condition for positive educational outcomes for youth under the jurisdiction of the juvenile court is the efficient transfer of education records between placements. Currently, Nebraska faces significant challenges in this area, as identified through extensive interviews, focus groups, and stakeholder meetings. The obstacles to effective data sharing include delays, mistrust, lack of system integration, reliance on low-tech solutions, privacy concerns, and inadequate knowledge. These inefficiencies contribute to negative outcomes for youth, causing them to miss crucial instructional time or be subjected to redundant coursework. This often results in disengagement, frustration, and drop-out.
>
> To address these issues, Bellwether, in collaboration with a team of state leaders, has developed a comprehensive set of recommendations that propose establishing a centralized records service under the Nebraska Department of Education (NDE). This system aims to centralize education data collection and distribution using highly trained registrars to ensure data accuracy, resolve discrepancies, and create comprehensive student records. This centralized service would streamline the data-sharing process and ensure compliance with privacy regulations. Beyond the centralization of records, the recommendations also advocate for improvements in governance design to enhance efficiency, consistency, and accountability. Additionally, the introduction of a statewide basic high school diploma aims to increase graduation rates for youth under the jurisdiction of the juvenile court.
>
> If enacted comprehensively, these reforms will make Nebraska a national model for education data sharing that will positively impact the educational experiences and outcomes of youth under the jurisdiction of the juvenile court, providing them with a more cohesive educational experience.

LB 296 would implement the suggestions contained within the Bellwether Report along with the original directives contained within LB 705 (2023).

Centralized Education Records System

By July 1, 2026, NDE must maintain a centralized education records system for students under the jurisdiction of a juvenile court. The system must allow for the immediate transfer of education records as appropriate. Each approved or accredited school must share education records with the department for inclusion in the centralized education records system *immediately upon request* for any student under the jurisdiction of a juvenile court.

The Commissioner of Education is directed to employ registrars who would be responsible for ensuring the education records of students under the jurisdiction of a juvenile court are maintained in an accurate and timely manner in the centralized education records system.

Registrars would also analyze the education records of high school students under the jurisdiction of a juvenile court to determine if additional credit hours should be awarded by the Commissioner of Education for academic work that has been completed by the students.

The Commissioner of Education must, either upon request or in response to an analysis conducted by a registrar, award credit hours pursuant to rules adopted by the State Board to any high school student who is or was under the jurisdiction of a juvenile court and has evidence of the completion of academic work that would generally be required for the credit hours. Any credit hours awarded by the commissioner must be recognized by any approved or accredited school and must count toward meeting any graduation requirements related to the subject area of the credit hours.

The cost of the centralized education records system and registrars would be paid from the State Department of Education Improvement Grant Fund.

Diploma

Current law (§ 79-729) requires that each high school student must complete a minimum of 200 high school credit hours prior to graduation. At least 80% of the minimum credit hours must be core curriculum courses prescribed by the State Board.

LB 296 provides that, beginning with the 2026-27 school year, for a student who meets the above requirement and who was at any point during high school under the jurisdiction of a juvenile court and residing in an out-of-home placement under such jurisdiction:

(i) A public high school must, upon request, allow such student to graduate with a high school diploma from such school without any additional requirements if the student was enrolled at any point in such high school; or

(ii) If such student does not graduate from an approved or accredited high school, the Commissioner of Education must, upon request, award a state high school diploma.

The bill provides that no student, parent, or guardian may make any request that would result in a student receiving more than one high school diploma.

LB 297	*Sponsor*	*Committee*	*Priority*	*Subject*
	Ibach	Business and Labor	None	Change provisions relating to the combined tax rate under the Employment Security Law

Approved by Governor: March 25, 2025
Passed on Final Reading: 45-0-4 with E clause on March 20, 2025
Effective Date: March 26, 2025

Background: LB 297 was brought by Senator Ibach on behalf of the Department of Labor with the goal of reducing Nebraska's unemployment combined tax. This tax is paid by employers, and funds the payment of unemployment benefits. Most of the combined tax collected goes directly to the Unemployment Insurance Trust Fund (UI). The UI Trust Fund can only be used for the payment of unemployment benefits, and Nebraska has one of the healthiest UI trust funds in the country.

The current balance of the UI trust fund far exceeds the amount necessary to fund the payments of benefits during a recession, or even a pandemic. The current balance of the trust fund is approximately $544 million, whereas the Nebraska Department of Labor paid out approximately $95 million in UI benefits in 2024.

LB 297 adjusts the combined tax rate calculation used to set tax rates for unemployment insurance taxes to immediately lower the 2025 tax rate, and reduce the calculation for planned collection of

the UI combined tax for future years, with the goal of reducing the overall UI Trust Fund balance to a more reasonable reserve.

Additionally, LB 297 grants the Commissioner of Labor the authority to make informed decisions to lower the UI tax rate for employers. LB 297 lessens the tax burden on employers while still maintaining a sufficient unemployment trust fund balance to pay unemployment benefits.

Summary of Changes: In tax year 2025 only, the category twelve rate will be 0.48. Also, the Commissioner of Labor may adjust the yield factor to a lower scheduled yield factor if the state's reserve ratio is .7% or greater rather than the current 1% or greater.

LB 298	*Sponsor*	*Committee*	*Priority*	*Subject*
	Arch	Executive Board	Arch	Provide for the Division of Legislative Oversight, the Legislative Oversight Committee and change provisions relating to the Public Counsel

Approved by Governor: June 4, 2025
Passed on Final Reading: 46-2-1 with the E clause on May 30, 2025
Effective Date: June 5, 2025

LB 298 is a lengthy measure that addresses legislative oversight. The legislation creates the Division of Legislative Oversight within the Legislative Council as well as the Legislative Oversight Committee, a special committee that replaces the current Performance Audit Committee, to oversee the new division.

The director of the new division will be appointed by the Legislature and require a two-thirds vote for appointment and for removal. The director will serve a 6-year term. The director would then appoint an Inspector General for a 5-year term.

The current offices of the Legislative Audit Office, the Office of Inspector General of Nebraska Child Welfare, and the Office of Inspector General of the Nebraska Correctional System would be moved to the Division of Legislative Oversight.

Division of Legislative Oversight

The Division of Legislative Oversight is created within the Legislative Council. The division would be responsible for conducting assessments, investigations, audits, inspections, and other reviews of Nebraska state government to ensure the Legislature is able to carry out its responsibilities to secure needed information to legislate and appropriate.

Division Director

The Director of Legislative Oversight would:

(a) Develop key performance indicators, with the approval of the Legislative Oversight Committee, for both short-term and long-term legislative oversight of state agencies and programs;

(b) Make recommendations to the Legislative Oversight Committee and the Executive Board of the Legislative Council regarding the duties, responsibilities, and activities of the division and division staff;

(c) Ensure that all assessments, investigations, audits, inspections, and other reviews are conducted by the division without regard to special or partisan interest and in accordance with relevant standards or guidelines; and

(d) Carry out the director's duties under the Legislative Performance Audit Act, the Office of Inspector General of Nebraska Child Welfare Act, and the Office of Inspector General of the Nebraska Correctional System Act.

Legislative Oversight Committee

The Legislative Oversight Committee is created as a special legislative committee to exercise the authority and perform the duties provided for in the:

(a) Legislative Performance Audit Act,
(b) the Office of Inspector General of Nebraska Child Welfare Act, and
(c) the Office of Inspector General of the Nebraska Correctional System Act.

The committee would be composed of nine members of the Legislature, including:

(a) Speaker of the Legislature,
(b) chairperson of the Executive Board,
(c) chairperson of the Appropriations Committee,
(d) chairperson of the Judiciary Committee,
(e) chairperson of the Health and Human Services Committee, and
(f) four other members of the Legislature chosen by the Executive Board.

The chairperson and vice-chairperson of the Legislative Oversight Committee would be elected by a majority vote of the committee.

For purposes of tax incentive performance audits, the committee must also include as nonvoting members the chairperson of the Revenue Committee or his/her designee and one other member of the Revenue Committee, as selected by the Revenue Committee.

The Legislative Oversight Committee would oversee all aspects of the Division of Legislative Oversight without regard to special or partisan interests and in accordance with relevant standards and guidelines.

Legislative Audit Office

The Legislative Audit Office is created within the Division of Legislative Oversight. The office would conduct performance audits. The Legislative Auditor would be appointed by the Director

of Legislative Oversight with approval from the chairperson of the Executive Board and the chairperson of the Legislative Oversight Committee.

The Legislative Auditor must employ the staff as deems necessary to carry out the duties of the office within the amount available by appropriation through the Division of Legislative Oversight for the Legislative Audit Office.

LB 303	*Sponsor*	*Committee*	*Priority*	*Subject*
	Hughes	Education	Hughes	Create the School Financing Review Commission

Approved by Governor: June 4, 2025
Passed on Final Reading: 48-0-1 with E clause on May 30, 2025
Effective Date: June 5, 2025

LB 303 was originally introduced at the request of the Governor and provided for comprehensive school finance modifications. It also called for the creation of a "School Finance Reform Commission."

As passed and signed into law, the measure no longer incorporated modifications to the existing school finance system. However, it did call for the creation of the "School Financing Review Commission."

Composition of Commission

The commission would consist of 18 members, including:

(a) The Commissioner of Education or designee;

(b) The Property Tax Administrator or designee;

(c) One representative of the Governor appointed by the Governor;

(d) Three members of the Legislature, who will be nonvoting members of the commission, including (1) the Chairperson of the Education Committee or designee, (2) the Chairperson of the Revenue Committee or designee, and (3) one member appointed by the Executive Board in January of each odd-numbered year for a two-year term, except that the initial member will be appointed within 30 days after the effective date of LB 303 and will serve until a successor is appointed in January 2027. No more than two members may be affiliated with the same political party;

(e) One member who is a representative of postsecondary education with expertise in school finance;

(f) Four members who are superintendents or school board members representing a Class I, II, or III school district. At least one member is appointed representing each class of school district. No more than two members may represent the same class of school district, no

more than three members may be superintendents, and no more than three members may be school board members;

(g) One member that is a representative of a Class IV school district and one member that is a representative of a Class V school district. One member appointed must be a school board member of the school district being represented and the other member must be a school administrator in the other school district being represented; and

(h) Five members appointed from the state at large, which must include (i) at least one individual having experience in business, (ii) at least one individual having experience in farming, (iii) at least one individual teaching as a certified teacher in a public school, and (iv) two other individuals. These members may be retired.

The members outlined in (a) through (c) would serve as ex officio members of the commission.

The members outlined in (e) through (h) would be appointed by the Governor within 30 days after the effective date of the legislation. Initial appointees would serve terms as described below. Thereafter, members would serve terms of three years, and any vacancy would be filled by the Governor for the remainder of the vacated term. For purposes of determining term length and expiration of terms, the initial terms for members would begin 30 days after the effective date of the legislation.

The Governor must, upon appointment, designate the initial term for the members appointed except the initial terms for members described in (e) through (h) would be as follows:

(1) The member appointed under (e), one member described in (g), and one member described in (h) would serve a three-year term;

(2) Two members described in (f), one member described in (g), and one member described in (h) would serve an initial term of two years; and

(3) Two members described in (f) and three members described in (h) would serve an initial term of one year.

If at any point a member no longer meets the qualification for such member's position on the commission, the member must vacate membership on the commission. Any vacancy in the commission would be filled in the same manner and same qualification as the original appointment.

Purpose of Commission

The purpose of the School Financing Review Commission is to study and provide advisory recommendations relating to school funding in Nebraska. The commission must:

(a) Evaluate the school funding formula for education under the Tax Equity and Educational Opportunities Support Act (TEEOSA) and make recommendations for adjustments or changes to such formula that may be necessary to help prevent the increase of property taxes;

(b) Regularly review the resources side of the formula under TEEOSA;

(c) Regularly review the needs side of the formula under TEEOSA;

(d) Analyze options for how to minimize the negative impact on schools during times when the state may be unable to fully fund the formula under TEEOSA;

(e) Analyze the impact of funding for education on student achievement and outcomes, focusing on, but not limited to:

- Access to early childhood education;
- student attendance;
- literacy;
- graduation rate;
- college-going rate; and
- postsecondary workforce participation.

(f) Analyze the impact of funding for education on issues and resources impacting students with relatively high needs, including:

- students who live in areas of high concentrations of poverty,
- students with an individualized education program, and
- students with limited English proficiency.

The commission, to the extent it is practical, must compare findings to similar policies from other states.

Report

By December 1, 2025, and by November 1 of each year thereafter, the commission must prepare and deliver to the Clerk of the Legislature an annual report with its observations and recommendations.

Other Provisions Related to the Commission

- The Commissioner of Education or designee would serve as the chairperson of the commission, and the commission must elect a vice-chairperson from among its members.
- The commission would meet at least four times a year and at least once per calendar quarter.
- NDE may provide staff to assist the commission as needed and requested by the chairperson of the commission in accordance with guidelines developed by the commission. The commission may also obtain assistance from NDE, the Department of Revenue, and the Legislative Fiscal Office in acquiring the data needed to carry out its duties.
- The commission would be housed within NDE.

Spending Lid Exception

Prior to passage, Senator Ballard successfully amended LB 303 to include a change to an existing spending lid exception (§ 79-1028.01). The current lid exception, relating to employer contributions for the School Employees Retirement Plan, provides that a school district may exceed its budget authority by a specific dollar amount for expenditures to pay for employer contributions above 7.35%. The current employer rate is 9.88%. On July 1, 2025, the employer rate will be 8.08%.

The Ballard amendment creates a new subsection to this lid exception providing that, for school fiscal years 2025-26 and 2026-27, the lid exception would permit the amount of expenditures for school fiscal year 2024-25 to be carried over and included in the budget authority for school fiscal years 2025-26 and 2026-27.

LB 306	*Sponsor*	*Committee*	*Priority*	*Subject*
	Education Com.	Education	Education Com.	Change provisions relating to admission to elementary and secondary schools, and require a database of financial information regarding school districts and reporting regarding funding from foreign adversarial sources

Approved by Governor: June 4, 2025
Passed on Final Reading: 41-8 with E clause on June 2, 2025
Effective Date: June 5, 2025

Participation in Extracurricular Activities
(Sections 1 and 2 of LB 306)

Background: The provisions in sections 1 and 2 derive from LB 497 (Murman), which was never advanced from committee but was nevertheless successfully merged into LB 306. LB 497 was supported by the Nebraska Christian Home Educators Association and the Lincoln Home School Orchestras, among others.

LB 306 amends section 79-215 to provide that a school board must admit a student upon request without charge for part-time enrollment for purposes of participating in extracurricular activities if:

(a) the student is also enrolled in a private school or in a home school and

(b) either –

(i) the school district where the student or the student's parent resides does not offer the extracurricular activity in which the student desires to participate and the school district that the student is requesting to attend is the closest school district to the residence of the student or the student's parent that offers such extracurricular activity or

(ii) the school district where the student or the student's parent resides does offer the extracurricular activity in which the student desires to participate but the school district the student is requesting to attend includes the closest school to the residence of the student or the student's parent that offers such extracurricular activity.

Policy Update: LB 306 also amends section 79-2,136 relating to part-time enrollment and extracurricular activities.

LB 306 provides that school board policies and procedures must require any student desiring to participate in extracurricular activities *regulated by an athletics or activities association* (i.e., NSAA), to which the school is a member, to be enrolled five credit hours offered by the school district in any semester *in order to participate in such extracurricular activities, but may not prohibit a student from enrolling in more than five credit hours*.

The measure further stipulates that both the compulsory attendance law (§ 79-201) and laws relating to habitual truancy would apply to such students.

Effective: Sections 1 and 2 become effective September 3, 2025

Database of Financial Information
(Section 11 of LB 306)

Background: As amended prior to passage, LB 306 includes the modified provisions of LB 625 (Dover) relating to the creation of a database of financial information. LB 625 was advanced to General File by a 7-1 vote, but no one other than Senator Dover testified on the bill.

Website Database: LB 306 requires the Department of Administrative Services (DAS) to develop, maintain, and make available for public inspection on its website a database of financial information from all school districts in the state. The required information must include, at a minimum, revenue sources, expenditures, and a balance sheet that contains all assets and liabilities for each school district from the most recent audit reports filed with the Commissioner of Education.

The budget administrator of the budget division of DAS is required to designate an implementation date for the database, but must be no later than January 1, 2026.

Required Information: School districts are required to provide to DAS such information from the school district's most recent audit report filed with the Commissioner of Education as is necessary to develop and maintain the database.

School districts must provide updated information to DAS on an annual basis, and DAS must update the database no later than 30 days after receiving any such information.

School districts are also required to provide historical financial information beginning with calendar year 2005 to DAS. Such information must be collected and added to the database if available as soon as practicable.

The data requirement does not include disclosure of information that is considered confidential under state or federal law or is not a public record.

Effective: Section 11 becomes effective September 3, 2025

Scholarship Qualifications
(Sections 7-9 of LB 306)

One of the more controversial amendments ultimately adopted to LB 306 prior to passage was championed by Senator Hallstrom and opposed by Senator Murman.

LB 306 provides that the minimum test score qualification for a scholarship under the Nebraska Career Scholarship Act is met either from a composite score on a standard college admission test or the equivalent score on the SAT.

Effective: Sections 7-9 become effective September 3, 2025

LB 346	*Sponsor*	*Committee*	*Priority*	*Subject*
	Arch	Government	Speaker	Provide for termination of boards, commissions, committees, councils, funds, groups, panels, and task forces and change and eliminate funds and powers and duties of departments and agencies

Approved by Governor: May 30, 2025
Passed on Final Reading: 49-0 on May 28, 2025
Effective Date: September 3, 2025

Background

In 2000, the Legislature created the Early Childhood Interagency Coordinating Council to advise and assist the collaborating agencies in carrying out the provisions of the:

- Early Intervention Act,
- Quality Child Care Act,
- Early Childhood Training Center,
- Early Childhood Education Grant Program,
- Before-and-after-school or prekindergarten services, and
- other early childhood care and education initiatives under state supervision.

Operational Efficiencies

LB 346 was brought at the request of the governor and proposes combining or outright repealing several boards and commissions. The proposal is intended to find operational efficiencies and to reduce the complexity of the Nebraska government.

Within LB 346, section 23 modified provisions related to the Early Childhood Interagency Coordinating Council. The legislation limits the council to 16 members beginning July 1, 2026, all of whom would be appointed by the Governor. The council had previously included over 30 members and there was no limit on the number of members prior to LB 346.

Upon introduction of LB 346, First Five Nebraska and other interested groups, argued that the measure would have inadvertently made Nebraska noncompliant with federal requirements by making changes to the membership composition of the Early Childhood Interagency Coordinating Council. As noted by First Five Nebraska, the council was created in order to:

> [A]ssist state agencies in complying with the Individuals with Disabilities Education Act (IDEA) and the Head Start for School Readiness Act. It is unique from most other states in that it consolidates two federally required state advisory councils into one.
>
> First Five Nebraska worked closely with the Governor's office to maintain membership compliance pursuant to federal law, while still realizing efficiencies by reducing the number of statutorily required membership from over 30 to 16 members. These changes helped to ensure that the state's yearly allocation of $3.3 million for IDEA Part C funds and $80 million for Head Start funds were preserved.

LB 376	*Sponsor*	*Committee*	*Priority*	*Subject*
	Health Committee	Health Committee	Health Committee	Change and eliminate programs and services administered by DHHS and eliminate various reporting requirements

Approved by Governor: June 4, 2025
Passed on Final Reading: 47-1-1 on May 30, 2025
Effective Date: September 3, 2025

LB 376 modifies statutes pertaining to reports required by DHHS. Several sections within this legislation are noteworthy for public education.

Screening

Current law, section 71-4741, requires DHHS to determine which birthing facilities are administering hearing screening tests to newborns and infants on a voluntary basis and the number of newborns and infants screened. The department is required to submit electronically an annual report to the Legislature stating the number of:

(a) Birthing facilities administering voluntary hearing screening tests during birth admission;

(b) Newborns screened as compared to the total number of newborns born in such facilities;

(c) Newborns who passed a hearing screening test during birth admission if administered;

(d) Newborns who did not pass a hearing screening test during birth admission if administered; and

(e) Newborns recommended for follow-up care.

This reporting requirement is eliminated under LB 376.

What remains in this statute is the requirement that DHHS, in consultation with NDE, along with birthing facilities, and other providers, develop approved screening methods and protocols for statewide hearing screening tests of substantially all newborns and infants.

DHHS Office Space

Another section of LB 376 sunsets the requirement that counties maintain DHHS office space at no charge to the state as of June 30, 2028.

This estimated future cost to the state is somewhere between $2.5 million and $4 million. The added cost would not be realized until FY2029.

LB 383

Sponsor	*Committee*	*Priority*	*Subject*
Storer	Judiciary	Storer	Adopt the Parental Rights in Social Media Act

Approved by Governor: May 20, 2025
Passed on Final Reading: 46-3-0 on May 14, 2025
Effective Date: July 1, 2026 for Sections 26-30

LB 383 creates the Parental Rights in Social Media Act (sections 26-30). The measure prohibits a social media company from permitting a minor to become an account holder. A social media platform must use a reasonable age verification method to verify the age of an individual seeking to become an account holder on the company's social media platform.

A social media company or third-party vendor conducting the verification may not retain any identifying information of an individual after verification is complete.

Exception

A social media company may allow a minor to become an account holder if the parent of the minor provides express parental consent authorizing the minor to become an account holder. A social media company or third-party vendor must verify the express parental consent, which must include:

(a) Age verification of the parent through a reasonable age verification method; and

(b) An oath, affirmation, or form signed by the parent and returned to the social media company or third-party vendor by common carrier, facsimile, or electronic scan stating that the consenting adult is the minor user's parent and authorizes such minor to become an account holder.

Once age and parental consent, if applicable, are verified, the social media company may permit the minor to become an account holder. Reverification of an account holder is not required unless parental consent is revoked by a parent.

Revocation

A social media company must develop a method for a parent to revoke consent for a minor to be an account holder. If consent is revoked, a social media company must remove the account of the parent's minor and prohibit the minor from becoming an account holder until additional express parental consent is provided.

Supervision

A social media company must provide a parent of a minor account holder with methods for the parent to supervise the minor's account. The methods must include options for the parent to:

(a) View all posts the minor account holder makes under the social media platform account;

(b) View all responses and messages sent to or by the minor account holder in the social media platform account;

(c) Control the minor's privacy and account settings; and

(d) Monitor and limit the amount of time the minor account holder spends using the social media platform.

Enforcement

The Nebraska Attorney General is required to enforce the Parental Rights in Social Media Act and may impose a penalty of up to $2,500 per violation.

LB 390	*Sponsor*	*Committee*	*Priority*	*Subject*
	Murman	Education	None	Require each school board to adopt a policy relating to access by a parent, guardian, or educational decisionmaker to certain school library information

Approved by Governor: April 14, 2025
Passed on Final Reading: 34-14-1 on April 10, 2025
Effective Date: September 3, 2025

Policy Requirement

LB 390 requires that each school board of a public school district adopt a policy for implementation at the beginning of the 2026-27 school year, relating to the rights of a parent, guardian, or educational decisionmaker to access school library materials.

The policy must:

(a) Require the creation of a catalog of all books in the school district's library, categorized by school building, which must be accessible for viewing by a parent, guardian, or educational decisionmaker of a student attending such school district; and

(b) Provide the opportunity for a parent, guardian, or educational decisionmaker of a student to be notified when the student of such parent, guardian, or educational decisionmaker checks out a book from the school library by means of a website or application notification or by opting in to email notifications. The notification must include:

(1) The title of the book checked out by the student;

(2) The name of the author of the book checked out by the student; and

(3) The date the book checked out by the student is due to be returned to the school library.

This would only apply to a school library that is located on school district property and will not apply to any other public library regardless if the library contracts with a school district for use by students.

"Educational decisionmaker" is defined as a person designated or ordered by a court to make educational decisions on behalf of a child (§ 79-530).

LB 391

Sponsor	*Committee*	*Priority*	*Subject*
Murman	Revenue	Speaker	Adopt the Give to Enable Scholarship Act and provide for certain income tax adjustments

Approved by Governor: June 4, 2025
Passed on Final Reading: 45-3-1 on May 30, 2025
Effective Date: September 3, 2025

LB 391 creates the Give to Enable Support Act and the Give to Enable Support Cash Fund.

The fund would be administered by the State Treasurer, who would accept contributions from any private individual or private entity and credit all contributions to the Give to Enable Support Cash Fund. No General Funds would be transferred to this Fund.

The Program would begin on January 1, 2026. The purpose of the program is to promote access to accounts by establishing accounts using distributions from the Give to Enable Support Cash Fund. The accounts may then be used to pay the qualified disability expenses of qualified individuals.

In order to participate in the Program, a qualified individual would submit an application to the State Treasurer. The State Treasurer would accept applications from January 1 to June 1 of each year beginning in 2026. The application must include:

(a) Information necessary to certify the applicant's status as a qualified individual;

(b) The applicant's personal information necessary to establish an account; and

(c) Any other information required by the State Treasurer.

A "qualified individual" is defined as an individual with a disability as defined in IRS Code 529A who does not have an account at the time he/she is approved to become a participant in the Program.

If the State Treasurer determines that the applicant qualifies to have an account established under the Program, the State Treasurer would notify the applicant of the approval. The State Treasurer may approve as many applications as funding for the program allows for each calendar year.

A qualified and approved individual would have an account established for the individual. The account would be established by April 1 of the year following the year the application is approved and would be funded with no less than the minimum amount required to open an account or such greater amount as determined by the State Treasurer.

LB 428	*Sponsor*	*Committee*	*Priority*	*Subject*
	Murman	Education	None	Change provisions relating to school policies on the involvement of parents, guardians, and educational decisionmakers in schools

Approved by Governor:	April 29, 2025
Passed on Final Reading:	41-5-3 on April 25, 2025
Effective Date:	September 3, 2025

LB 428 amends the Parental Involvement Act (§ 79-532). This Act has been the subject of significant controversy in the Legislature for the past several years.

The current Parental Involvement Act requires school districts to adopt a policy, which includes a number of provisions. LB 428 proposes additional requirements for the policy relating to surveys.

School Policy Modification

School district policy is required to be modified to provide a requirement that:

IF the school administers

(a) a survey requesting that students provide sexual information, mental health information, medical information, information on health-risk behaviors, religious information, information of political affiliation, or any other information that the school board deems to be sensitive in nature OR

(b) a nonanonymous survey requesting students provide information relating to drug, vape, alcohol, or tobacco use,

THEN the school district must, at least 15 days prior to the administration of the survey, notify parents, guardians, and educational decisionmakers of students that are to receive the survey.

The notice must be made through the school's electronic notification system or by physical mail to the address on file for the student. The notice must:

- describe the nature and types of questions included in the survey,
- the purposes and age-appropriateness of the survey,
- how information collected by the survey will be used,
- who will have access to such information,
- the steps that will be taken to protect student privacy, and
- whether and how any findings or results of such survey will be disclosed.

Parents, guardians, and educational decisionmakers have the right to:

(a) Request that a copy of the survey be sent through the school's electronic notification system or physical mail to the address on file for the student,

(b) review the survey in person at the school, and

(c) exempt their child from participating in the survey.

Unless required by federal or state law or regulation, school personnel administering any such survey may not disclose personally identifiable information of a child.

No survey requesting sexual information of a student may be administered to any student in kindergarten through grade six.

Limitation

The bill states that nothing in the provisions of the measure may be construed to require disclosure of information in violation of:

(a) the federal Family Educational Rights and Privacy Act of 1974, as amended, 20 U.S.C. 1232g, or any federal regulations and applicable guidelines adopted in accordance with such act, as such act, regulations, and guidelines existed on January 1, 2024;

(b) the federal Protection of Pupil Rights Amendment of 1978, 20 U.S.C. 1232h, as such section existed on January 1, 2025;

(c) the federal Children's Online Privacy Protection Act of 1998, 15 U.S.C. 6501 et seq., as such act existed on January 1, 2025; and

(d) the federal Children's Internet Protection Act, 47 C.F.R. 54.520, as such regulation existed on January 1, 2025.

LB 457	*Sponsor*	*Committee*	*Priority*	*Subject*
	Bostar	Banking	None	Require anaphylaxis policies for school districts

Approved by Governor: April 14, 2025
Passed on Final Reading: 47-1-1 on April 10, 2025
Effective Date: September 3, 2025

LB 457 requires DHHS, in consultation with NDE, to develop model anaphylaxis policies available for use in school districts and licensed child care programs setting forth guidelines and procedures to be followed for the prevention of anaphylaxis and during a medical emergency resulting from anaphylaxis.

The policies may be developed with input from representatives of (i) allergy medicine, (ii) pediatric physicians, (iii) school nurses and other health care providers with expertise in treating children with anaphylaxis, (iv) parents of children with severe allergies, (v) school administrators, (vi) teachers, (vii) school food service directors, and (viii) other appropriate entities.

The policies must include:

(a) A procedure and treatment plan, including emergency protocols and responsibilities for staff members of licensed child care programs, school nurses, and other appropriate school personnel, for responding to anaphylaxis;

(b) A procedure and appropriate guidelines for the development and implementation of an individualized health care plan for children with a food or other allergy that could result in anaphylaxis;

(c) A communication plan for the intake and dissemination of information provided by the state regarding children with a food or other allergy that could result in anaphylaxis, including a discussion of methods, treatments, and therapies to reduce the risk of allergic reactions, including anaphylaxis;

(d) Strategies for the reduction of the risk of exposure to anaphylactic causative agents, including food and other allergens; and

(e) A communication plan for discussion with children who have developed adequate verbal communication and comprehension skills and with the parents, guardians, and educational decisionmakers of all children attending the school district or licensed child care program about foods that are safe and unsafe and about strategies to avoid exposure to unsafe food.

The policies must be reexamined and updated as needed at least once every three years to be consistent with best practices relating to anaphylaxis prevention, treatment, and emergency response methods.

A model policy developed or updated must be made available on the applicable department's website (presumably both the DHHS and NDE websites).

Required Policy

LB 457 provides that, by July 1, 2026, each school district must adopt a written policy to address incidents of anaphylaxis involving students at school. A school board may use the model policy in school districts as a guide. The policy may not conflict with or hinder the implementation of an individualized anaphylaxis plan of a student and must be consistent with existing law (§ 79-224) relating to self-management by a student.

A school district must publish the policy in any school district handbook, manual, or similar publication that sets forth the comprehensive rules, procedures, and standards of conduct for students at school.

A school district with a policy to address incidents of anaphylaxis involving students at school that is in effect prior to the effective date of the bill may remain in effect and must satisfy the requirements noted above.

LB 521	*Sponsor*	*Committee*	*Priority*	*Subject*
	Sanders	Government	Government	Change and eliminate provisions relating to the Election Act and change notice requirements under the Open Meetings Act

Approved by Governor: May 30, 2025
Passed on Final Reading: 49-0 with E clause on May 28, 2025
Effective Date: May 31, 2025

LB 521 was originally meant to carry various changes to the Election Act. As the measure emerged from committee, it also included changes to the Open Meetings Act (section 82 of LB 521).

Current provisions of the Open Meetings Act (§ 84-1411) provide that in case of refusal, neglect, or inability of the newspaper to publish the notice, the public body must:

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

LB 521 stipulates that the public body must "request the newspaper" submit a post on a statewide website, if available, established and maintained as a repository for such notices by a majority of Nebraska newspapers.

The bill also requires that the public body maintain a written record of the request to the newspaper.

LB 521 provides that, in addition to a method of notice required by the Act, such notice may also be provided by any other appropriate method designated by the public body or the advisory committee.

Each public body is required to record the methods and dates of such notice in its minutes.

The bill requires that the notice must contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda (which must be kept continually current) must be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items must be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda may not be altered later than: (i) 24 hours before the scheduled commencement of the meeting or

(ii) 48 hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body must have the right to modify the agenda to include items of an emergency nature only at the public meeting.

LB 645	*Sponsor*	*Committee*	*Priority*	*Subject*
	Ballard	Retirement	Retirement Committee	Change provisions relating to the School Retirement Fund

Approved by Governor: May 6, 2025
Passed on Final Reading: 45-2-2 with E-clause on April 30, 2025
Effective Date: May 7, 2025

LB 645 was introduced on behalf of the Governor to reduce the state's liability for the School Employees Retirement Plan. The savings to the state are intended to help fill the existing budget shortfall. The measure is projected to reduce the state's funding responsibility by over $83 million in the next biennium.

The current contribution rates are based on employee compensation as follows:

- Employee rate: 9.78%
- Employer rate: 9.88% (101% of the employee rate)
- State rate: 2%

These rates have been in place since 2013.

Under LB 645, the rates would be determined by the current funding ratio on the actuarial value of assets in the School Retirement Fund.

Beginning on July 1, 2025, and each July 1st thereafter, the new system would be based on the most recent previous year as reported in the annual actuarial valuation report, which is released in November of each year. The current funding ratio is 99.91%, which was established by the state's actuary in November 2024.

If the funded ratio is less than 96%

- Employee rate: 9.75%
- Employer rate: 9.85% (101% of the employee rate)
- State rate: 2%

If the funded ratio is 96% or greater and less than 98%

- Employee rate: 8.75%
- Employer rate: 8.84% (101% of the employee rate)
- State rate: .7%

If the funded ratio is 98% or greater and less than 100%

- Employee rate: 8%
- Employer rate: 8.08% (101% of the employee rate)
- State rate: .7%

If the funded ratio is 100% or greater

- Employee rate: 7.25%
- Employer rate: 7.32% (101% of the employee rate)
- State rate: no contribution required

LB 647	*Sponsor*	*Committee*	*Priority*	*Subject*
	Revenue Com.	Revenue	Revenue Com.	Omnibus revenue measure that includes changes relating to budget limitations, property tax request authority, the Property Tax Request Act, and the Nebraska educational savings plan trust

Approved by Governor: May 30, 2025
Passed on Final Reading: 35-13-1 with E clause on May 30, 2025
Effective Date: Various

LB 647 was introduced as a Revenue Committee shell bill. It was advanced from committee as an omnibus revenue-related measure, which included provisions from LB 131 (529 Plans), LB 709 (adoption expenses), and LB 566 (purchase of property in blighted areas).

529 Plans

The most controversial of these provisions related to expanding the bounds of the Nebraska Educational Savings Trust (NEST). NEST is currently a 529 college savings plan providing a tax-advantaged account for education expenses. Its name stems from Section 529 of the IRS tax code, which gives these plans special tax breaks to encourage saving for education.

The NEST-related provisions of LB 647 derive from LB 131 (Sorrentino), which proposes to expand the current NEST to be available to all eligible educational institutions (public and private), to include elementary and secondary schools, as well as postsecondary institutions. The bill removes elementary and secondary education payments from the nonqualified withdrawal list.

Beginning January 1, 2029, expenses for (private school) tuition in connection with enrollment or attendance at an elementary or secondary school would be permitted up to $10,000 per beneficiary per taxable year.

Contributions to 529 accounts grow tax-deferred, and withdrawals are exempt from state and federal taxes as long as they are used for a beneficiary's qualified education expenses, including tuition, room and board at an eligible postsecondary educational institution.

Individuals may claim a state income tax deduction equal to contributions they make to an account, up to $5,000 for those married filing separately and $10,000 for other filers.

Adoption Expenses

The provisions of LB 709 (Bostar) were included in LB 647. LB 709 would create a refundable state income tax credit equal to 10% of the federal adoption expenses tax credit allowed to a taxpayer in the same taxable year. This portion of LB 647 (sections 7-9) will become operative September 3, 2025.

Purchase of Property in Blighted Areas

The provisions of LB 566 (Quick) were included in LB 647. LB 566 amends existing law permitting individuals to claim a nonrefundable $5,000 income tax credit if they purchase a primary residence located in an area that has been declared extremely blighted. The credit is scheduled to sunset on January 1, 2026. LB 566 would extend the sunset to January 1, 2032.

Recreational Trail Easements

LB 647 includes the provisions of LB 628 (Dover) to establish the Recreational Trail Easement Property Tax Exemption Act. The Act provides that a taxpayer who encumbers their property with a perpetual recreational trail easement may apply for a property tax exemption for the portion of the property that has been encumbered with the easement. This portion of LB 647 (sections 1-6) becomes operative on January 1, 2026.

The Legislative Fiscal Office reports that property tax exemptions would occur when property owners qualify and utilize easements and are estimated to decrease a political subdivision's property tax base. "A change in the taxable base for schools due to the exemption of property could have an impact on state aid under TEEOSA, but any such amount is indeterminate."

LB 650	*Sponsor*	*Committee*	*Priority*	*Subject*
	von Gillern	Revenue	Revenue Committee	Adopt the Community Development Assistance Act and change provisions relating to land banks, property tax exemptions, motor vehicle tax provisions, and certain tax credits

Approved by Governor: May 6, 2025
Passed on Final Reading: 40-7-2 with E-clause on April 30, 2025
Effective Date: May 7, 2025

LB 650 was introduced at the request of the Governor.

The legislation is an omnibus revenue-related measure containing a variety of provisions. As it relates to public education, the most notable provision of LB 650 is a change in motor vehicle tax revenue.

These provisions derive from LB 547 (Rountree), which intended to expand the exemption for disabled veterans from the state motor vehicle tax.

The bill amends current definitions of a disabled veteran and a blind veteran as found in section 77-202.23, to align with the more expansive federal definition found in 5 U.S.C. 2108, as the section existed on January 1, 2025. Accordingly, a disabled veteran would mean:

(a) An individual who has served on active duty in the armed forces, been separated therefrom under honorable conditions, and has established the present existence of a service-connected disability; or

(b) An individual who is receiving compensation, disability retirement benefits, or pension because of a public statute administered by the Department of Veterans Affairs or a military department.

This provision of LB 650 becomes operative on January 1, 2026.

The Nebraska DMV has estimated the total reduction in motor vehicle tax to be $28.8 million (a loss of $10.8 million in 2025-26 and $18 million in 2026-27 in revenue for the DMV and local governments). The revenue loss would be a result of an increase in the number of disabled veterans and blind veterans eligible for the motor vehicle tax exemption. The DMV approximates 40,000 of the 43,465 veterans (as estimated by the U.S. Dept. of Veterans Affairs) would utilize the motor vehicle tax exemption. The average motor vehicle tax savings per veteran is estimated to be $450.

For public schools, the loss in revenue from the motor vehicle tax is estimated to be $6,350,400 in 2025-26 and $10,584,000 in 2026-27.

Estimated Motor Vehicle Revenue Losses	FY2025-26 (6 months, beginning January 1, 2026)	FY2026-27 (full 12 months of the yearly revenue)
DMV Vehicle Title Registration Modernization Fund (1%)	($108,000)	($180,000)
Motor Vehicle Tax – Commission to County (1%)	($108,000)	($180,000)
Motor Vehicle Tax – Cities and Counties (40% of remainder)	($4,233,600)	($7,056,000)
Motor Vehicle Tax – Schools (60% of remainder)	($6,350,400)	($10,584,000)
Motor Vehicle Tax Impact under LB 650	($10,800,000)	($18,000,000)

LR 19CA

Sponsor	*Committee*	*Priority*	*Subject*
Dover	Executive Board	Dover	Constitutional amendment to change legislative term limits to three consecutive terms

Delivered to Secretary of State: May 28, 2025
Passed on Final Reading: 39-10 on May 28, 2025

LR 19CA was introduced by Senator Dover and 22 co-sponsors. The constitutional amendment would change current provisions in the Nebraska Constitution so that a state lawmaker could serve three rather than two (4-year) terms of office.

The measure will appear on the November 2026 General Election ballot.

Note: On November 7, 2000, Nebraska voters approved a measure (415) as an initiated constitutional amendment. It was approved by a 56% to 44% margin.

II. Interim Study Resolutions

Education Committee

LR144 (Kauth) Interim study to examine potential changes to Nebraska's teacher certification requirements to create an apprenticeship-based pathway for persons seeking to transition into teaching grades kindergarten through twelve

Purpose: The purpose of this resolution is to propose an interim study to examine potential changes to Nebraska's teacher certification requirements to create an apprenticeship-based pathway for individuals with equivalent education and professional experience who seek to transition into kindergarten through grade twelve teaching.

Nebraska faces ongoing challenges in attracting and retaining qualified educators, particularly in rural and high-need school districts, and the traditional teacher certification process may present barriers for individuals with equivalent education and professional experience in other fields who seek to transition into the teaching profession later in their careers. Alternative pathways to certification, including onsite apprenticeship programs conducted by school districts, may provide opportunities to increase the number of qualified teachers while maintaining high-quality standards for Nebraska schools. Such apprenticeship programs would focus on pedagogical training, classroom management, and other essential instructional skills to ensure competency and effectiveness in teaching. The State Board of Education plays a critical role in establishing standards and oversight mechanisms for teacher certification programs, including alternative pathways such as school district led apprenticeships.

This interim study is meant to examine potential changes to Nebraska's teacher certification requirements to allow individuals with equivalent education and experience to enter the teaching profession through an apprenticeship-based pathway conducted by school districts. Such study shall include, but need not be limited to:

(1) An evaluation of existing barriers within Nebraska's current teacher certification process that may hinder professionals from transitioning into teaching;

(2) An examination of best practices from other states that have implemented alternative certification pathways, including apprenticeship programs;

(3) An assessment of the pedagogical and classroom management training necessary to maintain high-quality instructional standards in an apprenticeship program;

(4) A determination of the role of school districts in designing and implementing apprenticeship programs for prospective teachers;

(5) An examination of the process by which the State Board of Education would approve school district apprenticeship programs and ensure alignment of such programs with state educational standards;

(6) An investigation of the criteria and process by which individuals completing an apprenticeship program would be certified as teachers in Nebraska;

(7) Consideration of the potential impact of an apprenticeship pathway on addressing teacher shortages in critical subject areas and geographic regions;

(8) An identification of any statutory or regulatory changes necessary to implement such an apprenticeship pathway; and

(9) Input from relevant stakeholders, including representatives from the State Department of Education, the State Board of Education, school district administrators, teacher preparation programs, educators, and other interested parties.

LR164 (McKinney) Interim study to examine to what extent inmates between five and twenty-one years of age, under the care of the Department of Correctional Services, are being provided educational services

Purpose: The purpose of this resolution is to propose an interim study to examine to what extent inmates between five and twenty-one years of age, that are under the care of the Department of Correctional Services, are being provided educational services and what statutory or regulatory changes are necessary to ensure these inmates receive educational instruction. This study shall include, but is not limited to, determining how many such incarcerated individuals are participating in educational programs, including a General Educational Development program to earn their high school equivalency diploma, offered by the department as well as through partnerships with educational institutions such as Southeast Community College.

LR189 (Dorn) Interim study to examine the financing of public education through the Tax Equity and Educational Opportunities Support Act formula and develop recommendations for improving school funding in Nebraska

Purpose: The purpose of this resolution is to propose an interim study to examine the financing of public education through the Tax Equity and Educational Opportunities Support Act formula and develop recommendations for improving school funding in Nebraska. The study may review ways to increase the amount of state aid committed to schools to offset property tax use and reduce property taxes as a share of total state and local taxes.

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

(1) Fairness and equity for public school students in all parts of the state;

(2) Efficiencies and effectiveness in the use of tax resources to educate public school students in Nebraska; and

(3) Stability in the resources available to school districts, particularly in times of economic volatility.

LR196 (Kauth) Interim study to study truancy in Nebraska schools

Purpose: The purpose of this resolution is to propose an interim study to study truancy in Nebraska schools.

LR202 (Sorrentino) Interim study to explore a landscape analysis of the various higher education teacher preparation programs around the state

Purpose: The purpose of this resolution is to propose an interim study to explore a landscape analysis of the various higher education teacher preparation programs around the state, campus by campus, to see how future teachers are being prepared to teach literacy.

LR204 (Juarez) Interim study to examine the causes of burnout in kindergarten through twelfth grade teachers and its impact on teachers and students

Purpose: The purpose of this resolution is to propose an interim study to examine the causes of burnout in kindergarten through twelfth grade teachers and its impact on teachers and students. The study shall include, but need not be limited to, an examination of the following factors: Educational mandates, administrative burdens, classroom discipline issues, educational funding, emotional demands, workloads, safety issues, salaries, and staff shortages. The study shall also examine what the state can do to mitigate teacher burnout and incentivize retention.

LR205 (Strommen) Interim study to examine barriers to and benefits of data sharing between the State Department of Education and the Department of Health and Human Services for purposes of the Early Childhood Integrated Data System

Purpose: The purpose of this resolution is to propose an interim study to examine barriers to and benefits of data sharing between the State Department of Education and the Department of Health and Human Services for purposes of the Early Childhood Integrated Data System.

This study shall include, but not be limited to, the following:

(1) Describing the Early Childhood Integrated Data System as it currently exists and the historical context for its development;

(2) Examining the use of the Early Childhood Integrated Data System to maximize efficiencies for participating state agencies to meet legislatively mandated reporting requirements, providing accountability for public dollars, and supporting parental choice in early childhood settings;

(3) Analyzing the statutory barriers to interagency data sharing and potential solutions;

(4) Examining data privacy procedures and data access rules maintained in the Early Childhood Integrated Data System;

(5) Analyzing the infrastructure necessary to improve the Early Childhood Integrated Data System, including funding; and

(6) Reviewing early childhood integrated data systems in other states.

LR228 (Cavanaugh, J.) Interim study to examine and assess the adequacy of compensation for higher education faculty who primarily engage in classroom instruction within Nebraska's public institutions

Purpose: The purpose of this resolution is to propose an interim study to examine and assess the adequacy of compensation for higher education faculty who primarily engage in classroom instruction within Nebraska's public institutions. This study will identify disparities, analyze competitive salary structures, and explore potential policy solutions to ensure faculty members receive fair and competitive compensation. The study shall include, but need not be limited to, an examination of the following:

(1) A review of current salary levels and compensation structures for faculty in Nebraska's public higher education institutions;

(2) A comparison of Nebraska's public higher education faculty salaries with those at peer institutions in surrounding states;

(3) An examination of salary disparities across disciplines and the impact of those disparities on recruitment and retention;

(4) An analysis of the impact of faculty compensation on student outcomes, including retention and graduation rates;

(5) A review of potential funding mechanisms or policy changes to enhance faculty compensation in a sustainable manner; and

(6) Consideration of alternative compensation models, including cost-ofliving increases, performance-based pay, benefits enhancements, and other incentives.

In conducting this interim study, the Education Committee of the Legislature may confer with the Coordinating Commission for Postsecondary Education, the University of Nebraska, state colleges, community colleges, faculty organizations, faculty members, administrators, students, policy experts, other relevant entities, and stakeholders.

LR259 (Armendariz) Interim study to examine the feasibility, benefits, and framework for establishing a high school agriculture student exchange program within Nebraska modeled after foreign student exchange programs

Purpose: The purpose of this resolution is to propose an interim study to examine the feasibility, benefits, and framework for establishing a high school agriculture student exchange program within Nebraska modeled after foreign student exchange programs to foster cross-regional learning, cultural exchange, and deeper appreciation for Nebraska's agricultural heritage and rural life.

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

(1) The feasibility and structure of such a program, including exchange duration, school credit recognition, and housing arrangements;

(2) The potential for collaboration with local school districts, the State Department of Education, the Department of Agriculture, the Cooperative Extension Service of the University of Nebraska, including the state 4-H program, and Future Farmers of America;

(3) The benefits to student participants, host communities, and Nebraska's agricultural education system;

(4) Potential models, including urban-to-rural exchanges within Nebraska, as well as interstate exchanges with other agricultural regions;

(5) Considerations to ensure student participation from low-income urban areas; and

(6) Potential funding sources, including state appropriations, federal grants, and private sponsorships.

In conducting this interim study, the Education Committee of the Legislature may confer with other standing committees of the Legislature, state agencies, and other stakeholders.

Executive Board

LR174 (DeBoer) Interim study to provide a comprehensive analysis of the standing committee system of the Legislature

Purpose: The purpose of this resolution is to propose an interim study for a comprehensive analysis of the standing committee system of the Legislature to determine if any improvements or changes to that system would be warranted. This study shall include, but need not be limited to, an examination of the following:

(1) The creation of new standing committees to reflect contemporary needs of Nebraska and the elimination or consolidation of current committees associated with the creation of any new standing committees;

(2) Standing committee subject matter jurisdiction;

(3) The legislative bill load of each standing committee; and

(4) Other issues relating to standing committees.

LR249 (Cavanaugh, M.) Interim study to examine the feasibility and benefits of establishing a ways and means committee to enhance coordination and collaboration between the Revenue Committee and the Appropriations Committee of the Legislature

Purpose: The purpose of this resolution is to propose an interim study to examine the feasibility and potential benefits of establishing a ways and means committee to enhance coordination and collaboration between the Revenue Committee of the Legislature and the Appropriations Committee of the Legislature, in order to create a more integrated and balanced approach to the state's budgeting process.

The study shall include, but not be limited to, the following:

(1) Examining the current roles and responsibilities of the Revenue Committee of the Legislature and the Appropriations Committee of the Legislature, including areas of jurisdictional overlap and how these affect the efficiency and transparency of the budget process;

(2) Examining the timing and alignment of revenue forecasting and budget setting processes, including the interaction between the Nebraska Economic Forecasting Advisory Board's schedule and the legislative appropriations timeline;

(3) Studying best practices from other states and governmental bodies, particularly those with a functioning ways and means committee or equivalent structures that integrate tax policy, revenue forecasting, and appropriations oversight;

(4) Determining potential duties and scope of a ways and means committee, including recommendations on how such a body could improve coordination, policy alignment, and strategic planning in budget matters;

(5) Examining opportunities to improve procedures related to revenue estimation, budget development, and legislative oversight of appropriations; and

(6) Considering recommendations for a model budget process for the Legislature, including proposed reforms that align with nationally recognized public finance standards and government accountability best practices. In conducting this interim study, the Executive Board of the Legislative Council may confer with legislative staff, policy experts, representatives of the Department of Administrative Services and the Legislative Fiscal Office, and other stakeholders with relevant expertise in public finance, legislative budgeting, and tax policy.

The Executive Board of the Legislative Council may consult with and request the assistance of the Revenue Committee of the Legislature and the Appropriations Committee of the Legislature, the Legislative Fiscal Office, and other legislative committees as appropriate.

The Executive Board of the Legislative Council shall prepare and submit a report with its findings and recommendations to the Legislature or the Executive Board by December 15, 2025.

Government Committee

LR192 (Sanders) Interim study to investigate public notice requirements in Nebraska, including those mandated under the Open Meetings Act and the Administrative Procedure Act

Purpose: The purpose of this resolution is to propose an interim study to investigate public notice requirements in Nebraska, including those mandated under the Open Meetings Act and the Administrative Procedure Act.

LR206 (Strommen) Interim study to examine the initiative and referendum petition processes in the twenty-six states in which such a process exists

Purpose: The purpose of this resolution is to propose an interim study to examine the initiative and referendum petition processes in the twenty-six states in which such a process exists. The study shall include, but need not be limited to, an examination of the following:

(1) Recent proposed statutory or constitutional changes to initiative and referendum petition processes, including changes to signature requirements, circulation periods, initiative content, circulator requirements, signer requirements, petition requirements, ballot language, election requirements, withdrawing signatures, and campaign finance requirements;

(2) Whether all Nebraskans, including individuals in low-population areas, are fairly and properly represented in the initiative petition process; and

(3) Spending on initiative petition measures in Nebraska over the last fifteen years, including names of funding entities, dollar amounts, and where such entities are located.

LR233 (Quick) Interim study to examine issues relating to state agency guidance documents, rules, and regulations

Purpose: The purpose of this resolution is to propose an interim study to examine issues relating to state agency guidance documents, rules, and regulations. The study shall include, but need not be limited to, an examination of the following:

(1) The process used by state agencies to issue guidance documents under section 84-901.03 and the opportunity for public involvement and stakeholder input before the issuance of such guidance documents;

(2) The difference in purpose and effect between guidance documents and rules and regulations; and

(3) Whether guidance documents issued by state agencies have imposed greater burdens on Nebraska nonprofits and businesses than required under federal law or federal regulation.

Health Committee

LR220 (Fredrickson) Interim study to examine the adequacy of funding and resources available to Level 3 Special Education Contractual Services for children

Purpose: The purpose of this resolution is to propose an interim study to examine the adequacy of funding and resources available to Level 3 Special Education Contractual Services for children. Children and students receiving Level 3 care require the highest level of intervention and support due to the severity of their behavioral or emotional challenges. Level 3 care providers offer specialized and intensive care for children exhibiting significant behavioral issues, such as aggression, self-harm, severe defiance, and disruptions to their living environments. The effectiveness of Level 3 care is directly influenced by staffing levels, access to therapeutic services, facility safety and structure, and the implementation of innovative care models tailored to the unique needs of residents. Additional resources may be necessary to enhance staffing, expand therapeutic services, improve facility infrastructure, and support program evaluation to better address the needs of children in Level 3 care. Ensuring transparency and evaluating effectiveness of such resources is critical to determining their impact and justifying future needs.

This study shall include, but not be limited to, the following:

(1) Assessing current funding levels and their utilization by Level 3 care providers;

(2) Evaluating the adequacy of staffing levels, including staff-to-student ratios and training programs for managing severe behavioral challenges;

(3) Analyzing the availability and quality of therapeutic services, such as individualized and group counseling, trauma-informed care, and crisis intervention strategies;

(4) Examining the state of facility infrastructure, including safety features and therapeutic environments;

(5) Reviewing existing program development efforts and their outcomes; and

(6) Identifying potential funding gaps and recommending strategies to ensure adequate support for these facilities.

Retirement Committee

LR96 (Retirement Committee) Interim study to examine the Nebraska Public Employees Retirement Systems administered by the Public Employees Retirement Board

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

LR97 (Retirement Committee) Interim study to carry out the provisions of section 13-2402, which requires the Nebraska Retirement Systems Committee to monitor underfunded defined benefit plans administered by political subdivisions

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

LR98 (Retirement Committee) Interim study to examine issues within the jurisdiction of the Nebraska Retirement Systems Committee

Purpose: The purpose of this resolution is to propose an interim study to examine any issues within the jurisdiction of the Nebraska Retirement Systems Committee of the Legislature that may arise during the interim.

LR230 (Lonowski) Interim study to examine options for allowing retired teachers to return to intermittent work at a school

Purpose: The purpose of this resolution is to propose an interim study to examine options for allowing retired teachers to return to intermittent work at a school for more than eight days per month during their bona fide one hundred eighty-day separation period from their employer.

Revenue Committee

LR126 (von Gillern) Interim study to examine the impact of certain tax incentive programs currently in effect in Nebraska

Purpose: The purpose of this resolution is to conduct an interim study to examine the impact of certain tax incentive programs currently in effect in Nebraska. The study shall evaluate the Nebraska Advantage Act and ImagiNE Nebraska Act in terms of their function, impact upon Nebraska's economy and communities, as well as business and industrial sectors, and influence upon overall tax receipts and the state's budgeting process. The study shall include, but is not limited to, an examination of the following:

(1) The impact of the Nebraska Advantage Act and ImagiNE Nebraska Act on state revenue;

(2) The utilization of tax credits under the Nebraska Advantage Act and ImagiNE Nebraska Act since their passage;

(3) The effectiveness of the Nebraska Advantage Act and ImagiNE Nebraska Act in promoting growth in business, industry, and employment in Nebraska; and

(4) The future of a cohesive and sustainable economic development and business attraction strategy to drive growth in Nebraska. In conducting this interim study, the Revenue Committee may confer with state agencies, other standing committees of the Legislature, and relevant stakeholders, including, but not limited to, representatives from the business community, economic development community, and local municipalities.

LR255 (Andersen) Interim study to examine the fiscal, constitutional, and administrative implications of adopting LR12CA, 2025, which proposes reforms to Nebraska's property tax system

Purpose: The purpose of this resolution is to propose an interim study to examine the fiscal, constitutional, and administrative implications of adopting Legislative Resolution 12CA, One Hundred Ninth Legislature, First Session, 2025, as amended by proposed amendment AM1101, which proposes significant reforms to Nebraska's property tax system and underlying constitutional language. The study shall include, but need not be limited to, an examination of the following:

(1) The fiscal and distributional impacts of capping the annual increase in property taxes levied on any parcel of real property by the allowable growth percentage, defined as the lesser of three percent or the Consumer Price Index for All Urban Consumers;

(2) The legal and constitutional implications of substituting the current uniform and proportional clause of Article VIII, section 1, of the Constitution of Nebraska, with a system that establishes full taxable value based on the 2025 assessed value or purchase price following a change of ownership;

(3) The practical challenges and administrative viability of implementing a static assessed value system for real property, including mechanisms for adjustment upon sale or new construction;

(4) The impact of such a system on taxpayer equity, particularly among similarly situated properties with different ownership timelines, and the resultant tax disparities;

(5) The implications of the proposed valuation structure on revenue predictability and budgeting processes for schools, counties, municipalities, and other local political subdivisions;

(6) The definition clarity and scope of terms, including, but not limited to, "purchase", "change of ownership", and "new construction", and the exemption for spousal transfers;

(7) The comparative evaluation of similar models in other states, such as California's Proposition 13, Florida's Save Our Homes amendment, and Oklahoma's property tax limitations, and the lessons they may offer for Nebraska;

(8) The potential impact on housing affordability and accessibility for young people, first-time homebuyers, fixed-income homeowners, and individuals attempting to enter the housing market during a period of high home prices and limited supply;

(9) The effects on agricultural producers and rural landowners, particularly regarding the classification, valuation, and long-term tax obligations for farmland and horticultural property; and

(10) Stakeholder concerns and input from assessors, local governments, school districts, taxpayer advocacy organizations, and the Department of Revenue regarding feasibility and unintended consequences. In conducting this interim study, the Revenue Committee may consult with legal experts, tax policy professionals, economists, state agencies, and relevant stakeholders to ensure a comprehensive evaluation of the proposed reforms.

Transportation Committee

LR157 (DeBoer) Interim study to examine and monitor issues relating to broadband and broadband deployment in Nebraska

Purpose: The purpose of this resolution is to propose an interim study to examine and monitor issues relating to broadband and broadband deployment in Nebraska. This study shall include, but need not be limited to, an examination of the following:

(1) Projects being undertaken as a part of any state or federal effort for the expansion of broadband availability in Nebraska, including, but not limited to, an examination of changing federal requirements for various programs and any delays such changes may cause;

(2) Cooperation across jurisdictions on the shared goal of ensuring broadband is available for all Nebraskans;

(3) Resiliency and redundancy in the broadband networks being built to ensure Nebraskans have consistent access to broadband services;

(4) The changing regulatory landscape with regard to broadband services, the necessity of the state to provide oversight to protect the interests of Nebraska consumers, the necessity of related regulations in Nebraska, and where efficiencies can be found to speed up the deployment of broadband services; and

(5) Other issues relating to broadband expansion in Nebraska.

LR254 (Clements) Interim study to examine potential adjustments to the collection of motor vehicle tax, motor vehicle tax distribution schemes, motor vehicle fees, and other revenue sources due to the potential elimination of the Nebraska inheritance tax

Purpose: The purpose of this resolution is to propose an interim study to examine potential adjustments to the collection of motor vehicle tax, motor vehicle tax distribution schemes, motor vehicle fees, and other revenue sources due to the potential elimination of the Nebraska inheritance tax. The study shall include, but need not be limited to, an examination of the following:

(1) The current motor vehicle tax distribution, motor vehicle fees and distribution, civil fees and other revenue sources;

(2) The potential adjustment to such current revenue sources to provide adequate funds for necessary county government duties and services; and

(3) The potential elimination of unnecessary costly statutory requirements for counties related to motor vehicles.

In conducting this interim study, the Transportation and Telecommunications Committee of the Legislature may confer with other standing committees of the Legislature, state agencies, county officials and employees, and other stakeholders.

JULY 2025

NASB BOARD QUICKS

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

2,000,000 Nebraskans | 329,000 Students | 1,700 Locally Elected School Board Members | 260 Member Districts/ESUs | ONE NEBRASKA

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If you do not have an email and password to log in or have forgotten it, please contact NASB at 402-423-4951 for assistance.
All Dates & Locations Tentative & Subject to Change

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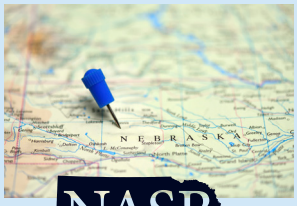
Events & Networking - https://members.nasbonline.org/events

Where Will NASBe This Month?*



NASB Nebraska Association of SCHOOL BOARDS

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For ... Advocacy, Board Retreats, Engagement, Events, National Meetings, Strategic Planning, and more!

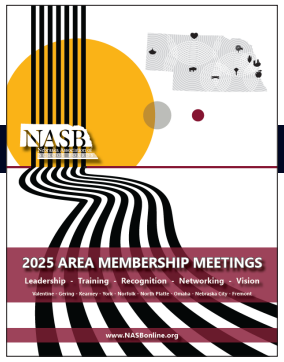
*Items currently scheduled

JULY 2025

Leadership Workshop - Monday, July 28 - Gering
Leadership Workshop - Tuesday, July 29 - Kearney
Leadership Workshop - Wednesday, July 30 - Lincoln

AUGUST 2025

Area Membership Meetings begin August 19



Tuesday, August 19 - Valentine
Wednesday, August 20 - Gering
Thursday, August 21 - Kearney
Tuesday, August 26 - York
Wednesday, August 27 - Norfolk

Sparq Tailgate @ Arrowhead Stadium - Thursday, August 28 - 4:00 to 8:00 PM

SEPTEMBER 2025

Area Membership Meetings run through September 24

Wednesday, September 3 - North Platte
Tuesday, September 9 - Omaha
Wednesday, September 10 - Nebraska City
Wednesday, September 24 - Fremont

Continued on Page 2

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JULY 2025

NASB BOARD QUICKS

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

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Thriving Children, Families, and Communities Conference - September 16 - Kearney

Labor Relations - State Education Conference - New Board Member Workshop
And more ...

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CARLSON WEST POVONDRA ARCHITECTS | CLARK & ENERSEN | CMBA ARCHITECTS | D|A DAVIDSON FIXED INCOME CAPITAL MARKETS | envise
Facility Advocates Dave Raymond | HAMILTON | HAUSMANN construction | NEBRASKA LIQUID ASSET FUND | northland A First National of Nebraska Company
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Superintendent Report
July 14, 2025

The first eight days have been great! When I took this position I said I liked to be busy, and so far I have not been disappointed! Everyone has been very welcoming and helpful. I am still getting familiar with a lot of things, but I feel like I made the right decision in coming to Bayard. Some highlights so far.

1. Staffing, there have been some resignations that we are working hard to get filled if needed, while evaluating to see if there are any opportunities to be more efficient.

2. I have been working on the classified salaries and plan to have a proposal for the budget committee to look at by the end of this week. There are a lot of pieces in your classified salary schedule, and I want to make sure everyone's compensation is increased appropriately and fairly. With the hectic first few days I have been here, I haven't had time to focus just on that and calculate a final budget number. It is on the top of my list this week.

3. The new policy versions. You will be approving existing policies and handbooks at this meeting. This is to ensure something is in place to start the school year. The plan is to have a board work session to introduce you to the new versions and compare them to the existing ones, etc. to help you as a board have a thorough understanding of what the policies are and how they tie to the various handbooks.

   Due to the time of year and most of the staff being on break, I haven't had an opportunity to sit down with the other administrators and review the new handbook versions. I have sent them the electronic draft versions, so they can start to look through those. We will be meeting as soon as everyone is back from break, and start the process of finalizing the updates they would like to have in the existing handbooks.

4. I am closely monitoring the federal funding issues for the After School Program, Title I, etc. To be honest, I am not 100% sure that all of the programs will be funded fully for the 25-26 school year. It literally depends on who you ask. I am attending a budget training meeting on Thursday, with NDE, hopefully they will have more information. Administrator Days is next week, there should be some information there as well.

5. 25-26 Budget. I have started a rough draft, and will continue to work on this in the next few weeks.

6. I met with ESU 13 administrators regarding programming etc.

5045
Student Fees

The school district shall provide free instruction in accordance with the Nebraska State Constitution and the Nebraska statutes. The district also provides activities, programs, and services that extend beyond the minimum level of constitutionally required free instruction. Under the Public Elementary and Secondary Student Fee Authorization Act, the district is permitted to charge students fees for these activities or to require students to provide specialized equipment and attire for certain purposes. This policy is subject to further interpretation or guidance by administrative or board regulations. Students are encouraged to contact their building administration, their teachers or their coaches, and sponsors for further specifics.

A. Definitions.

1. "Students" means students, their parents, guardians or other legal representatives.

2. "Extracurricular activities" means student activities or organizations that (1) are supervised or administered by the district; (2) do not count toward graduation or advancement between grades; and (3) are not otherwise required by the district.

3. "Post-secondary education costs" means tuition and other fees associated with obtaining credit from a post-secondary educational institution.

B. Listing of Fees Charged by this District.

1. Guidelines for Clothing Required for Specified Courses and Activities.

Students are responsible for complying with the district's grooming and attire guidelines and for furnishing all clothing required for any special programs, courses or activities in which they participate. The teacher, coach, or sponsor of the activity will provide students with written guidelines that detail any special clothing requirements and explain why the special clothing is required for the specific program, course or activity.

2. Safety Equipment and Attire.

The district will provide students with all safety equipment and attire that is required by law. Building administrators will assure that (a) such equipment is available in the appropriate classes and areas of the school buildings, (b) teachers are directed to instruct students in the use of such devices, and (c) students use the devices as required. Students are responsible for using the devices safely and as instructed.

3. Personal or Consumable Items.

The district does/does not provide students with personal or consumable items for participation in courses and activities including, but not limited to, pencils, paper, pens, erasers and notebooks. Students who wish to supply their own personal or consumable items may do so, as long as those items comply with the requirements of the district. The district will provide students with facilities, equipment, materials and supplies, including books. Students are responsible for the careful and appropriate use of such property. Students will be charged for damage to school property caused by the student and will be held responsible for the reasonable replacement cost of any school property that they lose.

4. Materials Required for Course Projects.

The district will provide students with the materials necessary to complete all basic curricular projects. In courses where students choose to produce a project that requires materials beyond the basic materials provided by the district, the students will furnish the materials, purchase the materials from the school, or purchase the materials from an outside vendor with an order form provided by the school.

5. Technological Devices

The district will provide students with the technological devices necessary to complete all basic curricular projects. To the extent that a student is not required by the district's curriculum to utilize a device off district property, the district may charge students a convenience fee to take the device off district property. The maximum dollar amount of this convenience fee charged by the district will be $___.

As with all school property, students may be charged for damage to such devices. To protect against such potential losses, students and parents may, but are not required, to purchase insurance coverage for the devices. The

maximum dollar amount of this insurance coverage facilitated by the district will be $___. The district may also charge a damage deposit which will be returned or may be rolled to cover the damage deposit for the next year if it is not needed to cover the costs of any damage to the device. The maximum dollar amount of this damage deposit will be $_____.

Additionally, the district may allow students to purchase technological devices by arranging for the students to purchase these devices through a single, or series of, payments.

6. Extracurricular Activities.

The district may charge students a fee to participate in extracurricular activities to cover the district's reasonable costs in offering such activities. The district may require students to furnish specialized equipment and clothing that is required for participation in extracurricular activities, or may charge a reasonable fee for the use of district-owned equipment or attire. Attached to this policy is a list of the fees charged for particular activities. The coach or sponsor will provide students with additional written guidelines detailing the fees charged, the equipment and/or clothing required, or the usage fee charged. The guidelines will explain the reasons that fees, equipment and/or clothing are required for the activity.

The following list details the maximum dollar amount of all extracurricular activities fees and the specifications for any equipment or attire required for participation in extracurricular activities:

- Student Activity Card: $____
  - Covers admission to all extracurricular events
- Student Participation Fee: $___
  - Required of all students who participate in athletics and/or other extracurricular activities
- Future Business Leaders of America: $___
- DECA: $___
- National Honor Society: $___
- Cheerleading, Drill Team, Flag Corps: $___
  - Students must purchase uniforms and shoes selected by the sponsor and/or student group. The maximum dollar amount charged by the school district for these items will be: $___
- Football: $ ___
  - Students must provide their own football shoes, undergarments, and mouthguards
- Golf: $___

    - Students must provide their own golf shoes, undergarments, and clubs
- Softball and Baseball: $___
    - Students must provide their own shoes, gloves, and undergarments
- Track, Volleyball, and Wrestling: $___
    - Students must provide their own shoes and undergarments
- Future Farmers of America: $___
    - Students must purchase their own jackets and pay dues
- Rifle and Trap Teams: $___
    - Students must provide their own weapons and ammunition
- Science Club: $___
- FCCLA: $___
- Spanish Club: $___

7. Post-Secondary Education Costs.

Some students enroll in postsecondary courses while still enrolled in the district's high school. As a general rule, students must pay all costs associated with such post-secondary courses. However, for a course in which students receive high school credit or a course being taken as part of an approved accelerated or differentiated curriculum program, the district shall offer the course without charge for tuition, transportation, books, or other fees. Students who choose to apply for post-secondary education credit for these courses must pay tuition and all other fees associated with obtaining credits from a post-secondary educational institution. The costs of these items will naturally vary, but the maximum dollar amount of the fee is anticipated to be $_____ per course.

8. Transportation Costs.

The district will charge students reasonable fees for transportation services provided by the district to the extent permitted by federal and state statutes and regulations.

The maximum dollar amount of the transportation fee charged by this district shall be $_____.

9. Copies of Student Files or Records.

The district will charge a fee for making copies of a student's files or records for the parents or guardians of such student. The Superintendent or the Superintendent's designee shall establish a schedule of student record

fees. Parents of students have the right to inspect and review the students' files or records without the payment of a fee, and the district shall not charge a fee to search for or retrieve any student's files or records.

The district will charge a fee of $___ per page for reproduction of student records.

10. Participation in Before-and-After-School or Pre-Kindergarten Services.

The district will charge reasonable fees for participation in before-and-after school or pre-kindergarten services offered by the district pursuant to statute.

The maximum dollar amount charged by the district for these services shall be $_____.

11. Participation in Summer School or Night School.

The district will charge reasonable fees for participation in summer school or night school and may charge reasonable fees for correspondence courses.

The maximum dollar amount charged by the district for summer and night school shall be $_____.

12. Charges for Food Consumed by Students.

The district will charge for items that students purchase from the district's breakfast and lunch programs. The fees charged for these items will be set according to applicable federal and state statutes and regulations. The district will charge students for the cost of food, beverages, and the like that students purchase from a school store, vending machine, booster club or from similar sources. Students may be required to bring money or food for field trip lunches and similar activities.

The maximum dollar amount charged by the district for the breakfast and lunch programs is as follows:

- Breakfast Program – Grades K-8
  - Regular Price $_____
  - Reduced Price $_____
- Breakfast Program – Grades 9-12
  - Regular Price $_____

    - Reduced Price $_____
- Lunch Program – Grades K-8
    - Regular Price $_____
    - Reduced Price $_____
- Lunch Program – Grades 9-12
    - Regular Price $_____
    - Reduced Price $_____

13. Charges for Musical Extracurricular Activities.

Students who qualify for fee waivers under this policy will be provided, at no charge, the use of a musical instrument in optional music courses that are not extracurricular activities. The following list details the maximum dollar amount of all musical extracurricular activities fees and the equipment or attire required for participation in musical extracurricular activities:

- Band: $___
    - Students must provide their own instruments and marching band shoes, which must be white, rubber-soled sneakers
- Swing Choir: $___
    - Students must purchase outfits and shoes selected by the sponsor and/or student group. The maximum dollar amount charged by the district for these materials will be $___

14. Contributions for Junior and Senior Class Extracurricular Activities.

Students are eligible to participate in a number of unique extracurricular activities during their last two years in high school, including prom, various senior recognitions, and graduation. In order to fund these extracurricular activities, the school district will ask each student to make a contribution to their class's fund. This contribution is completely voluntary. Students who chose not to contribute to the class fund are still eligible to participate in the extra activities. The suggested donation to the class fund will be $____.

C. Waiver Policy.

Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for (1) participation in extracurricular activities, (2) materials for course projects, and (3) the use of a musical instrument in optional music courses that are not extracurricular activities. Actual participation in the free or reduced-price lunch program is not required to qualify for the waivers

provided in this section. The district is not obligated to provide any particular type or quality of equipment or other material to eligible students. Students who wish to be considered for waiver of a particular fee must submit a completed fee waiver application to their building principal.

D. Distribution of Policy.

This policy will be published in the Student Handbook or its equivalent that will be provided to students at no cost.

E. Voluntary Contributions to Defray Costs.

The district will, when appropriate, request donations of money, materials, equipment or attire from parents, guardians and other members of the community to defray the costs of providing certain services and activities to students. These requests are not requirements and staff members of the district are directed to clearly communicate that fact to students, parents and patrons.

F. Fund-Raising Activities

Students may be permitted or required to engage in fund-raising activities to support various curricular and extracurricular activities in which they participate. Students who decline to participate in fund-raising activities are not eligible under this policy for waiver of the costs or fees which the fund-raising activity was meant to defray.

G. Student Fee Fund.

The school board hereby establishes a Student Fee Fund. The Student Fee Fund shall be a separate school district fund that will not be funded by tax revenue, and that will serve a depository for all monies collected from students for (1) participation in extracurricular activities, (2) post-secondary education costs, and (3) summer school or night school courses. Monies in the Student Fee Fund shall be expended only for the purposes for which they were collected from students.

Adopted on: _____
Revised on: _____
Reviewed on: _____

POLICY NO. 5121 - STUDENT FEES

The Board of Education adopts the following student fees policy in accordance with the Nebraska Public Elementary and Secondary Student Fee Authorization Act.

The District's general policy is to provide for free instruction in accordance with the Nebraska State Constitution. The District also provides activities; programs and services that extend beyond the minimum level of constitutionally required free instruction. Under the Public Elementary and Secondary Student Fee Authorization Act, the District is permitted to charge students fees for these activities or to require students to provide specialized equipment and attire for certain purposes. This policy is subject to further interpretation or guidance by administrative or Board regulations. Students are encouraged to contact their building administration, their teachers or their coaches and sponsors for further specifics.

A. Definitions.

1. "Students" shall mean students, their parents, guardians or other legal representatives.

2. "Extracurricular activities" shall mean student activities or organizations that (1) are supervised or administered by the District; (2) do not count toward graduation or advancement between grades; and (3) are not otherwise required by the District.

3. "Post-secondary education costs" shall mean tuition and other fees associated with obtaining credit from a post-secondary educational institution.

B. Listing of Fees Charged by this District.

1. *Guidelines for Clothing Required for Specified Courses and Activities***.**

Students are responsible for complying with the District's grooming and attire guidelines. They are also responsible for furnishing all clothing required for any special programs, courses or activities in which they participate. The teacher, coach or sponsor of the activity will provide students with written guidelines that will detail any special clothing requirements and explain why the special clothing is required for the specific program, course or activity.

2. *Safety Equipment and Attire***.**

The District will provide students with all safety equipment and attire that is required by law. Building administrators will assure that (a) such

equipment is available in the appropriate classes and areas of the school buildings, (b) teachers are directed to instruct students in the use of such devices, and (c) students use the devices as required. Students are responsible for using the devices safely and as instructed.

3. *Personal or Consumable Items*.

Teachers may not require students to supply various personal or consumable items for use in courses. However, they may state that students are requested but not required to bring the following items for use in school. The school must supply any items required for course work but not brought by students. The district may set reasonable general guidelines on the use of consumables to avoid abuse and unnecessary waste of district resources. The district may require students to provide such personal and consumable items for extra curricular activities such as reeds for musical instruments, protective mouthpieces, and blank audio or video tapes.

4. *Materials Required for Course Projects*.

Students in some courses produce a project that becomes their property at the end of the course. In those circumstances, students must either furnish or pay for the reasonable cost of any materials required for the course project; otherwise the project remains in the ownership of the school district.

5. *Extracurricular Activities*.

The District may charge students a fee to participate in extracurricular activities to cover the District's reasonable costs in offering such activities. The District may require students to furnish specialized equipment and clothing that is required for participation in extracurricular activities, or may charge a reasonable fee for the use of District owned equipment or attire. The coach or sponsor will provide students with written guidelines detailing the fees charged, the equipment and/or clothing required, or the usage fee charged. The guidelines will explain the reasons that fees, equipment and/or clothing are required for the activity.

6. *Post-secondary Education Costs.*

Some students enroll in post-secondary courses while still enrolled in the District's high school. As a general rule, students must pay all costs associated with such post-secondary courses. However, for a course in which students receive both high school and post-secondary education credit or a course being taken as part of an approved accelerated or differentiated curriculum program, the District shall offer the course without charge for tuition, transportation, books or other fees, except tuition and other fees associated with obtaining credits from a post-secondary educational institution.

7. *Transportation Costs*.

The District will charge students reasonable fees for transportation services provided by the District to the extent permitted by federal and state statutes and regulations.

8. Copies of Student Files or Reports.

The District will charge a fee for making copies of a student's files or records for the parents or guardians of such students. The Superintendent or the Superintendent's designee shall establish a schedule of student record fees. Parents of students have the right to inspect and review the student's files or records without the payment of a fee, and no fee shall be charged to search for or retrieve any student's files or records.

9. Participation in Before-and-After-School or Pre-kindergarten Services.

The District will charge reasonable fees for participation in before-and-after-school or pre-kindergarten services offered by the District pursuant to statue.

10. Participation in Summer School or Night School.

The District will charge reasonable fees for participation in summer school or night school, and may charge reasonable fees for correspondence courses.

11. Charges for Food Consumed by Students.

The District will charge for items that students purchase from the District's breakfast and lunch programs. The fees charges for these items will be set according to applicable federal and state statues and regulations. The District will charge students for the cost of food, beverages, and the like that students purchase from a school store, a vending machine, a booster club or from similar sources. Students may be required to bring money or food for field trip lunches and similar activities.

C. Waiver Policy.

Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for (1) participation in extracurricular activities and (2) the use of a musical instrument in optional music courses that are not extracurricular activities. Actual participation in the free or reduced-price lunch program is not required to qualify for the waiver provided in this section. The District is not obligated to provide any particular type or quality of equipment or other materials to eligible students.

D. Distribution of Policy.

This policy will be published in the Student Handbook or its equivalent that will be provided to students at no cost.

Adopted: 6-10-02
Revised: 2-14-05; 8-8-11
Reviewed: 8-8-05; 8-14-06; 8-13-07; 8-11-08; 7-12-10

CERTIFICATION

On the 9th day of June, 2003, the Board of Education of Bayard Public Schools held a public hearing on a proposed student fee policy. The hearing followed a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the 2002-2003 school year. This student fee policy was than adopted by a majority vote of the school board at an open public meeting conducted in compliance with the Public Meetings Law.

Adopted: 6-10-02

Revised: 2-14-05

Reviewed: 8-8-05; 8-14-06; 8-13-07; 8-11-08; 7-12-10; 8-8-11

POLICY NO. 1413 – COMBINED DISTRICT AND SCHOOL TITLE I PARENTAL AND FAMILY ENGAGEMENT POLICY

Bayard Public Schools intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, Section 1116(a -f) ESSA, (Every Student Succeeds Act) of 2015.

In General

The written District parent and family engagement policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.

- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.

- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.

- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.

- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their

children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.

- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.

- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

Adopted: 6-12-95

Reviewed: 1-11-10, 8-14-17, 6-10-19, 6-14-21

Revised: 11-14-16, 3-9-20

POLICY NO. 5121 - STUDENT FEES

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A. Definitions.

1. "Students" shall mean students, their parents, guardians or other legal representatives.

2. "Extracurricular activities" shall mean student activities or organizations that (1) are supervised or administered by the District; (2) do not count toward graduation or advancement between grades; and (3) are not otherwise required by the District.

3. "Post-secondary education costs" shall mean tuition and other fees associated with obtaining credit from a post-secondary educational institution.

B. Listing of Fees Charged by this District.

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2. *Safety Equipment and Attire.*

The District will provide students with all safety equipment and attire that is required by law. Building administrators will assure that (a) such

equipment is available in the appropriate classes and areas of the school buildings, (b) teachers are directed to instruct students in the use of such devices, and (c) students use the devices as required. Students are responsible for using the devices safely and as instructed.

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C. Waiver Policy.

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D. Distribution of Policy.

This policy will be published in the Student Handbook or its equivalent that will be provided to students at no cost.

Adopted: 6-10-02
Revised: 2-14-05; 8-8-11
Reviewed: 8-8-05; 8-14-06; 8-13-07; 8-11-08; 7-12-10

CERTIFICATION

On the 9th day of June, 2003, the Board of Education of Bayard Public Schools held a public hearing on a proposed student fee policy. The hearing followed a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the 2002-2003 school year. This student fee policy was than adopted by a majority vote of the school board at an open public meeting conducted in compliance with the Public Meetings Law.

Adopted: 6-10-02

Revised: 2-14-05

Reviewed: 8-8-05; 8-14-06; 8-13-07; 8-11-08; 7-12-10; 8-8-11

STUDENT FEE WAIVER PROCEDURES

The Board recognizes that while certain fees, specialized equipment, specialized attire, or project materials are appropriate and authorized, some students and their families are not financially able to afford them. The school district will grant waivers upon request to the students of families eligible for free or reduced priced meals under the federal Child Nutrition program.

Waivers must be requested prior to the waiver deadlines as listed below. Waivers will not be approved retroactively for fees previously paid or specialized items, attire or project materials purchased by students. Only those fees and items eligible for waivers as required by state statute shall be waived.

The following deadlines will apply to requests for waivers:

1. Extracurricular Activity Participating Fees – The end of the first week of practice for a particular sport or activity.

2. Extracurricular Activity Specialized Equipment and Attire – The end of the first week of practice for a particular sport or activity.

Parents or students eligible for waivers shall make an application on the form provided by the school district. Applications may be made at any time but must be renewed annually. Denial of a waiver may be appealed to the superintendent, but eligibility is strictly dependent upon meeting financial guidelines established by the Child Nutrition program.

The school district will treat the application and waiver process, as any other student record and student confidentiality and access provisions will be followed.

The school district will annually notify parents and students of the waiver. The student fee policy and guidelines will be published annually in the Student Handbook

REGULATIONS FOR PROVIDING REQUIRED SPECIALIZED EQUIPMENT OR ATTIRE IN EXTRACURRICULAR ACTIVITIES

The following extracurricular activities require specialized equipment or specialized attire to be provided by participating students. Students qualifying for free or reduced price meals are eligible to apply for waivers under school policy.

ACTIVITY	DESCRIPTION
All Classes	No class dues will be assessed. All class money for class activities will be earned through fundraising activities. If you want to take part in the class activities you must work the fundraising projects.
Band	Instruments; meals during competition; band uniform cleaning fee; registrations fees (All-State, High Plains, etc.).
Choir	Registration fees (All-State, High Plains, etc.); meals at contests; folder for music (2-pocket); choir trip.
Elementary Music	Miscellaneous costumes and props for Elementary shows.
Magic Rhythm	Performance outfit (girls – dresses, briefs, shoes and nylons. boys – shirt, pants, vest, tie, cummerbund, socks and shoes); meals on competition days.
21st Century	Performance outfit (girls – dresses, briefs, shoes and nylons. boys – shirt, pants, vest, black socks and shoes); white shirts for caroling; meals on competition days; miscellaneous costumes and props for annual show; 21st trip.
JR. High Swing Choir	T-shirt; meals for competitions.
FFA	Meals for trips, FFA jackets.
Jr. Class Play	Costumes.
Library	OVER DUE charge $.25 per item per day starting the second week material is over due. They have a one-week grace period to return or renew material. LOST library material – pay the replacement cost of the item. If item is found money is refunded. DAMAGED library material – if material is severely damaged there will be a replacement cost charge. REPAIR of textbooks will be charged by the instructor.

National Honor Society Each member is required to collect 5 pledges or donations for the bowl-a-thon fundraiser. Each member pays for the games they bowl (2-3 games).

One-Act Plays Costumes.

Quiz Bowl Meals at competition.

Senior Class Class t-shirt; donating items for concessions, prom, etc.; flower for graduation if class funds are not available.

Spanish Club $3 fee for annual dinner; Spanish Dictionary is optional – some are provided in class for the students' use. In the event of a Foreign Language Fair at Chadron State College, student may be required to pay an enrollment fee (usually only charged, if needed to pay for materials) – sack lunches will be provided by the school.

Speech Meals at competition.

Cheerleading Cheerleading uniform – cheerleader will conduct fundraisers to help with the cost of uniform. You must help with these activities in order to be a cheerleader.

Basketball (Boys/Girls) Basketball shoes (JH/High School).

Football Football shoes.

Golf (Boys/Girls) Golf clubs, bag, tees, balls.

Track (Boys/Girls) Track shoes (running spikes, field event shoes, jumping event shoes, etc.); t-shirts/sweatshirts; gloves and cap; and meals on competition days.

Volleyball Meals on competition days and black spandex shorts.

Wrestling Shoes.

X-Country T-shirt (optional), jacket (optional), shoes- spikes (optional), socks, running tights, one size fits all gloves, head bands (ear covers) and meals on competition days.

JR High Football Football shoes (optional) may wear tennis shoes.

JR High Track (Boys/Girls) Track shoes and meals on competition days.

This list is not all inclusive. Activities and items may be added during the year.

STUDENT FEE ASSESSMENTS

The following fees, charges or fines will be assessed during the school year for students

involved in the activities described.

Students may apply for waivers of some fees under district waiver guidelines. The student fee policy and guidelines will be published annually in the Student Handbook.

ACTIVITY	COST
Lunch	Price established for the year.
Band Uniform Cleaning Fees	$10.00
FFA, FCCLA	As set by the organization.
Cheerleading Clinic	As set by sponsoring group.
Miscellaneous Fees:	
Lost textbooks and library books.	Cost to replace.
Damaged textbooks and library books.	Cost to repair or replace.
Lost school or athletic equipment.	Cost to replace.
Broken or destroyed school or athletic equipment.	Cost to repair or replace.

SUGGESTED PERSONAL OR CONSUMABLE ITEMS

Teachers may suggest students to supply various personal or consumable items for use in school. The following list provides an example of the types of items that may be considered personal or consumable. Teachers shall furnish the principal with a list of all items suggested prior to the beginning of the school year. This will allow students and parent's time to purchase them.

Pencils	Markers (no neon or glitter)
Colored Pencils	Highlighters
Pens	Activity Calendars
Paper	Compass
Graph Paper	Protractor
Tablets	Calculator (Tillman's class TI-36X or 30X IIS)

Notebooks	Blank Computer Disks
White Out	Blank Audio or Video Tapes
Organizers	Reeds for Musical Instruments
Planners	Make-up kits for Drama
Scissors	Protective Mouthpiece for Sports
Erasers	Elmer's Glue (other types may create usage
Glue Stick	difficulties)

BAYARD PUBLIC SCHOOLS

STUDENT FEE WAIVER APPLICATION

Students whose families meet the income guidelines for free and reduced price lunches are eligible to have expenses of certain fees, specialized equipment, and specialized attire and project materials waived as provided by district policy. All information provided in connection with this application will be kept confidential. This waiver does not carry over from year to year and must be completed annually.

ALL INFORMATION REQUESTED ON THIS FORM MUST BE COMPLETED FOR THE FEE WAIVER APPLICATION TO BE PROCESSED

PLEASE PRINT

Date Completed:_____

Name of Parent or Guardian:_____

Street Address:_____

City, State, Zip Code:_____

Student Name(s)	School Attending	Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Your signature below is required for the release of information regarding the student or students' family financial eligibility for the programs checked above. Without your signature, this application cannot be processed.

Signature of parent or guardian:_____

****

Specific fees, equipment, attire or materials to which this wavier applies: _____

_____

Administrator's Signature:_____

Submit this form to Mr. Dennis Dubry at the Elementary Principals Office

STUDENT COURSE PROJECT PURCHASE FORM

Amendments to the Public Elementary and Secondary Student Fee Authorization Act prohibit the district from requiring students to furnish materials for standard course projects. In general, all course projects will remain the property of the district. However, it is the district's policy to allow students to purchase their projects provided they have agreed to such a purchase prior to beginning work on the project.

ALL INFORMATION REQUESTED ON THIS FORM MUST BE COMPLETED PRIOR TO BEGINNING THE PROJECT TO ALLOW PURCHASE BY THE STUDENT.

PLEASE PRINT

To be completed by the instructor:

Course:_____

Expected Completion Date_____

Project

_____

Estimated Cost:_____

Instructor's Signature:_____

I _____ agree to purchase this project and/or all project

Student's Name

Materials following the project's expected completion date:

Student's Signature: _____

I permit my student to purchase this project and/or all project materials following the project's expected czmpletion date:

Parent/Guardian's Signature _____

Adopted: 6-10-02

Revised: 2-14-05

Reviewed: 8-8-05, 8-14-06, 8-13-07, 8-11-08; 7-12-10; 8-8-11

POLICY NO. 5800 - STUDENTS – ANTI BULLYING

One of the missions of the District is to provide a physically safe and emotionally secure environment for all students and staff.

The administration and staff are to implement strategies and practices to reinforce and encourage positive behaviors by students. Positive behaviors include non-violence, cooperation, teamwork, understanding, and acceptance of others.

The administration and staff are to implement strategies and practices to identify and prevent inappropriate behaviors by all students, including anti-bullying education for all students. Inappropriate behaviors include bullying, intimidation, and harassment. Bullying means any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased or contracted by the school being used for a school purpose by a school employee or designee, or at school-sponsored activities or school-sponsored athletic events.

The school district shall review the anti-bullying policy annually.

Legal reference: Laws 2008, LB 205

Student Discipline Act, Neb. Rev. Stat 79-254 to 79-296;

NDE February 2003 State Board Action; Reaffirmed December 2005

Adopted: 8-9-04

Revised: 7-14-08

Reviewed: 7-12-10

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 sit'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 in 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

BAYARD PUBLIC SCHOOLS

MISSION STATEMENT

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

VISION STATEMENT

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

CORE COVENANTS

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

Attitude of Excellence
- Act With Integrity
- Expect To Be Great
- Accept Daily Challenges & Setbacks
- Think "Big Picture"

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

Tiger Way!

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

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.

CLASSIFIED STAFF HANDBOOK

Bayard Public Schools 2025-2026

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

Acknowledgement for Receipt of

Bayard Public Schools

"CLASSIFIED STAFF HANDBOOK"

I, _____ (your name) acknowledge that I was issued a copy of the Classified Staff Handbook for Bayard Public Schools for the school year 2024-2025 .

I was given an overview of the contents of the handbook by the Bayard Public Schools Administration. I am responsible for familiarizing myself with the contents of the Classified Staff Handbook. My signature on this form indicates that I have read and intend to comply with the contents of the Classified Staff Handbook.

_____ _____

Date your signature

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ORGANIZATION

STATEMENT OF EDUCATIONAL PHILOSOPHY
BAYARD PUBLIC SCHOOLS

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

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

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

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

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

1. To guarantee equal educational opportunities for each child according to his/her needs and capabilities.

2. To provide each child through experience in democratic living an understanding and appreciation of our forms of government, our country, and its history, a realization of the duties and obligations of citizenship, and a sense of social responsibility.

3. To develop in children an understanding of, and a respect for, all people.

4. To develop in all, ethical character with respect for moral and spiritual values.

5. To provide children with the opportunity for an increasing mastery of the basic skills which are needed for intelligent participation in the modern world.

6. To place the emphasis in the classroom on the application of learning rather than just on mastery of facts.

7. To promote good mental, social, emotional, and physical growth in all youngsters.

8. To provide opportunities for individual guidance and counseling.

9. To develop in individuals an understanding and appreciation of the sciences and the creative arts in the modern world.

10. To develop in students initiative, a desire to learn, and an appreciation of their educational opportunities.

11. To promote participation in community living by providing the opportunity to share in leadership and helpful service.

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BAYARD PUBLIC SCHOOLS

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VISION STATEMENT
BAYARD PUBLIC SCHOOLS

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- Focus On Student Potential
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BAYARD PUBLIC SCHOOLS

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4. Bayard students strive for high academic achievement in such a manner that it brings respect to themselves and the school.
5. Bayard students avoid alcohol and drugs.

ACADEMIC SEAL OF BAYARD PUBLIC SCHOOLS

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

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

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

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

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

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

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

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

PURPOSE

This handbook is prepared for the purpose of providing information on customs and policies pertaining to the Bayard Schools. It is intended for use by the staff as a guide in developing a well-coordinated instructional support program. It is hoped the statements set forth

in this handbook will improve understanding and cooperation among all school personnel in the coming school year.

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

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

WORK AGREEMENT AND RELATED ITEMS

Classified school employees are appointed to their position by the Superintendent. They are directly responsible, in coordination with the school's certificated staff, for the welfare of the students under their control, which includes the development of the child's capacities in all phases: mental, physical, social, and moral.

Classified school employees are jointly responsible to the superintendent of schools, the principals, and their immediate supervisors in accordance with Board of Education Policy. School employees are expected to carry out the policies of the Board of Education.

EMPLOYMENT

Classified employees are "at-will" employees, and may be terminated at any time by the school district.

ASSIGNMENT

The duties to be performed are subject to assignment by the administration and your supervisor. Job descriptions, where available, provide additional information about the position duties.
Employees are expected to devote full time during days of school to their work and to diligently and faithfully perform the assigned duties to the best of the employee's ability

PERSONNEL FILE

The District will follow the requirements of state and federal law and regulation with regard to an employee's personnel file. If an employee elects to view their file, it will be under the supervision of the Superintendent or their designee.

GRIEVANCES AND COMPLAINTS

Employee grievances or complaints shall be addressed through the administrative chain of command following the process set forth in Board Policy 8305/8305-A.

PAYMENT

Payroll periods begin with the first workday of the month and end with the last workday of the month. Pay for the work period is made on the 20th following the previous month's last workday. The September payroll will reflect days worked in August. The check will be small for staff that did not work all possible August days.

VOLUNTEER WORK

Any individual volunteering will not be compensated nor receive compensatory time. Volunteer work at the building level is permitted so long as the duties to be performed are: (1) not similar in nature to the duties being performed for paid time and (2) the volunteer work does not continue in the same building during duty hours of the individual.

BENEFITS

Classified employees are provided benefits in accordance with their employment classification and Board Policy No. 4019 and Policy No. 4046. Annual fringe benefit elections are to be made by September 1 of each school year. Should an employee fail to make such election, the employee election from the immediately preceding school and contract year shall be continued.

Employees are responsible for informing the school bookkeeper in writing of any changes in benefit status.

PAYROLL

Payroll deductions are made in accordance with the law and elections made by employees. Before a new employee can be eligible to receive the first paycheck, all necessary forms must be completed. Employee start date will be at least two working days after required documentation is received by the district central office. Those documents include, but are not limited to:

- I-9
- W-4
- Direct deposit form (see details below)
- Nebraska State Retirement System Application (if applicable)
- Criminal History Background Check
- Physical, if required
- Signed Classified Employee Handbook Sign off Sheet, verifying receipt and compliance with handbook

DIRECT DEPOSIT

The district shall pay all wages by manner of direct deposit to a checking or savings account with a financial institution identified and authorized in writing by the particular employee. The employee shall have two weeks from the commencement of employment to return a completed direct deposit form to the payroll department to ensure timely automatic deposit of the employee's wages. The returned form shall include documents that corroborate the relevant routing and bank account number. Once the payroll department receives and verifies all necessary information and forms, payroll will be released on the 20th calendar day of the following month in which wages are earned. Any subsequent changes to an employee's direct deposit information must be submitted before the 10th calendar day in the month in which wages are to be paid through payroll and can be done in Weblink.

ADDRESS CHANGE

If an employee's address or phone number changes at any time during employment with the District, the employee must make necessary changes in Weblink.

PAYROLL DEDUCTIONS

Employees will have payroll deductions of federal tax, state tax, FICA and any other deductions required by law or authorized by an employee on the appropriate sheet in compliance with applicable laws.

Deductions of pay of a partial day or of a full day or more may be made for FMLA leaves and in the first and last weeks of employment. In addition, based on principles of public accountancy, deductions from pay of a partial day or of a full day or more will be made for absences for illness, injury or personal reasons when accrued leave is not used or not available.

RETIREMENT

Bayard Public Schools employees over the age of 18 who work twenty (20) or more hours per week are required to join the Nebraska Public Employees' Retirement System.

All members of the Nebraska Public Employees' Retirement System must contribute a percentage of their gross salary to the retirement fund through payroll deduction. The school district is required by law to match the cost at 101%. Any member who terminates employment with Bayard Public Schools may:

1) Leave the account on an inactive basis in order to draw a retirement benefit. The employee must have five years of creditable service.

2) Receive a refund or make inquiries to:

Nebraska Retirement System
PO Box 94816
Lincoln, NE 68509
1-800-245-5712

TAX-SHELTERED ANNUITY

All classified employees can have a payroll deduction toward a selected tax-sheltered annuity.

OVERTIME OR COMP TIME

Overtime is paid to classified employees in accordance with the Fair Labor Standards Act (FLSA). A publication provided by the federal government which provides more information about the FLSA is displayed at your workplace or a copy is available from the Human Resources Department. The District may provide compensatory time in lieu of overtime pay to employees, at the Superintendent's discretion on a case by case basis, in accordance with applicable law. ALL overtime and comp time must be pre-approved by supervisor.

The regular workweek for overtime purposes is from 12:00 a.m. on Sunday through 11:59 p.m. on Saturday. The administration may establish a different 7-day period workweek from time to time for specified employees or employee groups.

Employees will be expected to accurately report hours worked through district software used for time reporting. Falsification of time worked is a serious offense.

Employees must receive prior approval from their supervisor to work additional hours beyond their regular work schedule. Non-exempt employees will be paid overtime rates for each hour worked in excess of 40 hours in a workweek and are expected to accurately and timely report overtime hours to their supervisor.

Overtime calculations do not include payment for idle hours when the employee is not at work. Idle hours include vacation, holiday, sick time, and all other types of leave offered to classified employees. Employees who use leave during a week will not be compensated for overtime until time actually worked exceeds 40 hours in the same workweek. For example, if an employee uses

eight hours of personal leave on Monday and then works 44 hours between Tuesday and Saturday, only four hours will be considered overtime for that workweek.

Overtime pay for non-exempt employees will be paid at the rate of not less than 1½ times the employee's regular rate of pay for hours worked in excess of the 40 hour workweek. Employees with two or more non-exempt positions may be eligible for overtime pay based upon the total number of hours worked in one workweek. If applicable, the employee and the Superintendent or designee will agree upon the overtime rate in compliance with FLSA regulations.

A non-exempt employee may request or the district may provide compensatory time in lieu of overtime pay, with prior written approval of the Superintendent, with the rate figured as 1½ times the number of hours worked in excess of 40 hours in any work week. Compensatory time must be used within a month of earning the time. Extended time for using compensatory time must be approved by the Superintendent on a case by case basis.

The District's policy is to not permit improper deductions from the salary of exempt employees who are required to meet a "salaried basis" test for the overtime exemption to be applicable. An employee who feels an improper deduction affecting exemption status has occurred may submit a complaint to the Superintendent or designee, who shall promptly investigate the complaint. Reimbursement shall be made and a good faith commitment to comply in the future will be given in the event it is determined that an improper deduction affecting overtime exemption has been made.

DISCIPLINARY SUSPENSION

The District's policy is to authorize unpaid disciplinary suspensions of a full day or more for infractions of workplace conduct rules and to apply such policy uniformly to all similarly situated employees, including exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. Unpaid disciplinary suspensions of a partial day or of a full day or more may be implemented for infractions of safety rules of major significance.

WORKER'S COMPENSATION

All employees come under the provisions of the Nebraska Workers' Compensation law. Injuries on district-owned grounds or in district-owned buildings or that happen during job duties off premises, no matter how minor, should be reported immediately to the supervisor or principal.
The principal will work the employee to provide the forms and direct the employee on how to complete the proper incident forms.

Employee's eligible for worker's compensation can receive up to 66 2/3% of their wages from the worker's compensation insurer. The District will then use the employee's available sick and vacation leave time to compensate the employee for the remaining portion of their wages. Once the employee's sick and vacation leave are used up, the district paid portion of their wages will cease and the employee will only receive the amount paid by the worker's compensation insurer. No leave accruals will occur while an employee is on worker's compensation leave.

Once an employee is eligible for worker's compensation, the employee's time off will be treated as allowable time off under the Family Medical Leave Act (FMLA). See Article 3, Section 8 for FMLA details.

ABSENCE PROCEDURES

Once the employee has used all of his/her allotted leave in any category, absent without pay is the only option available.

REQUESTING LEAVE

An employee who wants to use available leave is to submit a leave request through the Weblink online leave system to the employee's supervisor. Leave requests are to be submitted in a timely fashion to the supervisor. The supervisor may require that more advance notice be given depending on the nature of the employee's duties or the need to schedule a substitute. Absence requests must be submitted in the month they occur or before, in order to be paid for the time. Vacation leave, if applicable, must be approved by the Superintendent.

REPORTING LEAVE

Employees must report leave through the Weblink online leave system to the business office within three days of taking the leave. Employees must report leave in a timely fashion or the employee will not be compensated for the leave.

GIVING NOTICE OF UNSCHEDULED ABSENCES

An employee who is unable to request advance approval for an absence because of the nature of the circumstance requiring the absence (such as personal illness or unforeseen emergency) is to report the need to be absent as soon as the situation is known. To report the need to take a sick or bereavement leave, employees are to contact their building administrator or supervisor as soon as possible. Before the end of the day on the first day of the absence, and on each subsequent day of absence, the employee is to report to their building administrator or supervisor whether the employee will be able to return to work on the next duty day. For sick or bereavement leaves occurring in circumstances where the need for the leave can be determined in advance, the employee is to make a report of the need to take the leave as soon as possible.

RETURNING FROM ABSENCES

1. Justification for Absences Taken Without Prior Approval. If an employee is absent without advance approval either: (1) the day immediately preceding or immediately following a regularly scheduled school break (such as winter break, spring break, and quarter or semester breaks) or (2) during the first two weeks or the last two weeks of school (student contact days), the employee will be required to give verification (for example, a doctor's note) to establish that the employee was unable to work for an excusable condition or excusable reason.
2. Establishing Fitness for Duty. Employees must present a written statement from their physician or health care provider to their supervisor when absent for any period of time because of injury requiring care from a physician or health care provider, or absent from work for 5 days or more due to a personal health condition. The statement is to clearly verify that the employee is mentally and physically able to return to duty. This statement is to be presented in person to the

employee's supervisor before the employee returns to duty in order that the readiness to perform work can be observed and discussed.

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

PAID LEAVE

Employees are provided with paid sick and personal leaves (professional leaves, bereavement leaves, etc.) in accordance with their employment classification and Board policy. During such paid leaves, employees continue to receive their salary and fringe benefits.

The leaves provided by the District are to be used for the purpose intended. Abuse of leave privileges affects the students, other staff, and the entire District and will not be tolerated.

UNPAID LEAVES

The District complies with laws that require leaves to be allowed, such as for FMLA leaves, military service and jury duty. Should an employee be absent from work in excess of the employee's available paid leaves, the absence will be an unpaid leave except as may be required by law. The employee's salary and fringe benefits (including the cost of premiums for group health insurance) may be subject to reduction for the day or days of work missed.

JURY DUTY LEAVE

An employee who is summoned for jury service must promptly notify the employee's immediate supervisor. Compensation during jury duty will be handled as indicated in Policy 4019.

FAMILY MEDICAL LEAVE ACT

Basic Leave Entitlement

FMLA requires the District to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- for incapacity due to pregnancy, prenatal medical care or child birth;
- to care for the employee's child after birth, or placement for adoption or foster care;
- to care for the employee's spouse, son, daughter or parent, who has a serious health condition; or
- for a serious health condition that makes the employee unable to perform the employee's job.

The 12 month period for the purposes of FMLA is the period-requested date of FMLA and on a rolling calendar basis.

Military Family Leave Entitlements

Eligible employees whose spouse, son, daughter or parent is on covered active duty or call to covered active duty status may use their 12-week leave entitlement to address certain qualifying

exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered servicemember during a single 12-month period. A covered servicemember is: (1) a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness*; or (2) a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.*

***The FMLA definitions of "serious injury or illness" for current servicemembers and veterans are distinct from the FMLA definition of "serious health condition".**

Benefits and Protections

During FMLA leave, the District will maintain the employee's health coverage under any "group health plan" on the same terms as if the employee had continued to work. Employees must continue to pay their share of any health insurance premium when they become due. If an employee does not return from FMLA leave, he or she will be required to reimburse the District for the District's share of health plan premiums during a period of unpaid FMLA leave unless the reason the employee does not return is due to the continuation, recurrence, or onset of either a serious health condition of the employee or the employee's family member, or a serious injury or illness of a covered servicemember, which would otherwise entitle the employee to leave under the FMLA, or due to other circumstances beyond the employee's control. An instructional employee who is on FMLA leave at the end of the school year must be provided with any benefits over the summer vacation that employees would normally receive if they had been working at the end of the school year. As used herein, "*instructional employees"* are those whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This term includes not only teachers, but also athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. It does not include, and the special rules do not apply to, teacher assistants or aides who do not have as their principal job actual teaching or instructing, nor does it include auxiliary personnel such as counselors, psychologists, or curriculum specialists. It also does not include cafeteria workers, maintenance workers, or bus drivers.

Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms. Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Eligibility Requirements

Employees are eligible if they have worked for the District for at least 12 months and have 1,250 hours of service in the previous 12 months.

Definition of Serious Health Condition
A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave
An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary, as further provided below. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the District's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Leave taken for a period that ends with the school year and begins the next semester is leave taken consecutively rather than intermittently. The period during the summer vacation when the employee would not have been required to report for duty is not counted against the employee's FMLA leave entitlement.

If an eligible instructional employee needs intermittent leave or leave on a reduced leave schedule to care for a family member with a serious health condition, to care for a covered servicemember, or for the employee's own serious health condition, which is foreseeable based on planned medical treatment, and the employee would be on leave for more than 20 percent of the total number of working days over the period the leave would extend, the District may require the employee to choose either to:

- Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- Transfer temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the employee's regular position

If an instructional employee does not give required notice of foreseeable FMLA leave to be taken intermittently or on a reduced leave schedule, the District may require the employee to take leave of a particular duration, or to transfer temporarily to an alternative position. Alternatively, the District may require the employee to delay the taking of leave until the notice provision is met.

If an employee chooses to take leave for periods of a particular duration in the case of intermittent or reduced schedule leave, the entire period of leave taken will count as FMLA leave.

If an instructional employee begins leave more than five weeks before the end of a semester, then the District may require the employee to continue taking leave until the end of the semester if —

- The leave will last at least three weeks, and
- The employee would return to work during the three-week period before the end of the semester.

If an instructional employee begins leave during the five-week period before the end of a semester because of the birth of a son or daughter; the placement of a son or daughter for adoption or foster care; to care for a spouse, son, daughter, or parent with a serious health condition; or to care for a covered servicemember then the District may require the employee to continue taking leave until the end of the semester if—

- The leave will last more than two weeks, and
- The employee would return to work during the two-week period before the end of the semester.

If an instructional employee begins leave during the three-week period before the end of a semester because of the birth of a son or daughter; the placement of a son or daughter for adoption or foster care; to care for a spouse, son, daughter, or parent with a serious health condition; or to care for a covered servicemember, then the District may require the employee to continue taking leave until the end of the semester if the leave will last more than five working days.

In the case of an employee who is required to take leave until the end of a semester, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. The District has the option not to require the employee to stay on leave until the end of the semester. Therefore, any additional leave required by the District to the end of the semester is not counted as FMLA leave; however, the District shall be required to maintain the employee's group health insurance (to the extent stated herein) and restore the employee to the same or equivalent job including other benefits at the conclusion of the leave.

Substitution of Paid Leave for Unpaid Leave

The District requires to use all accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, employees must comply with the District’s normal paid leave policies.

Employee Responsibilities

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days notice is not possible, the employee must provide notice as soon as practicable and generally must comply with the District’s normal call-in procedures. Employees

must provide sufficient information for the District to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

As a condition of restoring an employee whose FMLA leave was occasioned by the employee's own serious health condition that made the employee unable to perform the employee's job, the District requires that all employees who take leave for such conditions to obtain and present certification from the employee's health care provider that the employee is able to resume work and perform the essential functions of the employee's job.

District Responsibilities

The District must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the District must provide a reason for the ineligibility.

The District must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the District determines that the leave is not FMLA-protected, the District must notify the employee.

Unlawful Acts by Employers

FMLA makes it unlawful for any employer to:

- interfere with, restrain, or deny the exercise of any right provided under FMLA; and
- discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

The foregoing is a general overview of FMLA leave. For more information, please contact the Superintendent.

DUTIES AND RESPONSIBILITIES

HOURS OF WORK AND MEETINGS

Regular, dependable attendance at work is an essential function of a classified employee's employment position.

Employees are required to attend meetings called by the administration or their supervisors, except those meetings which are designated for optional attendance.

Classified employees are to utilize a method determined by the superintendent to record work time. Employees are to clock in and clock out at their scheduled work start and end times each day. Failure to do so may result in a review of the employee's work responsibilities and schedule. Non-compliance with assignments may result in termination of employment.

Classified Staff shall not read and respond to work emails or texts outside of regular work hours, unless specifically directed to by an administrator. In the event a classified staff member is directed to read and/or respond to an email or text outside of working hours, then the staff member shall record all time spent in doing so as time worked.

ARRIVAL TO DUTY ASSIGNMENTS

Classified employees' work assignments may or may not be related to the regular school day. Classified employees are expected to know their duty dates and times and to be on time for work. All duty times are subject to assignment by the direct supervisor, the building principal, and the superintendent.

LEAVING SCHOOL/ASSIGNMENT

Employees are to be on duty at all times during the assigned work day. Employees may not leave school or their assigned area during duty hours without approval of the Principal or their supervisor.

Employees who leave the school during their designated lunch period or for an approved absence must check out with the Principal's office or their supervisor when leaving and check back in upon return. Employees who need to leave during the school day for reason of illness or emergency are to make sure that a responsible person has been notified of their unexpected absence so work coverage may be provided. When employees leave school for any non-work reason, including lunch, they are to clock out before leaving and clock in upon return. If employees are on site and available/willing to work during the lunch period they may remain clocked in during their lunch time.

SCHOOL PROCEDURES

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

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

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

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

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

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

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

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

SUPERVISION OF STUDENTS

Proper supervision of students is an important responsibility of all employees of the District. Employees responsible for student supervision are expected to meet the four "P's" for student supervision and safety. All employees of the school should be familiar with these principles to the extent they may be involved in supervision of students or interacting with students.

1. Proper Supervision

a. Report to all duty assignments on time.

b. Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.

c. Be vigilant while supervising students. Never leave your students unattended; the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave students who you are supervising, request that another nearby staff member provide supervision for you, or notify the office so someone can provide assistance. If you are on recess duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students who you are to be supervising are doing.

d. If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be

confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs).

e. Be careful when physically contacting students. Physical contact with students should be limited to that necessary to protect the student. Corporal punishment is prohibited in our school district and is not to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself and others, and to protect property as may be reasonable.

f. Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations.

g. Be careful with your language. Profanity or abusive language should not be used by you. Be a good role model for students. If a student uses such language, you should correct the student and take such disciplinary action as is appropriate, which may include making a report to administration.

2. Proper Instructions

a. Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.

b. Repeat the instructions on how to complete a task that has a heightened risk of danger as often as needed. Do not assume because students heard the directions once that they will be remembered.

c. When you go over safety rules with students note it in your written records.

3. Proper Maintenance of Buildings, Grounds, and Equipment

a. Conduct periodic inspections of equipment under your control or in your area of supervision.

b. If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the office so those repairs may be undertaken.

4. Proper Warnings

a. If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell the office so additional warnings may be given.

Contact the Office for Assistance: The principal's office should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:

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

Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the Principal so this law may be followed.

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

having an item in violation of school rules to wait with you until another adult is present, or to follow you to the office if you can leave your assigned area without causing risk of harm to others. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

Student Rights: Treat students fairly and consistently without consideration of race, color, religion, gender, or disability. Students who need special accommodations are to be given those accommodations as needed for them to participate in school and school activities.

Follow IEP and 504 Plans for the students for whom you are responsible. Be attentive and respond to "bullying." Maintain the confidentiality of student records. Student record information should be shared only with other school staff with a need to know the information to perform their duties.

DISPENSING MEDICATION

Employees are not permitted to give any medication to students unless trained under the Medication Aid Act. To ensure the proper care of our students, employees who are asked to take the medication training and administer medications shall do so.

Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or medication aide and are to be stored in the nurse's office; with the exception of students who have a diabetes self-management or asthma self-management plan. Medical procedures are not to be administered in the classroom except in accordance with the District's Safety and Security Management Plan and the District's Emergency Protocol (asthma/anaphylaxis protocol).

If students must take medication and/or perform medical procedures prescribed by a duly licensed physician during school hours, it is the responsibility of the parents or guardians to sign permission slips to dispense the medicine at the school and to submit a note or prescription from the physician authorizing the medicine and/or medical procedure. School district personnel are not to administer medicine, including over the counter medicine, without a signed form and note or prescription. Any medication brought to school needs to be properly labeled. The label should include the following information: student's name, name of medication, dosage needed, and time of dispensing the medication.

REPORTING CHILD ABUSE

Employees are to be familiar with and follow the Child Abuse Policy No. 4105

PERSONAL AND PROFESSIONAL CONDUCT STANDARDS

ETHICS STANDARDS

Bayard Public Schools expects its classified employees to adhere to ethics standards which are modified from those established by the Nebraska Department of Education for certificated employees. The classified school employment job ethics standards which classified employees are expected to adhere to include those set forth below.

Principle I - Commitment as a School Employee: Employees shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity.
In fulfillment of the employee's contractual and personal responsibilities, the employee:

1. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
2. Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or disability.
3. 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.
4. Shall not make any fraudulent statement or fail to disclose a material fact for which the employee is responsible.
5. Shall not exploit school relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
6. Shall not sexually harass students, parents or school patrons, employees, or board members.
7. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of job duties.
8. Shall report to the Superintendent any known violation of paragraphs 1 through 7 above.
9. Shall seek no reprisal against any individual who has reported a violation of this rule.

Principle II - Commitment to the Student:
Mindful that the employee's classified position exists for the purpose of serving the best interests of the school district's students and patrons, the classified employee shall perform his/her job duties with genuine interest, concern, and consideration for the student. The employee shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.
In fulfillment of the obligation to the student, the employee:

1. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.

2. 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.
3. Shall not discipline students using corporal punishment.

Principle III - Commitment to the Public:

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The classified employee 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 for the integrity of the profession.

In fulfillment of the obligation to the public, the employee:

1. Shall not misrepresent an institution with which the employee is affiliated, and shall take added precautions to distinguish between the employee's personal and institutional views.
2. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
3. Shall neither offer nor accept gifts or favors that will impair judgment to be exercised in the course of employment.
4. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
5. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
6. Shall, with reasonable diligence, attend to the duties of the employee's position.

Principle IV - Commitment to Classified Position Employment Practices:

The employee shall believe that sound personnel relationships with governing administration and board of education are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to employment practices, the employee:

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of preparation and legal qualifications.
2. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
3. Shall give prompt notice to the employer of any change in availability of service.
4. Shall conduct job related business through designated procedures, when available, that have been approved by the employing agency.
5. Shall not assign to unqualified personnel, tasks for which an employee is responsible.
6. Shall permit no commercial or personal exploitation of his or her employment position.
7. Shall use time on duty and leave time for the purpose for which intended.

COMPETENT PERFORMANCE

Employees must possess the abilities and skills necessary to accomplish the designated task. Therefore, each employee shall:

1. Keep records for which he or she is responsible in accordance with law and policies of the school system;
2. Supervise others in accordance with law and policies of the District;
3. Recognize the role and function of community agencies and groups as they relate to the District and to his or her position, including but not limited to health and social

services, employment services, community teaching resources, cultural opportunities, educational advisory committees, and parent organizations.

Each employee shall:

1. Utilize available materials and equipment necessary to accomplish the designated task;
2. Adhere to and enforce written and dated administrative policy of the District which has been communicated to the educator;
3. Use channels of communication when interacting with educators, community agencies, and groups, in accordance with policy.

Each supervisor shall:

1. Make reasonable assignment of tasks and duties in light of individual abilities and specialties and available personnel resources.

Communication Skills: In communicating with students and other employees, each employee, within the limits prescribed by his or her assignment and role, shall:

1. Utilize information and materials that are relevant to the designated task;
2. Use language and terminology which are relevant to the designated task;
3. Use language which reflects an understanding of the ability of the individual or group;
4. Assure that the designated task is understood;
5. Use feedback techniques which are relevant to the designated task;
6. Consider the entire context of the statements of others when making judgments about what others have said;
7. Encourage each individual to state his ideas clearly.

Management techniques: The employee shall:

1. Resolve discipline problems in accordance with law, board policy, and administrative regulations and policies;
2. Maintain consistency in the application of policy and practice;
3. Develop and maintain positive standards of conduct.

Human and Interpersonal Relationships: Employees shall possess effective human and interpersonal relations skills and therefore:

1. Shall allow others who hold and express differing opinions or ideas to freely express such ideas;
2. Shall not knowingly misinterpret the statement of others;
3. Shall not show disrespect for or lack of acceptance of others;
4. Shall provide leadership and direction for others by appropriate example;
5. Shall offer constructive criticism when necessary;
6. Shall comply with reasonable requests and orders given by and with proper authority;
7. Shall not assign unreasonable tasks;
8. Shall demonstrate self-confidence and self-sufficiency in exercising authority.

Personal Requirements: Each employee within the scope of delegated authority shall:

1. Be able to engage in physical activity, with or without a reasonable accommodation, appropriate to the designated task except for temporary disability;
2. Be able to communicate so effectively as to accomplish the designated task;
3. Appropriately control his or her emotions;
4. Possess and demonstrate sufficient intellectual ability to perform designated tasks.

ROLE MODEL

Employees serve as role models for students and their actions and conduct reflect on the school as a whole. Employees are in all respects to conduct themselves in a professional manner.

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

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

- Using e-mail, text messaging, instant messaging or social networking sites to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).
- Engaging in social-networking friendships with a student on MySpace, Facebook, or other social networking site. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance – verbal, written, or physical – towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics that are not related to a specific curriculum.
- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of familial relationships between employees and their children who are students in the District.

Employees who observe or become aware of a violation of the foregoing expectations by other employees are to report the matter to the Principal or the Superintendent.

RELATIONSHIPS

It is important for employees to maintain an effective working relationship with the administration and all co-workers. Employees are also to maintain appropriate relationships with students. Appropriate relationships are established by extending social courtesies, following through on commitments and promises, complying with administrative directives and Board policies, being honest and consistent, and not intruding into personal matters outside the scope of duties, gossiping, or spreading rumors about others.

CIVILITY

All employees shall behave with civility, fairness and respect in dealing with fellow employees, students, parents, patrons, visitors, and anyone else having business with the District. Uncivil behaviors are prohibited. Employees may be subject to disciplinary action up to and including termination for engaging in uncivil behaviors.

Uncivil behaviors are any behaviors that are physically or verbally threatening, either overtly or implicitly, as well as behaviors that are coercive, intimidating, violent or harassing. Such interactions are prohibited in all forms of communication, including telephone conversations, voice mail messages, face-to-face conversations, written communications, and email messages.

Any employee aware of another employee's uncivil behavior shall report the conduct to the employee's immediate supervisor or to the Superintendent. There will be no retaliation against a person for making the report.

GENERAL INFORMATION

BAD WEATHER/SCHOOL CLOSING

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

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

COMMUNICATION

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

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

COMMUNITY RELATIONS

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

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

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

CONCESSIONS/CASH BOXES

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

CONCUSSIONS: RETURN TO LEARN

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

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

CONFIDENTIALITY AND CONFIDENTIALITY OF RECORDS

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

COPYRIGHT AND FAIR USE POLICY

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

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

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

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

CRISIS SITUATIONS

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

CUSTODIAL ASSISTANCE

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

DISCIPLINE

School employees are expected to support students in engaging in positive and appropriate behavior. Students should know what behaviors are expected, and these expectations should be firmly but fairly enforced. Discipline does not automatically mean punishment, but it does always mean encouraging a desired behavior. Threatening, yelling, criticism, sarcasm, etc. are questionable discipline techniques and often prove inadequate. The student's improper behavior should be the focus of the discipline and not the student's personality, family, dress, appearance, etc. Discipline that punishes all students for the wrong doing of a few is discouraged. The forms of discipline used by school employees should be consistent, reasonable, and fair.

Discipline is the responsibility of each individual school employee under the direction of the certificated staff and the principals. The principal's role is to assist and advise in the event of flagrant or continued misbehavior. Flagrant misbehavior should be brought to the attention of the principal immediately. A student shall not be sent to the office without an explanation of the offense. If assistance is needed in the removal of a student, the school employee is to send someone to the principal's office immediately for assistance. Each student dictates different strategies, but effective teaching and adequate preparation prevent many behavioral problems from occurring.

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

FORMS, REPORTS, AND RECORDS

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

Superintendent's Office

New or changes on

1. W4's
2. Address
3. Telephone Number
4. Marital Status
5. Birth of a child

Payroll Deductions

1. Annuities
2. Health Insurance Coverage
3. Supplemental Insurance

4. Savings or Investment Plans

NOTE: All of the above are due prior to September 1st.

FUNDRAISERS AND ACTIVITIES ACCOUNTS

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

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

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

HALL SUPERVISION

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

IDENTIFICATION BADGES/NAME TAGS

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

INSTRUCTIONAL AND WORK AREAS

Each staff member is responsible for the appearance and organization of their assigned work areas. The appearance of the school and school grounds has an impact on the learning that occurs; therefore each staff member should devote time and energy to developing an attractive, stimulating, and orderly instructional setting. Take pride in your educational setting, as well as your work. Be an example for students. When a room is unoccupied, lock and shut doors behind

you and shut off lights. ***School employees assigned to supervise students are expected to be with their students during the entire period for which their supervision is assigned.***

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

MUTUAL RESPECT

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

OBSERVING AND ENFORCING RULES

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

PARKING AT THE ELEMENTARY SCHOOL

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

PROFESSIONALISM AND CODE OF ETHICS

Professional deportment is expected from all personnel of Bayard Public Schools. This behavior is reflected in your dress and grooming, relationships with students and parents, and interaction with your peers. A positive school climate is critical to everyone's success. All classified employees must be familiar with and adhere to the Personal and Professional Conduct Standards section of this handbook.

PUBLICITY/PUBLICATIONS

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

PURCHASING

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

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

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

RECORDS MANAGEMENT AND DISPOSITION – LITIGATION HOLDS OF ELECTRONIC MESSAGES

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

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

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

RADIOS AND OTHER COMMUNICATION DEVICES

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

ROOM MAINTENANCE

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

SAFETY INSTRUCTIONS

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

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

SCHOOL BOARD POLICIES

School Board policies are made available to the staff and to the public. Employees shall become familiar with Board policies. Please direct any questions about Board policy to the Superintendent.

SCHOOL LUNCH

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

STUDENT CONDUCT

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

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

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

SCHOOL KEYS

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

SCHOOL RESOURCE OFFICER (WHEN APPLICABLE)

In partnership with the City of Bayard the school district has access to the services of a School Resource Officer (SRO). As per agreement with the City of Bayard, the duties of the school resource officer shall be as follows:

a. Act as a resource to prevent delinquency and truancy.
b. Provide guidance on ethical issues in classroom settings.

c. Provide individual counseling for students.
d. Explain law enforcement's role in society to students.
e. Demonstrate the concern of the Bayard Police Department for youth.
f. Provide safety and security for the school campuses.
g. Create goodwill and increase the understanding of law enforcement within the school environment.
h. Strengthen student and police relationships.
i. Provide a forum where police, students, parents and faculty become acquainted and earn mutual respect.
j. Open lines of communication between public agencies and youth in the community.
k. Provide enforcement of all appropriate state statutes and city ordinances.
l. Assist instructors from time to time with reference to law enforcement related curriculum.

The school resource officer shall have no responsibility concerning enforcement of school codes of conduct or school administrative decisions involving student misconduct.

Teachers are encouraged to invite the school resource officer to help with instruction when the curriculum is aligned to the skills and knowledge of the officer. School employees are not to ask the school resource officer to "cover a class" and need to be present in the classroom for the duration of instructional sessions provided by the school resource officer.

SOCIAL ACTIVITIES

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

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

School activities shall not be permitted on Sunday unless religious in nature as they apply to the school. This includes practice for any activity. Practices are permitted on Sundays before district competition per NSAA rules.

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

SPONSOR/CHAPERONE DUTIES

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

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

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

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

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

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

STAFF DRESS

School employees should be conscious of the importance of attractiveness, appropriateness, and neatness in dress and grooming. Set a positive example about the importance of school. Business casual attire is appropriate. Leggings and yoga pants are not considered business casual and are not appropriate for the instructional staff in the school. Staff attire needs to be compliant with expectations for student dress.

STAFF WELLNESS

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

STUDENT DRESS CODE

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

Student dress and personal appearance that disrupts or distracts from the educational environment of the school, is offensive, in violation of any statute, or is a health or safety hazard is not acceptable and is not permitted.

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

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

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

STUDENT ERRANDS

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

STUDENT HANDBOOK

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

SUMMER BUILDING ACCESS

In order to provide a safe and efficient process for summer custodial and maintenance services staff members are encouraged to plan on the school buildings being closed during the month of July. Additional closures are possible as circumstances may dictate throughout the summer and during breaks in the school term. Staff members are encouraged to have any summer work completed by the end of June and to plan on access to the school buildings for the next year at the beginning of August.

SUPERVISION OF STUDENTS

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

Proper Supervision

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

the student and take such disciplinary action as is appropriate, which may include making a report to the administration.

Proper Instructions

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

Contact the Principal for Assistance

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

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

Student Searches

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

Student Rights

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

WORK ROOM

The work room is to be kept as neat as possible. Avoid discussing individual students in the workroom. Additionally, ensure that communications in the work room are positive and conducive to a productive and effective school climate. Parents and community members often

form impressions of our schools based upon the professionalism exhibited in the school offices and in the work room and break room. Your assistance in this is greatly appreciated.

TELEPHONE

School employees are welcome to use the school telephone. The school telephones are not to be used for personal long distance calls. School telephones are tax exempt and are to be used for official school business only. School employees who have student supervision responsibilities **will not** be called to the telephone except in case of emergency.

VIDEO SURVEILLANCE

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

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

VISITORS

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

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

WORK AREA SAFETY AND ACCIDENT REPORTING

All employees share in the responsibility for maintaining a safe and healthy school environment. All staff members shall avail themselves of every possible opportunity to instruct students in the safe use and handling of any school property or equipment that could cause injury to students or school personnel. Any unsafe or unhealthy conditions in the immediate work area, building, or on the school campus should be reported immediately to the school principal. In the event of an accident to an employee, student, or visitor, the safety and care of the injured individual should be of primary concern. A written report of the incident should be made to the principal within 24 hours, if not sooner. An incident which requires the attention of medical personnel and any other incident deemed important by the principal, should be reported to the superintendent of schools.

Instructors or sponsors of groups using laboratories, including science, art or shop areas will be responsible for seeing that individuals or groups working with the following materials or

in the following areas will wear the appropriate eye and/or face protection or other protective gear deemed appropriate:

1. Hot molten materials.
2. Heat treatment, tempering, or kiln firing of any metal or other materials.
3. Milling, sawing, turning, shaping, cutting, grinding or stamping of solid materials.
4. Gas or electric arc welding or other welding processes.
5. Repair or servicing of any vehicles.
6. Caustic or explosive materials.
7. Hot liquids or solids, injurious radiation or other hazardous materials.

"WORK FROM HOME" EXPECTATIONS

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

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

texting, social media or one-on-one Zoom sessions, unless the staff member has received approval in advance from a school administrator.

5. Hourly staff members must keep track of their work time. Hourly staff members must receive prior approval from their immediate supervisor before working overtime. The District may review each hourly staff member's Internet browsing history and/or email history to determine whether a staff member was working during their claimed work time. Hourly staff members must keep current a detailed log of the time they spent on work-related items and the time that they spent working on such items.

6. All staff members must communicate in a professional manner. Although much communication may be accomplished via electronic means, all staff members need to remember that communications should be professional and avoid inappropriate or vulgar language.
7. Staff members should refrain from communicating with each other about non-school business during the workday. For instance, calling or emailing other staff members during worktime to gossip is not an appropriate use of the workday.
8. Staff members should coordinate with their immediate supervisor on clock-in/clock-out procedures so that your immediate supervisor ensures that you are working that workday. If you need to miss work during a workday, you must contact your immediate supervisor as soon as practicable.
9. Each staff member's duty hours will be determined by each staff member's immediate supervisor. As a result, staff members are expected to maintain regular communication with their immediate supervisor about the upcoming workweek.
10. Staff members will comply with the recommendations of the Instructional Technology Coordinator with regards to secure technology arrangements.
11. Staff members are expected to follow all other directives from their supervisors in a positive and professional manner.
12. A staff member who repeatedly violates these expectations may be subject to discipline.
13. All other provisions of board policy and the staff handbook remain in effect.

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

SELECTED BOARD POLICIES

REPORTING Child Abuse OR NEGLECT

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

A. Child Abuse or Neglect Defined

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

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

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

B. Reporting

1. **Mandatory Employee Reporting to Law Enforcement**: If any school employee has reasonable cause to believe that a child has been subjected to child abuse or neglect or observes such child being subjected to conditions or circumstances which reasonably would result in child abuse or neglect, then the employee shall immediately report such incident to the Bayard Police Department, the Morrill County Sheriff's Department, the Nebraska State Patrol, or the Nebraska Department of Health and Human Services.

2. **Substance of Report**: A report to a proper law enforcement agency or the Department of Health and Human Services may be made orally by telephone with the caller giving his or her name and address and shall be followed by a written report, and to the extent available shall contain the address and age of the abused or neglected child, the address of the person or persons having custody of the abused or neglected child, the nature and extent of the child abuse or neglect or the conditions and circumstances which would reasonably result in such child abuse or neglect, any evidence of previous child abuse or

neglect including the nature and extent, and any other information which in the opinion of the reporter may be helpful in establishing the cause of such child abuse or neglect and the identity of the perpetrator or perpetrators.

3. **Reporting to Principal**: After an employee makes an oral report as set forth above, the employee shall immediately notify a principal of the report. The employee shall then, within 24 hours, draft a written

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

4. **Uncertainty**. ***Any uncertainty as to whether reasonable cause exists shall be resolved in favor of making a report to the proper law enforcement agency or the Department of Health and Human Services.*** An employee is not obligated to "prove" that child abuse or neglect has occurred or could occur. Having reasonable cause to believe could include having information as minor as an allegation. Employees should not take it upon themselves to investigate the case or contact the family of the child. Law enforcement and the Department of Health and Human Services are responsible for investigating.

5. **Record Keeping**. All employees shall keep written records of information obtained and reports made pursuant hereto.

6. **No Retaliation**. No employee shall be retaliated against for making a report hereunder.

7. **Immunity**. Any employee making a report under this policy is immune from civil or criminal liability, except for in the case of making maliciously false statements.

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

Adopted: 8-11-86
Reviewed: 5-10-10
Revised: 1-9-12; 11-11-13

RESTRAINT AND SECLUSION

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

1. General Guidelines

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

2. Restraint

A. Physical Restraint. Physical restraint means the use of physical force to restrict significantly the student's movement. The following circumstances are examples when physical restraint is appropriate:

   A. To obtain possession of weapons or other dangerous objects.
   B. To prevent or break up a fight.
   C. As self-defense or in defense of others.
   D. To escort a student from one area to another in the interest of safety or to maintain order.
   E. To calm or comfort a student.
   F. To prevent self-injurious behavior.
   G. As reasonably necessary to prevent imminent, severe destruction to school or another person's property.

B. Mechanical Restraint.

   i. Mechanical restraint means the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove. Mechanical restraint includes the tying down, taping, or strapping down of a student.

   ii. Mechanical restraints do not include adaptive or protective devices used as recommended by the student's health care provider or safety equipment used as intended by the general population (e.g. seatbelts).

   iii. Mechanical restraints should only be used in the case of an emergency to prevent imminent danger to the student or others when physical restraint or seclusion would not be effective or is not possible.

C. Chemical Restraint.

   i. Chemical restraint is the administration of medication for the purpose of restraint.

   ii. Chemical restraint does not include medication as prescribed by and administered in accordance with the student's health care provider.

   iii. Chemical restraints of students are not permissible under any circumstances.

3. Seclusion

A. Definition. Seclusion is the confinement of a student in a room or other space from which the student is physically prevented from or incapable of leaving. Behavior interventions and/or disciplinary methods which do not restrict the student's physical

movement or ability to leave are not considered to be seclusion. Examples of behavior interventions and/or disciplinary methods which are not considered seclusion are as follows:

i. Timeout: Timeout means a behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting.

ii. In-school suspension.

iii. Detention.

B. When Permissible. Seclusion is only appropriate when a student is displaying physical behavior that presents a risk of injury to the student or others and the threat could be diminished if the student is secluded in a safe environment. Seclusion should only be employed as a last resort after other methods of intervention have been attempted without success or would be inappropriate under the circumstances. Seclusion is inappropriate for students who are severely self-injurious or suicidal.

C. Duration. Seclusion should only be used as long as necessary to present the risk of injury.

D. Supervision/Observation. When a student is secluded a staff member or the school's resource officer shall continually monitor and supervise the student and shall immediately notify an administrator as to where and why the student is being secluded. The staff member monitoring the student in seclusion should document all observations.

E. Area of Seclusion. A student in seclusion must be able to exit the room or area if the supervising adult becomes incapacitated or leaves the area. The room or area used for seclusion must have adequate space, lighting, ventilation, heating/cooling for the safety of the student and must be free of objects that could be harmfully used by the student.

4. Documentation/Notices

A. Reporting. A Restraint or Seclusion Report must be completed for each incident of restraint or seclusion and shall include:

- Name of the student
- Name of the staff member(s) administering the restraint or seclusion;
- Date of the incident and the time the restraint or seclusion began and ended;
- Location of the restraint or seclusion;
- A description of the restraint or seclusion;
- A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;

- A description of the behavior that prompted the use of restraint or seclusion;
- Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted; and
- Information documenting parent contact and notification.

B. Notice to Administrators. The building principal and Superintendent shall be notified of the restraint and seclusion incident as soon as possible.

C. Notice to Parents. The building principal, Superintendent, or their designee shall attempt notify the student's parent or guardian of the restraint or seclusion incident as soon as possible after it commences.

D. Written Report to Parents. Within a reasonable period of time not to exceed 30 days after the incident, building principal or Superintendent shall also provide the parent or guardian with a written incident report. This report must include the following:

i. the date, time of day, location, duration, and description of the incident and interventions;
ii. the events or events that led up to the incident;
iii. the nature and extent of any injury to the student; and
iv. the name of a school employee the parent or guardian can contact regarding the incident.

5. Training.

A. Distribution of Policy. This policy shall be distributed to staff members on an annual basis.

B. Staff Training. Staff members who are reasonably anticipated to use restraint and/or seclusion on a regular basis shall be trained in the proper and safe use of restraint and seclusion.

Adopted: 3-12-12
Revised: 10-9-17

DRUG FREE SCHOOL AND COMMUNITY POLICY

Bayard Public School District is committed to providing an employment environment that is safe and provides appropriate motivation to ensure a creative and productive work force. To this end, the District unequivocally endorses the philosophy that the workplace should be free from the detrimental effects of illicit drugs and alcohol.

It is unlawful and, therefore, absolutely prohibited for any employee of the District to engage in the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of the school's activities.

DEFINITIONS

As used in this policy, prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of the school's activities shall mean, but not be limited to the following:

1. The unlawful possession, use, or distribution of any substance which is declared by the State of Nebraska or any other applicable law to be an illicit substance.

2. The possession, use, or distribution of alcohol on school premises or as a part of the school's activities.

As used herein, the term "school premises" shall mean any property owned, or in the other manner under the control of the Board of Education of the District.

As used herein, the phrase "as a part of the school's activities" shall mean any activity or enterprise carried out in whole or in part under the auspices of the District when supervising students or students are present.

PROCEDURES

1. All employees and each new employee will receive a copy of this policy.

2. Each employee will acknowledge receipt of this policy and will sign such form acknowledging receipt and acknowledging the District's policy of absolutely prohibiting conduct as set forth in this policy (Policy #4109), and further acknowledging that serious sanctions can and will be taken against and employee,

including termination of employment and referral for prosecution for any failure to comply with the above stated standards of conduct and further acknowledging that such compliance is mandatory, and further acknowledging that this policy is adopted pursuant to P.L. 101-226, C.F.R., Part 86, and other applicable statutes, and will further acknowledge that failure to comply with such federal requirements may be the District's receipt of federal funds in jeopardy

DRUG FREE SCHOOL AND COMMUNITY POLICY

3. In the event the employee does not understand the terms and conditions of this policy, it shall be the duty of the employee to ask for such points of clarification of the Superintendent of Schools or his/her designee at the time this policy is distributed to the employee. If no questions is directed by an employee to the Superintendent of Schools or his/her designee it shall be the legal position of the District to presume that the employee has understood and will abide by this policy.

4. In the event of any non-compliance by any employee with this policy, it shall be the duty of the Superintendent of Schools or his/her designee to inform any employee not in compliance about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to employees within fifty (50) miles of the administrative offices of the District. If no such programs are available within 50 miles, then such other programs as may exist in the State of Nebraska shall be made known to such employee. The Superintendent or his/her designee shall maintain a list of such available services and shall from time to time update such list.

5. Sanctions which may be taken against an employee for non-compliance with this policy may be any one or more of the following:
    a. An oral reprimand.
    b. A written reprimand.
    c. Suspension with pay.
    d. Suspension without pay.
    e. Termination of employment.
    f. Cancellation of employment.
    g. Non-renewal of employment.
    h. Referral to appropriate authorities for criminal prosecution.
    i. Mandatory enrollment in in-patient care or otherwise as a term and condition to any continuing employment by the District.
    j. Mandatory enrollment in any training programs that are may be provided by the District or others relating to any of the activities prohibited by this policy.

6. Disciplinary action sought to be imposed by the Superintendent or his/her designee shall be carried out in accordance with the established policies of the District.

However, nothing in this policy shall be construed to vest any right in any employee beyond that required by law and the manner in which each case shall be handled in the sole discretion of the Superintendent or his/her Designee subject to the Superintendent's approval, provided only that such action shall be carried out within the bounds of applicable law.

DRUG FREE SCHOOL AND COMMUNITY POLICY

7. Conviction of an employee of the District of any criminal statute relating to the unlawful use, possession, or distribution, of any controlled substance or alcohol, may result in disciplinary action being taken against such employee. When such conviction shall come to the attention of the Superintendent or other official of the District, an employee convicted as above described may be disciplined in any manner provided by statute, the contract of the employee, any existing policy of the District or any other applicable body of law. As used herein "applicable body of law" shall mean, but shall not be limited to, state and federal statutes, state and federal regulations, and any applicable case law.

8. As an alternative to discipline or as a concurrent requirement to the disciplinary action less severe than the maximum disciplinary action that may be carried out against an employee as referred to in the immediately preceding paragraph, the District, by and through its Superintendent or his/her designee may require the employee to successfully finish a drug abuse program. As used herein, the term "drug abuse program" shall mean a drug abuse program sponsored by an approved private or governmental institution. The Superintendent or his/her designee has written documentation satisfactory to the Superintendent or his designee that the employee has successfully finished such program. If aftercare is recommended by such institution, then the Superintendent or his/her designee in his/her sole discretion may require the employee to enroll such aftercare program and to participate in a manner satisfactory to the provider of such aftercare program. The Superintendent or his/her designee may require an employee to participate in aftercare in the same manner and under the same terms as may be required by the Superintendent or his/her designee. The Superintendent or his/her designee may require ongoing reporting of such participation as a term and condition of continuing employment by such employee at the District.

Adopted: 8-13-90

POLICY NO. 4115

EMPLOYEE USE OF ELECTRONIC COMMUNICATIONS DEVICES

The Board recognizes that employees may carry electronic communications devices and hereby adopts this policy.

District-Issued Communications Devices

The District may elect to issue certain communications devices to employees in order to increase the efficiency of District operations. Issuance and use of District equipment shall be subject to rules promulgated by the Superintendent.

Personally Owned Communications Devices

Employees may carry and use personally owned cellular telephones or pagers/beepers on school property subject to rules and regulations promulgated by the Superintendent.

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

Adopted: 4-10-2006

PROFESSIONAL BOUNDARIES BETWEEN EMPLOYEES AND STUDENTS

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

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

- Using e-mail, text messaging, instant messaging, social networking sites, or any other type of personal communication system to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).

- Engaging in social-networking friendships with a student on social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children. Employees shall not friend or follow students on any social networking site.

- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.

- Making any sexual advance - verbal, written, or physical - towards a student.

- Showing sexually inappropriate materials or objects to a student.

- Discussing with a student sexual topics that are not related to a specific curriculum.

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

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

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

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

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

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

Legal Reference: LB 1080 (2020)

Adopted: 10-12-09

Revised: 1-11-21

Reviewed: 5-10-10

POLICY NO. 5114

Network Acceptable Use and Internet Safety Policy

Bayard Public Schools recognizes the value of computer and other electric resources to improve student learning and enhance the administration and operation of its schools. To this end, the Bayard Public Schools encourages the responsible use of computers; computer networks (including the Internet), and other electronic resources in support of the mission and goals of the Bayard Public Schools.

It is the policy of Bayard Public Schools to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via the Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (CIPA).

It is the policy of the Bayard Public Schools to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, Bayard Public Schools recognizes its legal and ethical obligation to protect the well-being of students in its charge.

The following uses of school-provided electronic resources, including Internet and e-mail, are not permitted:

a. to access, upload, download, or distribute pornographic, obscene, or sexually explicit material;

b. to transmit obscene, abusive, sexually explicit, or threatening language;

c. to violate any local, state, or federal statute;

d. to vandalize, damage, or disable the property of another individual or organization;

e. to access another individual's materials, information, or files without permission;

f. to violate copyright or otherwise use the intellectual property of another individual or organization without permission; and

g. to distribute or forward "chain letters" via email.

Any violation of District policy and rules may result in loss of District-provided access to the Internet. Additional disciplinary action may be determined in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

Students may…

- Design and post web pages and other material from school resources.
- Use direct communications such as e-mail, online chat, or instant messaging with a teacher's permission.
- Use the resources for any educational purpose.

Consequences for Violation: Violations of these rules may result in disciplinary action, including the loss of a student's privileges to use the school's information technology resources.

Supervision and Monitoring: School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

Enforcement of Policy:

- To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.
- Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.
- Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.
- A Bayard Public Schools staff member may override the technology protection measure that blocks or filters Internet access for a student to access a site with legitimate educational value that is wrongly blocked by the technology protection measure that blocks or filters Internet access.

- Bayard Public Schools staff will monitor students' use of the Internet by either direct supervision or by monitoring Internet use history to ensure enforcement of policy.

COPPA Notification Statement

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

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

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

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

Inappropriate Network Usage: To the extent practical, steps shall be taken to promote the safety and security of users of Bayard Public Schools online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking," and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring: It shall be the responsibility of all members of Bayard Public Schools staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Bayard Public Schools will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and

cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.

Disclaimers:

- Bayard Public Schools and its individual schools, administrators, faculty, and staff thereof, make no warranties of any kind for the service provided and will not be held responsible for any damage suffered by users. This includes the loss of data resulting from delays, non-deliveries, and intrusion by computer virus, or service interruption.
- Use of any information obtained via network access is at the risk of the user, and Bayard Public Schools specifically denies any responsibility for the accuracy or quality of the information obtained.
- Bayard Public Schools cannot guarantee complete protection from inappropriate material. Furthermore, it is impossible for the district or content filter to reflect each individual or family's opinions of what constitutes "inappropriate material." If a student mistakenly accesses inappropriate information, he/she should immediately notify a district staff member.
- Bayard Public Schools is not liable for an individual's inappropriate use of district's electronic communications systems or violations of copyright restrictions or other laws, or other costs incurred by users through use of Bayard Public Schools' electronic communication systems.
- The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's electronic communication systems.

CIPA Definition of Terms:

Minor: The term "minor" means any individual who has not attained the age of 17 years.

Technology Protection Measure: The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. **Obscene,** as that term is defined in section 1460 of title 18, United States Code;
2. **Child Pornography,** as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors.

Harmful to Minors: The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Sexual Act; Sexual Contact: The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

Bayard Public Schools

Network Acceptable Use and Internet Safety Policy

Employee's Agreement

By signing this form, I acknowledge receipt of, understand, and agree to abide by the rules and standards set forth in the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that to gain or retain access to the Bayard Public Schools computer network systems, I must sign and submit this form as directed. I further understand that any violation of the Policy is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, monetary liability may be incurred, school disciplinary and/or appropriate legal action may be taken. I as a staff member agree to abide by the rules and standards addressed in this policy as it pertains to me and to help ensure that students also abide by these rules and standards as well. I understand that this agreement will be in effect for the duration of my employment with the district or until the policy is revised.

(Printed) Staff Member Name _____

Staff Member Signature _____

Date _____

Bayard Public Schools

Network Acceptable Use and Internet Safety Policy

Student's Agreement

By signing this form, I acknowledge receipt of, understand, and agree to abide by the rules and standards set forth in the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that to gain access to the Bayard Public Schools computer network systems, I must return this form signed by me and my parent or legal guardian. I further understand that any violation of the Policy is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, monetary liability may be incurred, school disciplinary and/or appropriate legal action may be taken. I understand that this agreement will be in effect for one school year and must be re-signed in subsequent years.

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

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

(Printed) Student Name _____

Student Signature _____

Date _____

Bayard Public Schools

Network Acceptable Use and Internet Safety Policy

Parent or Legal Guardian's Agreement

I have read, understand, and agree with the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that by signing this form I give permission for Bayard Public Schools to grant access to district electronic communication systems, including the Internet. I understand that this access is designed for educational purposes. I understand that Bayard Public Schools has taken reasonable precautions to eliminate access to inappropriate material and I will not hold the district or staff members responsible if inappropriate material is inadvertently accessed. I understand that this agreement will be in effect for one school year and must be re-signed in subsequent years.

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

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

(Printed) Parent Name _____

Parent Signature _____

Date _____

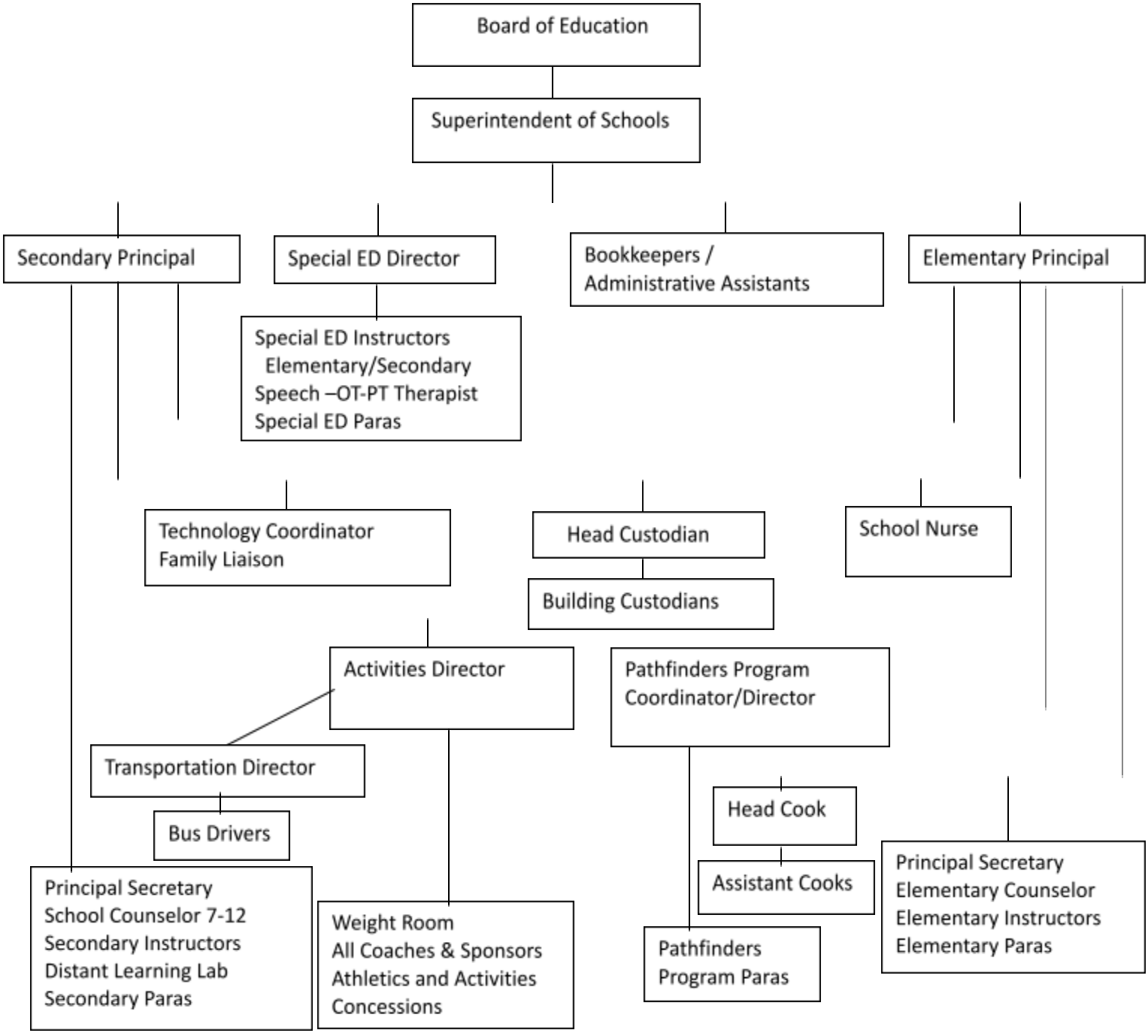
Adopted: 2-10-97

Reviewed: 7-12-10

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

Appendix A

BAYARD PUBLIC SCHOOLS
Chain of Command



Revised May 2021

Appendix B

Sick Leave Bank Request Form
Bayard Public Schools
Guidelines and Limitations to the Use of the Sick Bank

Membership

Any employee wishing to be eligible to receive days from the sick leave bank must donate one full day of sick leave or PTO to the sick leave bank to initiate membership. Membership will be taken only during the first five days of a contracted year. The maximum number of days in the bank will not exceed 180 days for carryover. Donated days may not be withdrawn if membership is dropped. No bank member shall be required, for purposes of maintaining status as a member in the sick leave bank, to contribute more sick leave or PTO days than other members. Members may donate up to a total of 10 PTO or sick leave days at the beginning of the year. Members may donate more than one day at other times when needed, upon agreement of BEA Executive Committee and Superintendent. An employee or his/her designee must request leave from the bank by completing this form and submitting it to the Superintendent. Valid applications for sick bank leave will be acted upon by the BEA Executive Committee and the Superintendent. A majority agreement is needed for sick bank leave approval. Sick bank leave will be acted upon as needed throughout the year. Days requested from the sick bank will be considered in chronological order.

Guidelines and Limitations

____A. Any member who has used up the entire amount of their accumulated PTO and sick days may request additional days of sick leave from the bank. Members must use all sick days, PTO, vacation, and personal days before requesting from the bank.

_____B. Days may be granted for such situations as extended personal illness, serious illness of a spouse or a child, unusual need for bereavement days, or emergency situations in the family.

_____C. The sick leave bank is not intended to cover routine appointments of a non emergency nature.

_____D. A maximum of 20 days may be used for normal pregnancy and delivery. Additional days for complicating conditions from pregnancy or childbirth may be covered under guideline letter B.

_____E. Employees are limited to a maximum of 30 days per year. The Committee and Superintendent reserve the right to allow additional days under extreme or unusual circumstances.

_____ F. Employees eligible for or receiving workers compensation benefits for a work-related injury will not be able to draw days from the sick bank for absences due to such injury.

_____G. An employee must incur two absences per year without pay before being entitled to use of the sick leave bank. The committee reserves the right to waive this provision under extreme or unusual circumstances.

_____I. No employee who is eligible for or receiving long term disability benefits may receive days from the sick bank.

Dates Requested_____

State your reasons for the request. You should also attach supporting documentation for the dates requested.

By signing I certify that the above statements are true and I authorize the committee to check my history of sick bank leave requests.

Signature_____ Date_____

BAYARD SCHOOL SONG

We're here to boost you, Bayard High, here's to you.
The school we love the best of all.
Our colors proudly waving never fall,
We'll carry on and fight, fight, fight, forever more.
And when the victory you have won again,
We will salute your loyal men.
We'll rally 'round your colors, Bayard High,
And always FIGHT, FIGHT, FIGHT.

SUBSTITUTE TEACHER HANDBOOK

Bayard Public Schools 2025-2026

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

Acknowledgement for Receipt of

Bayard Public Schools

"SUBSTITUTE TEACHER HANDBOOK"

I, _____ (your name) acknowledge that I was issued a copy of the Substitute Teacher Handbook for Bayard Public Schools for the school year 2024-2025. This handbook was issued to me before the first day of substitute teaching.

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

_____ _____

Date your signature

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WELCOME

MESSAGE FROM THE SUPERINTENDENT

Dear Substitute Teacher,

I would like to take some time to express, in advance, my gratitude for your contributions to Bayard Public Schools as a substitute teacher.

Substitute teachers play a vital role in the functioning of our school. The work you do makes a significant contribution to our school and to our continuous work on providing a quality education to our students.

It is my sincere hope that you enjoy substitute teaching at Bayard Public Schools and that you will continue to share your talents with our students and our community throughout the school year.

If you have made any changes to phone numbers or other contact information, please contact Mrs. Heather Oliverius in the Central Office prior to the start of the school year. Mrs. Heather Oliverius will be your contact for subbing in the secondary school. Mrs. Cortney Schuller will be your contact in the elementary school.

The rate of compensation for substitute teaching for the 2025-2026 school year will be $125 per day (pro-rated for partial days). In addition, we will continue to offer a complimentary meal to our substitute teachers.

I sincerely hope that you will continue to share your talents with our students during the upcoming school year. I look forward to working with you to provide the highest quality education for our students.

I believe that together we can create exceptional learning experiences for our students. Thank you for being a part of our school.

Sincerely,

Ms. Lori Liggett
Superintendent of Schools

GENERAL INFORMATION

PURPOSE

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

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

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

WHEN TO ARRIVE

When possible, substitute teachers are asked to arrive at 7:45. If you were called late and cannot be at the school by then, please make sure the building secretary knows and can make plans for supervision of students until you are able to arrive. Students will be entering classrooms at 8:00, so please arrive early enough to get settled in, read through any supervision assignments, and be prepared to greet students when they arrive in your classroom.

WHEN TO DEPART

Unless there is a need for afterschool supervision, please plan to see the students out the door and safely to dismissal at the end of the day. Once the students have left, please complete any notes to the regular teacher and let the office secretary know you are leaving, either by stopping by the office on the way out of the building or by placing a message with the secretary through the school phone system. Once parents and students have cleared the parking lot, please feel free to leave, even if the regular teachers are required to stay longer.

PAYMENT

Payroll periods begin with the first workday of the month and end with the last workday of the month. Pay for the work period is made on the 20th following the previous month's last workday. As an example, the September payroll will reflect days worked in August.

EMERGENCY PROCEDURES

Each classroom has an Emergency Crisis Procedures folder and an orange "Safety Bucket." Please be sure to know the location of each of these items and take a few moments to review the contents in the event of an emergency.

STUDENT ILLNESS

If a student is sick, please contact the office and work with the secretary to determine whether to send the student to the nurse or to request assistance from the nurse in the classroom.

PHONE OPERATION

Please familiarize yourself with the operation of the telephones in each building where you work as a substitute. The building secretaries and principals can provide a brief overview.

COMPLIMENTARY BREAKFAST AND LUNCH

Substitute Teachers receive a complimentary "grab and go" breakfast and a lunch from the school nutrition program.

ATTENDANCE PROCEDURES

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

BAD WEATHER/SCHOOL CLOSING

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

CLASSROOM MANAGEMENT

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

1. Be prepared for class. When the bell rings, the teacher is ready to begin class. A meaningful activity is planned for each class on each day.

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

COMMUNICATION

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

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

COMMUNITY RELATIONS

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

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

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

CONFIDENTIALITY AND CONFIDENTIALITY OF RECORDS

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

CUSTODIAL ASSISTANCE

Our custodians strive to keep the school neat, clean and functional. It is a difficult job, and we should all encourage students to conduct themselves in ways that contribute to an attractive and safe environment. If custodial assistance is needed, all requests must go through the building principal's office.

DISCIPLINE

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

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

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

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

GUM AND CANDY

While gum is allowed in classrooms, it should be disposed of properly. Candy will not be permitted as it does not conform to the school wellness policy. Certain elementary grades and

secondary courses, such as band and choir may restrict the use of gum and food for safety and equipment reasons.

HALL SUPERVISION

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

LETTERS TO PARENTS

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

MUTUAL RESPECT

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

PARKING AT THE ELEMENTARY SCHOOL

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

PROFESSIONALISM AND CODE OF ETHICS

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

PUBLICITY/PUBLICATIONS

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

RADIOS AND OTHER COMMUNICATION DEVICES

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

RECESS SUPERVISION

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

RECORDS MANAGEMENT AND DISPOSITION – LITIGATION HOLDS OF ELECTRONIC MESSAGES

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

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

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

SANITATION, HEALTH, AND ROOM MAINTENANCE

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

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

Teachers are expected to serve as role models in meeting and complying with health practices and guidelines, including those enacted for public health purposes.
Before leaving the classroom each day, close windows, turn out all lights, and lock the room.
Elementary teachers, please make sure your air-conditioners are turned off when you leave.
When repairs are needed, notify the principal in order for arrangements to be made for the repair.

SCHOOL BOARD POLICIES

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

STUDENT CONDUCT

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

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

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

STUDENT PASSES

Teachers should limit the amount of traffic in the hallways during class time. It is a distraction to other classes. Each student that leaves your class must have a pink pass. The student is to go directly to the designated destination and return. Please make an effort to reduce hall wandering. Students absent from your room are your responsibility. Limit restroom and drink privileges to one student leaving the room at a time. Pink passes are required for the students coming to the office for any reason.

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

Students may have plans to receive individualized accommodations or modifications. The regular education teacher, principal, school counselor, and special education teachers can provide guidance and strategies for substitute teachers to work with students to implement such plans.

STAFF DRESS

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

STUDENT DRESS CODE

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

Student dress and personal appearance that disrupts or distracts from the educational environment of the school, is offensive, in violation of any statute, or is a health or safety hazard is not acceptable and is not permitted.

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

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

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

STUDENT ERRANDS

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

STUDENTS - LEAVING THE ROOM

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

STUDENT HANDBOOK

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

SUPERVISION OF STUDENTS

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

Proper Supervision

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

Proper Instructions

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

Contact the Principal for Assistance

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

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

Student Searches

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

Student Rights

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

TEACHERS' WORK ROOM

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

TELEPHONE

Teachers are welcome to use the school telephone. The school telephones are not to be used for personal long distance calls. School telephones are tax exempt and are to be used for official school business only. Teachers **will not** be called to the telephone during class time except in case of emergency.

VIDEOS

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

- The teacher has viewed the material in advance and in its entirety.

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

VIDEO SURVEILLANCE

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

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

VISITORS

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

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

WORK AREA SAFETY AND ACCIDENT REPORTING

All employees share in the responsibility for maintaining a safe and healthy school environment. All staff members, more specifically, the teaching staff shall avail themselves of every possible opportunity to instruct students in the safe use and handling of any school property or equipment that could cause injury to students or school personnel. Any unsafe or unhealthy conditions in the immediate work area, building, or on the school campus should be reported immediately to the school principal. In the event of an accident to an employee, student, or visitor, the safety and care of the injured individual should be of primary concern. A written report of the incident should be made to the principal within 24 hours, if not sooner. An incident which requires the attention of medical personnel and any other incident deemed important by the principal, should be reported to the superintendent of schools.

EYE AND FACE PROTECTIVE DEVICES

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

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

(a) Vocational, technical, industrial arts, chemical, or chemical-physical, involving exposure to:

(i) Hot molten metals or other molten materials;

(ii) Milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials;

(iii) Heat treatment, tempering, or kiln firing of any metal or other materials;

(iv) Gas or electric arc welding or other forms of welding processes;

(v)Repair or servicing of any vehicle; or

(vi) Caustic or explosive materials; and

(b) Chemical, physical, or combined chemical-physical laboratories involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other hazards not enumerated.

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

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

DISTRICT INSTRUCTIONAL MODEL

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

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

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

DISTRICT INSTRUCTIONAL MODEL: DESIGN AND DELIVERY COMPONENTS

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

EDI Lesson Design Components

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

- **Guided Practice:** Working problems with students at the same time, step-by-step, while checking that they execute each step correctly
- **Lesson Closure:** Having students work problems or answer questions to demonstrate that they have learned the concepts and skills in the Learning Objective before they are released to work on their own.
- **Independent Practice:** Having students successfully practice what they were just taught. •

EDI Lesson Delivery Strategies

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

TAPPLE: Checking for Understanding

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

Teach First

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

Ask a Question

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

Pause and Pair-Share

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

Pick a Non-Volunteer

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

Listen to the Response

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

Effective Feedback

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

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

EDI Lesson Norms

Lesson Norms are the research-based practices that will increase student engagement when the teacher trains students and uses these practices in their daily routines.
Use whiteboards to check that all students are learning.
Use complete sentences because this promotes rehearsal of the new language.

- Use **pair-share** because the brain that is not processing information is not learning.
- Use an **attention signal** to quickly refocus the students during the lesson.
- **Track** and **read** to help students recognize and read new words.
- **Repeat** for pronunciation and to help students remember.

- Use **gestures** to help store information in multiple pathways in the brain.

EDI and Substitute Teachers

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

APPENDIX: SELECTED BOARD POLICIES

POLICY NO. 4105
Page 1

REPORTING Child Abuse OR NEGLECT

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

A. Child Abuse or Neglect Defined

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

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

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

B. Reporting

1. **Mandatory Employee Reporting to Law Enforcement**: If any school employee has reasonable cause to believe that a child has been subjected to child abuse or neglect or observes such child being subjected to conditions or circumstances which reasonably would result in child abuse or neglect, then the employee shall immediately report such incident to the Bayard Police Department, the Morrill County Sheriff's Department, the Nebraska State Patrol, or the Nebraska Department of Health and Human Services.

2. **Substance of Report**: A report to a proper law enforcement agency or the Department of Health and Human Services may be made orally by telephone with the caller giving his or her name and address and shall be followed by a written report, and to the extent available shall contain the address and age of the abused or neglected child, the address of the person or persons having custody of the abused or neglected child, the

nature and extent of the child abuse or neglect or the conditions and circumstances which would reasonably result in such child abuse or neglect, any evidence of previous child abuse or neglect including the nature and extent, and any other information which in the opinion of the reporter may be helpful in establishing the cause of such child abuse or neglect and the identity of the perpetrator or perpetrators.

3. **Reporting to Principal**: After an employee makes an oral report as set forth above, the employee shall immediately notify a principal of the report. The employee shall then, within 24 hours, draft a written

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

4. **Uncertainty**. ***Any uncertainty as to whether reasonable cause exists shall be resolved in favor of making a report to the proper law enforcement agency or the Department of Health and Human Services.*** An employee is not obligated to "prove" that child abuse or neglect has occurred or could occur. Having reasonable cause to believe could include having information as minor as an allegation. Employees should not take it upon themselves to investigate the case or contact the family of the child. Law enforcement and the Department of Health and Human Services are responsible for investigating.

5. **Record Keeping**. All employees shall keep written records of information obtained and reports made pursuant hereto.

6. **No Retaliation**. No employee shall be retaliated against for making a report hereunder.

7. **Immunity**. Any employee making a report under this policy is immune from civil or criminal liability, except for in the case of making maliciously false statements.

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

Adopted: 8-11-86
Reviewed: 5-10-10 Revised:
1-9-12; 11-11-13

RESTRAINT AND SECLUSION

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

1. General Guidelines

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

2. Restraint

A. Physical Restraint. Physical restraint means the use of physical force to restrict significantly the student's movement. The following circumstances are examples when physical restraint is appropriate:

A. To obtain possession of weapons or other dangerous objects.
B. To prevent or break up a fight.
C. As self-defense or in defense of others.
D. To escort a student from one area to another in the interest of safety or to maintain order.
E. To calm or comfort a student.

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

B. Mechanical Restraint.

i. Mechanical restraint means the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove. Mechanical restraint includes the tying down, taping, or strapping down of a student.

ii. Mechanical restraints do not include adaptive or protective devices used as recommended by the student's health care provider or safety equipment used as intended by the general population (e.g. seatbelts).

iii. Mechanical restraints should only be used in the case of an emergency to prevent imminent danger to the student or others when physical restraint or seclusion would not be effective or is not possible.

C. Chemical Restraint.

i. Chemical restraint is the administration of medication for the purpose of restraint.

ii. Chemical restraint does not include medication as prescribed by and administered in accordance with the student's health care provider.

iii. Chemical restraints of students are not permissible under any circumstances.

3. Seclusion

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

i. Timeout: Timeout means a behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting.

ii. In-school suspension.

iii. Detention.

B. When Permissible. Seclusion is only appropriate when a student is displaying physical behavior that presents a risk of injury to the student or others and the threat could be diminished if the student is secluded in a safe environment. Seclusion should only be employed as a last resort after other methods of intervention have been attempted without success or would be inappropriate under the circumstances. Seclusion is inappropriate for students who are severely self-injurious or suicidal.

C. Duration. Seclusion should only be used as long as necessary to present the risk of injury.

D. Supervision/Observation. When a student is secluded a staff member or the school's resource officer shall continually monitor and supervise the student and shall immediately notify an administrator as to where and why the student is being secluded. The staff member monitoring the student in seclusion should document all observations.

E. Area of Seclusion. A student in seclusion must be able to exit the room or area if the supervising adult becomes incapacitated or leaves the area. The room or area used for seclusion must have adequate space, lighting, ventilation, heating/cooling for the safety of the student and must be free of objects that could be harmfully used by the student.

4. Documentation/Notices

A. Reporting. A Restraint or Seclusion Report must be completed for each incident of restraint or seclusion and shall include:

- Name of the student
- Name of the staff member(s) administering the restraint or seclusion;
- Date of the incident and the time the restraint or seclusion began and ended;
- Location of the restraint or seclusion;
- A description of the restraint or seclusion;
- A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
- A description of the behavior that prompted the use of restraint or seclusion;
- Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted; and
- Information documenting parent contact and notification.

B. Notice to Administrators. The building principal and Superintendent shall be notified of the restraint and seclusion incident as soon as possible.

C. Notice to Parents. The building principal, Superintendent, or their designee shall attempt notify the student's parent or guardian of the restraint or seclusion incident as soon as possible after it commences.

D. Written Report to Parents. Within a reasonable period of time not to exceed 30 days after the incident, building principal or Superintendent shall also provide the parent or guardian with a written incident report. This report must include the following:

i. the date, time of day, location, duration, and description of the incident and interventions;
ii. the events or events that led up to the incident;
iii. the nature and extent of any injury to the student; and
iv. the name of a school employee the parent or guardian can contact regarding the incident.

5. Training.

A. Distribution of Policy. This policy shall be distributed to staff members on an annual basis.

B. Staff Training. Staff members who are reasonably anticipated to use restraint and/or seclusion on a regular basis shall be trained in the proper and safe use of restraint and seclusion.

Adopted: 3-12-12
Revised: 10-9-17

POLICY NO. 4109
Page 1

DRUG FREE SCHOOL AND COMMUNITY POLICY

Bayard Public School District is committed to providing an employment environment that is safe and provides appropriate motivation to ensure a creative and productive work force. To this end, the District unequivocally endorses the philosophy that the workplace should be free from the detrimental effects of illicit drugs and alcohol.

It is unlawful and, therefore, absolutely prohibited for any employee of the District to engage in the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of the school's activities.

DEFINITIONS

As used in this policy, prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of the school's activities shall mean, but not be limited to the following:

1. The unlawful possession, use, or distribution of any substance which is declared by the State of Nebraska or any other applicable law to be an illicit substance.

2. The possession, use, or distribution of alcohol on school premises or as a part of the school's activities.

As used herein, the term "school premises" shall mean any property owned, or in the other manner under the control of the Board of Education of the District.

As used herein, the phrase "as a part of the school's activities" shall mean any activity or enterprise carried out in whole or in part under the auspices of the District when supervising students or students are present.

PROCEDURES

1. All employees and each new employee will receive a copy of this policy.

2. Each employee will acknowledge receipt of this policy and will sign such form acknowledging receipt and acknowledging the District's policy of absolutely prohibiting conduct as set forth in this policy (Policy #4109), and further acknowledging that serious sanctions can and will be taken against and employee, including termination of employment and referral for prosecution for any failure to comply with the above stated standards of conduct and further acknowledging that such compliance is mandatory, and further acknowledging that this policy is adopted pursuant to P.L. 101-226, C.F.R., Part 86, and other applicable statutes, and will further acknowledge that failure to comply with such federal requirements may be the District's receipt of federal funds in jeopardy

DRUG FREE SCHOOL AND COMMUNITY POLICY

3. In the event the employee does not understand the terms and conditions of this policy, it shall be the duty of the employee to ask for such points of clarification of the Superintendent of Schools or his/her designee at the time this policy is distributed to the employee. If no questions is directed by an employee to the Superintendent of Schools or his/her designee it shall be the legal position of the District to presume that the employee has understood and will abide by this policy.

4. In the event of any non-compliance by any employee with this policy, it shall be the duty of the Superintendent of Schools or his/her designee to inform any employee not in compliance about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to employees within fifty (50) miles of the administrative offices of the District. If no such programs are available within 50 miles, then such other programs as may exist in the State of Nebraska shall be made known to such employee. The Superintendent or his/her designee shall maintain a list of such available services and shall from time to time update such list.

5. Sanctions which may be taken against an employee for non-compliance with this policy may be any one or more of the following:
    a. An oral reprimand.
    b. A written reprimand.
    c. Suspension with pay.
    d. Suspension without pay.
    e. Termination of employment.
    f. Cancellation of employment.
    g. Non-renewal of employment.
    h. Referral to appropriate authorities for criminal prosecution.
    i. Mandatory enrollment in in-patient care or otherwise as a term and condition to any continuing employment by the District.
    j. Mandatory enrollment in any training programs that are may be provided by the District or others relating to any of the activities prohibited by this policy.
6. Disciplinary action sought to be imposed by the Superintendent or his/her designee shall be carried out in accordance with the established policies of the District. However, nothing in this policy shall be construed to vest any right in any employee beyond that required by law and the manner in which each case shall be handled in the sole discretion of the Superintendent or his/her Designee subject to the Superintendent's approval, provided only that such action shall be carried out within the bounds of applicable law.

DRUG FREE SCHOOL AND COMMUNITY POLICY

7. Conviction of an employee of the District of any criminal statute relating to the unlawful use, possession, or distribution, of any controlled substance or alcohol, may result in disciplinary action being taken against such employee. When such conviction shall come to the attention of the Superintendent or other official of the District, an employee convicted as above described may be disciplined in any manner provided by statute, the contract of the employee, any existing policy of the District or any other applicable body of law. As used herein "applicable body of law" shall mean, but shall not be

limited to, state and federal statutes, state and federal regulations, and any applicable case law.

8. As an alternative to discipline or as a concurrent requirement to the disciplinary action less severe than the maximum disciplinary action that may be carried out against an employee as referred to in the immediately preceding paragraph, the District, by and through its Superintendent or his/her designee may require the employee to successfully finish a drug abuse program. As used herein, the term "drug abuse program" shall mean a drug abuse program sponsored by an approved private or governmental institution. The Superintendent or his/her designee has written documentation satisfactory to the Superintendent or his designee that the employee has successfully finished such program. If aftercare is recommended by such institution, then the Superintendent or his/her designee in his/her sole discretion may require the employee to enroll such aftercare program and to participate in a manner satisfactory to the provider of such aftercare program. The Superintendent or his/her designee may require an employee to participate in aftercare in the same manner and under the same terms as may be required by the Superintendent or his/her designee. The Superintendent or his/her designee may require ongoing reporting of such participation as a term and condition of continuing employment by such employee at the District.

Adopted: 8-13-90

POLICY NO. 4111

SEXUAL/ETHNIC HARASSMENT POLICY

The Bayard Public School's Board of Education strongly endorses, and will comply with the provisions of Title VII of the Civil Rights Act of 1972, as amended; Title IX of the Education Amendments of 1972; and the Nebraska Equal Opportunity and Education Act. Therefore, it is the policy of the Bayard Public Schools to prohibit any and all discrimination based on race, color, sex, or national origin.

Sexual/ethnic harassment of any employee, certified or non-certificated, or student by any individual under the jurisdiction of the Bayard Public Schools is, therefore, strictly prohibited. Persons determined to have engaged in either "Quid Pro Quo" sexual harassment of "Hostile Environment" sexual/ethnic harassment shall be subject to disciplinary sanctions as set forth herein.

Regarding school district employees, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature shall constitute "Quid Pro Quo" sexual harassment when:

1. Submission to sexual conduct is made either explicitly or implicitly a term or condition of an individual's employment.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating. hostile, or offensive working environment.

It is also prohibited for any school district employee or student to verbalize on school district property any racial, ethnic, or gender harassing jokes or stories, or to bring or store on school property any sexual, racial, or ethnic epitaphs or jokes. School district employees and students are also prohibited from defacing any school district property with any racial, ethnic or sexual epitaphs or jokes.

If an individual's conduct, epitaphs, or jokes are so excessive, severe, or pervasive so as to create a threatening or uncomfortable working environment, and it adversely affects the ability of another employee to accomplish their work, that employee(s) shall have created and can be responsible for creating a "Hostile Environment" when:

1. The individual harassed belongs to a protected class;
2. The individual was subjected to unwelcome sexual/ethnic harassment;
3. The harassment was based upon sex, race, or national origin; or
4. The harassment affected a term, condition, or privilege of employment.

SEXUAL/ETHNIC HARASSMENT POLICY

Regarding students, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual/ethnic nature shall constitute sexual/ethnic harassment when:

1. Submission of such conduct is made either explicitly or implied a term or condition of an individual's enrollment, participation, or affiliation with a course, activity, or other school sanctioned program.
2. Submission to or rejection of such conduct by individuals is used as a basis for any decision that may affect the educational standing of that individual.
3. Such conduct has the purpose or effect of unreasonable interfering with an individual's educational performance or creating an intimidating, hostile or offensive environment.

RESPONSIBILITY

All Bayard Public School employees and students shall have the responsibility of keeping school administrators informed, through the most confidential and direct means possible, of any alleged acts and/or complaints of sexual/ethnic harassment. It is the responsibility of each school district administrator, principal, department head and supervisor to provide a working and academic environment free of sexual/ethnic harassment or sexual/ethnic intimidation. The school district will take prompt action to investigate and act upon all reported instances of alleged sexual/ethnic harassment.

All complaints and allegations of either sexual or ethnic harassment will be thoroughly investigated by a member of the Bayard Public School administrative team. That team shall consist of: Administrators-Principals and Assistant Principals, and the Superintendent.

The Bayard Public Schools will utilize a three phase process to investigate all allegations of sexual or ethnic harassment:

PHASE I: COMPLAINT

Any individual who believes that he or she has been either sexually or ethnically harassed, or any individual having knowledge of any incident of alleged sexual or ethnic harassment (hereinafter referred to as "complainant"), should notify a member of the administrative team. Such notification shall be by the most direct means possible and will be considered confidential. The complaint should be made as soon as possible after the alleged incident.

SEXUAL/ETHNIC HARASSMENT POLICY

The administrative team member who receives a report of alleged sexual/ethnic harassment shall notify the Superintendent, unless the superintendent is alleged to be the school district employee engaged in sexual/ethnic harassment. If the complaint is made against the superintendent, the information is to be brought to the attention of the President of the Board of Education. He/she shall, in turn, contact the school district's attorney to conduct an investigation of the allegation.

If the complaint is made by a student, his or her parent(s) or legal guardian(s) shall be notified immediately in writing, by certified mail, by the individual assigned to conduct the investigation. If the person accused of sexual/ethnic harassment is a student, that student's parent(s) or legal guardian(s) will be notified both telephonically and in writing, by certified mail, of the alleged complaint, and they shall be present when the accused student is interviewed.

PHASE II: INVESTIGATION

Every effort shall be made to maintain full confidentially throughout the entire investigation. The investigation phase will be directed towards securing signed statements about the complaint itself. Minimally, it shall include the name(s) of the complainant(s) and person(s) accused of sexual/ethnic harassment; the date(s), time(s), locations(s), description of the incident(s), witness(es), and the respective signed statement(s).

Additionally, signed statement(s) by the person(s) accused of sexual/ethnic harassment shall be obtained where possible. The person(s) accused of sexual/ethnic harassment will be advised of due process rights at the time of being informed of the allegation. The intent of this phase is to investigate all of the facts and to corroborate evidence either for or against the complaint.

PHASE III: ACTION TAKEN

In determining whether conduct constitutes sexual/ethnic harassment, the individual conducting the investigation will examine the record as a whole and the totality of the circumstances, such as the nature of the alleged sexual advancements and the context in which the alleged incident occurred. The determination will be on a case-by-case basis. The individual conducting the investigation will review all information with the superintendent. The superintendent may take whatever disciplinary action is deemed appropriate. In any case where the disciplinary action of a school employee or student is subject to the due process procedures set forth in law, they will be followed as required.

SEXUAL/ETHNIC HARASSMENT POLICY

If the Superintendent is the alleged individual, the school district's attorney will provide the evidence to the Board of Education, and they will determine the action to be taken.

The Superintendent will inform all parties of any disciplinary action taken by the Superintendent. The record of the investigation will be kept in a confidential file. If the complaint involves the Superintendent, the file will be kept in the office of the school attorney. A simple statement indicating that a complaint has been filed and the action taken, if any, will be placed in the individual's personnel/student file. However, where the complaint is found to be without merit, the complaint will be placed in a separate sexual/ethnic harassment file, which shall be confidential and not placed in the individual's personnel/student file.

If deemed necessary, the academic or employment situation of the complainant may be changed to provide for a non-intimidating or non-hostile atmosphere. These changes may occur but are not limited to: a transfer of work situations, change of instructor, and, if pertinent, waiver of academic requirements. Decisions concerning such action must consider that the complainant

is not to be inadvertently or otherwise punished because he or she has allegedly been sexual/ethnically harassed.

Any employee who is found to have engaged in sexual/ethnic harassment of a subordinate, co-worker, or student will be subject to disciplinary sanctions, which may included, but are not limited to: written reprimand, probation, demotion, transfer, required professional counseling, or termination of employment. Where required by law any disciplinary action taken shall be subject to the due process procedures set forth in Sections 79-12, 107 to 79-12, 121, as amended.

A student who is found to have engaged in sexual/ethnic harassment against either and employee or another student, will be subject to disciplinary sanctions, which may include, but is not limited to: written reprimand, disciplinary probation, suspension, and/or expulsion. Where required by law any disciplinary action taken shall be subject to the due process procedures set forth in the Student Suspension or Expulsion Act, Sections 79-4, 170 to 79-4, 205, as amended.

If the complainant or accused is not satisfied with final action taken by the Superintendent, they may request that the Board of Education review the decision and action taken by placing it on the regular Board of Education meeting agenda as a personnel/student matter. Such a request will be held in executive session unless the accused individual chooses otherwise. The decision by the Board of Education will be the final administrative act. Likewise, any person accused of sexual/ethnic harassment may appeal the Superintendent's disciplinary action taken by filing a grievance through the established grievance procedures of the Bayard Public Schools as specified in Board Policy.

Adopted: 1-11-93

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HARASSMENT BY EMPLOYEES

Harassment of employees, student, volunteers or visitors will not be tolerated in the school district. School district includes school district facilities, school district property, or property within the jurisdiction of the school district; while on school-owned or school-operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the district.

Harassment includes, but is not limited to, racial, religious, national origin, marital status, disability and sexual harassment. Harassment by board members, administrators, employees, parents, vendors, and others doing business with the school district is prohibited. Employees whose behavior is alleged to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, discharge or other appropriate action. Other individuals whose behavior is alleged to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the superintendent or board.

Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in school programs or activities;
- submission to or rejection of such conduct by an individual is used as the basis for decisions affecting such individual's employment or education; or
- such conduct has the purposes or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or learning environment.

Sexual harassment as set out above, may include, but is not limited to the following:

- verbal or written harassment or abuse, or unwelcome communication implying sexual motives or intentions;
- pressure for sexual activity; repeated remarks to a person with sexual or demeaning implications;
- unwelcoming touching;
- unwelcome and offensive public sexual display of affection
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's job, promotions, recommendations, etc.

HARASSMENT BY EMPLOYEES

Harassment on the basis of race, creed, color, religion, national origin, martial status or disability means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble individuals when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs, activities or employment;
- submission to or rejection of such conduct by an individual is used as the basis for decision affecting the individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or
- creating an intimidating, offensive or hostile learning or work environment.

Harassment as set forth above may include, but is not limited to the following:

- verbal, physical or written harassment or abuse;
- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, achievements, etc.;

- demeaning jokes, stories, or activities directed at an individual.

Employees, students, volunteers or visitors who believe they have suffered harassment shall report such matters to the building principal for harassment complaints. However, claims regarding harassment may also be reported to the superintendent for harassment complaints.

Upon receiving a complaint, the investigator shall confer with the complainant to obtain an understanding and a statement of the facts. It shall be the responsibility of the investigator to promptly and reasonably investigate claims of harassment and to pass the findings on to the superintendent who shall complete such further investigation as deemed necessary and take such final action as appropriate. Information regarding an investigation of harassment shall be confidential to the extent possible, and those individuals who are involved in the investigation shall not discuss information regarding the complaint outside the investigation process.

No one shall retaliate against an employee or student because they have filed a harassment complaint, assisted or participated in a harassment investigation, proceeding, or hearing regarding a harassment charge or because they have opposed language or conduct that violates this policy. This policy should be used when an employee is the alleged harasser or the alleged victim. It is strongly recommended the investigator and alternate investigator be of opposite sexes.

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HARASSMENT BY EMPLOYEES

It shall also be the responsibility of the superintendent, in conjunction with the investigator and principals, to develop administrative rules regarding this policy. The superintendent or superintendent's designee shall also be responsible for organizing training programs to educate employees, students and others involved with the school district about harassment and the school district's policy prohibiting harassment. The training shall include how to recognize harassment and what to do in case an individual is harassed. The employee training will be documented in personnel files to ensure a record of training for each employee.

Legal Reference: 42 U.S.C. ** 2000e et seq. (1994). 29 C.F.R. Pt. 1604.11 (1996).

HARASSMENT INVESTIGATING AND REPORTING

In keeping with the language of the harassment policy, this procedure sample gives final responsibility to the superintendent.

Harassment of employees and students will not be tolerated in the school district.

Harassment is a violation of school district policies, rules and regulations and, in some cases, may also be a violation of criminal or other laws. The school district has the authority to report students violating this rule to law enforcement officials.

Employees whose behavior is alleged to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, discharge or other appropriate action. Other individuals whose behavior is alleged to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the superintendent or board.

Individuals who feel that they have been harassed by employees, board members, administrators, parents, vendors or others doing business with the school district should communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual needs assistance communicating with the harasser, he/she should ask a teacher, counselor or principal to help.

HARASSMENT BY EMPLOYEES

Complaint Procedure

An employee or student who believes that they have been harassed shall notify the superintendent the designated investigator. The alternate investigator is the building principal. The investigator may request that the employee or student complete the Harassment Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. Information received during the investigation shall be kept confidential to the extent possible.

The superintendent, or the investigator with the approval of the superintendent, has the authority to initiate a harassment investigation in the absence of a written complaint.

Investigation Procedure

The investigator shall reasonably and promptly commence the investigation upon receipt of the complaint. The investigator shall interview the complaint and the alleged harasser. The alleged harasser may file a written statement refuting or explaining the behavior outlined in the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator shall report to the superintendent. The investigator will outline the findings of the investigation to the superintendent.

Resolution of the Complaint

The superintendent will complete the next step in the investigation reasonably and promptly upon receipt of the investigator's report. Following the investigator's report, the

superintendent may investigate further, if deemed necessary, and make a determination of the appropriate next step which may include discipline, up to and including, discharge.

Prior to the determination of the appropriate remedial action, the superintendent may, at the superintendent's discretion, interview the complainant and the alleged harasser. The superintendent shall file a written report closing the case and documenting any disciplinary or other action taken in response to the complaint. The complainant, the alleged harasser and the investigator shall receive notice as to the conclusion of the investigation.

Points to Remember in the Investigation

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including discharge.

HARASSMENT BY EMPLOYEES

Conflicts

If the investigator is the alleged harasser or a witness to the incident, the alternate investigator shall be the investigator.

If the alleged harasser is the superintendent, the alternate investigator shall take the superintendent'' place in the investigation process. The alternate investigator shall report the findings to the board.

Approved: 8-12-02

HARASSMENT COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

Date and place of incident or incidents: _____

_____

Description of misconduct:_____

_____

_____

Name of witnesses (if any): _____

_____

_____

Evidence of harassment, i.e., letters, photos, etc. (attach evidence if possible): _____

_____

_____

Any other information: _____

_____

_____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature:_____ Date:_____

WITNESS DISCLOSURE FORM

Name of witness: _____

Position of witness: _____

Date of testimony, interview: _____

Description of instance witnessed: _____

_____

_____

_____

_____

_____

Any other information: _____

_____

_____

_____

I agree that all of the information of this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

POLICY NO. 4115

EMPLOYEE USE OF ELECTRONIC COMMUNICATIONS DEVICES

The Board recognizes that employees may carry electronic communications devices and hereby adopts this policy.

District-Issued Communications Devices

The District may elect to issue certain communications devices to employees in order to increase the efficiency of District operations. Issuance and use of District equipment shall be subject to rules promulgated by the Superintendent.

Personally Owned Communications Devices

Employees may carry and use personally owned cellular telephones or pagers/beepers on school property subject to rules and regulations promulgated by the Superintendent.

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

Adopted: 4-10-2006

POLICY NO. 4023

POLICY NO. 4119

PROFESSIONAL BOUNDARIES BETWEEN EMPLOYEES AND STUDENTS

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

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

- Using e-mail, text messaging, instant messaging, social networking sites, or any other type of personal communication system to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).

- Engaging in social-networking friendships with a student on social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children. Employees shall not friend or follow students on any social networking site.

- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.

- Making any sexual advance - verbal, written, or physical - towards a student.

- Showing sexually inappropriate materials or objects to a student.

- Discussing with a student sexual topics that are not related to a specific curriculum.

- Telling sexual jokes to a student.

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

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of family relationships between employees and their children who are students in the District. A staff member seeking an exception must receive advance approval from his or her administrator. If a staff member is unable to communicate with an administrator in

advance (such as in the event of an emergency), the staff member must notify the administrator as soon as possible, but not later than 24 hours immediately following the event.

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

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

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

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

Legal Reference: LB 1080 (2020)

Adopted: 10-12-09

Revised: 1-11-21

Reviewed: 5-10-10

POLICY NO. 5114

Network Acceptable Use and Internet Safety Policy

Bayard Public Schools recognizes the value of computer and other electric resources to improve student learning and enhance the administration and operation of its schools. To this end, the Bayard Public Schools encourages the responsible use of computers; computer networks (including the Internet), and other electronic resources in support of the mission and goals of the Bayard Public Schools.

It is the policy of Bayard Public Schools to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via the Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (CIPA).

It is the policy of the Bayard Public Schools to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, Bayard Public Schools recognizes its legal and ethical obligation to protect the well-being of students in its charge.

The following uses of school-provided electronic resources, including Internet and e-mail, are not permitted:

a. to access, upload, download, or distribute pornographic, obscene, or sexually explicit material;

b. to transmit obscene, abusive, sexually explicit, or threatening language;

c. to violate any local, state, or federal statute;

d. to vandalize, damage, or disable the property of another individual or organization;

e. to access another individual's materials, information, or files without permission;

f. to violate copyright or otherwise use the intellectual property of another individual or organization without permission; and

g. to distribute or forward "chain letters" via email.

Any violation of District policy and rules may result in loss of District-provided access to the Internet. Additional disciplinary action may be determined in keeping with existing procedures

and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

Students may…

- Design and post web pages and other material from school resources.
- Use direct communications such as e-mail, online chat, or instant messaging with a teacher's permission.
- Use the resources for any educational purpose.

Consequences for Violation: Violations of these rules may result in disciplinary action, including the loss of a student's privileges to use the school's information technology resources.

Supervision and Monitoring: School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

Enforcement of Policy:

- To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.
- Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.
- Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.
- A Bayard Public Schools staff member may override the technology protection measure that blocks or filters Internet access for a student to access a site with legitimate educational value that is wrongly blocked by the technology protection measure that blocks or filters Internet access.
- Bayard Public Schools staff will monitor students' use of the Internet by either direct supervision or by monitoring Internet use history to ensure enforcement of policy.

COPPA Notification Statement

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

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

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

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

Inappropriate Network Usage: To the extent practical, steps shall be taken to promote the safety and security of users of Bayard Public Schools online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking," and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring: It shall be the responsibility of all members of Bayard Public Schools staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Bayard Public Schools will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level

of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.

Disclaimers:

- Bayard Public Schools and its individual schools, administrators, faculty, and staff thereof, make no warranties of any kind for the service provided and will not be held responsible for any damage suffered by users. This includes the loss of data resulting from delays, non-deliveries, and intrusion by computer virus, or service interruption.
- Use of any information obtained via network access is at the risk of the user, and Bayard Public Schools specifically denies any responsibility for the accuracy or quality of the information obtained.
- Bayard Public Schools cannot guarantee complete protection from inappropriate material. Furthermore, it is impossible for the district or content filter to reflect each individual or family's opinions of what constitutes "inappropriate material." If a student mistakenly accesses inappropriate information, he/she should immediately notify a district staff member.
- Bayard Public Schools is not liable for an individual's inappropriate use of district's electronic communications systems or violations of copyright restrictions or other laws, or other costs incurred by users through use of Bayard Public Schools' electronic communication systems.
- The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's electronic communication systems.

CIPA Definition of Terms:

Minor: The term "minor" means any individual who has not attained the age of 17 years.

Technology Protection Measure: The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. **Obscene,** as that term is defined in section 1460 of title 18, United States Code;
2. **Child Pornography,** as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors.

Harmful to Minors: The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Sexual Act; Sexual Contact: The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

Bayard Public Schools

Network Acceptable Use and Internet Safety Policy

Employee's Agreement

By signing this form, I acknowledge receipt of, understand, and agree to abide by the rules and standards set forth in the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that to gain or retain access to the Bayard Public Schools computer network systems, I must sign and submit this form as directed. I further understand that any violation of the Policy is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, monetary liability may be incurred, school disciplinary and/or appropriate legal action may be taken. I as a staff member agree to abide by the rules and standards addressed in this policy as it pertains to me and to help ensure that students also abide by these rules and standards as well. I understand that this agreement will be in effect for the duration of my employment with the district or until the policy is revised.

(Printed) Staff Member Name _____

Staff Member Signature _____

Date _____

Bayard Public Schools

Network Acceptable Use and Internet Safety Policy

Student's Agreement

By signing this form, I acknowledge receipt of, understand, and agree to abide by the rules and standards set forth in the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that to gain access to the Bayard Public Schools computer network systems, I must return this form signed by me and my parent or legal guardian. I further understand that any violation of the Policy is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, monetary liability may be incurred, school disciplinary and/or appropriate legal action may be taken. I understand that this agreement will be in effect for one school year and must be re-signed in subsequent years.

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

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

(Printed) Student Name _____

Student Signature _____

Date _____

Bayard Public Schools

Network Acceptable Use and Internet Safety Policy

Parent or Legal Guardian's Agreement

I have read, understand, and agree with the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that by signing this form I give permission for Bayard Public Schools to grant access to district electronic communication systems, including the Internet. I understand that this access is designed for educational purposes. I understand that Bayard Public Schools has taken reasonable precautions to eliminate access to inappropriate material and I will not hold the district or staff members responsible if inappropriate material is inadvertently accessed. I understand that this agreement will be in effect for one school year and must be re-signed in subsequent years.

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

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

(Printed) Parent Name _____

Parent Signature _____

Date _____

Adopted: 2-10-97

Reviewed: 7-12-10

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

CERTIFICATED STAFF HANDBOOK

Bayard Public Schools 2025-2026

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

Acknowledgement for Receipt of

Bayard Public Schools

"CERTIFICATED STAFF HANDBOOK"

I, _____ (your name) acknowledge that I was issued a copy of the Certificated Staff Handbook for Bayard Public Schools for the school year 2025-2026. This handbook was issued to me before the first day for student classes.

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

_____ _____

Date **your signature**

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ORGANIZATION

STATEMENT OF EDUCATIONAL PHILOSOPHY
BAYARD PUBLIC SCHOOLS

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

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

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

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

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

1. To guarantee equal educational opportunities for each child according to his/her needs and capabilities.

2. To provide each child through experience in democratic living an understanding and appreciation of our forms of government, our country, and its history, a realization of the duties and obligations of citizenship, and a sense of social responsibility.

3. To develop in children an understanding of, and a respect for, all people.

4. To develop in all, ethical character with respect for moral and spiritual values.

5. To provide children with the opportunity for an increasing mastery of the basic skills which are needed for intelligent participation in the modern world.

6. To place the emphasis in the classroom on the application of learning rather than just on mastery of facts.

7. To promote good mental, social, emotional, and physical growth in all youngsters.

8. To provide opportunities for individual guidance and counseling.

9. To develop in individuals an understanding and appreciation of the sciences and the creative arts in the modern world.

10. To develop in students initiative, a desire to learn, and an appreciation of their educational opportunities.

11. To promote participation in community living by providing the opportunity to share in leadership and helpful service.

MISSION STATEMENT
BAYARD PUBLIC SCHOOLS

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

VISION STATEMENT
BAYARD PUBLIC SCHOOLS

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

CORE COVENANTS
BAYARD PUBLIC SCHOOLS

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

Attitude of Excellence
- Act With Integrity
- Expect To Be Great
- Accept Daily Challenges & Setbacks
- Think "Big Picture"

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

Tiger Way!

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

STUDENT EXPECTATIONS
BAYARD PUBLIC SCHOOLS

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

ACADEMIC SEAL OF BAYARD PUBLIC SCHOOLS

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

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

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

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

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

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

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

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

PURPOSE

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

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

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

CONTRACT AND RELATED ITEMS

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

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

ABSENCES - TEACHER

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

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

RETURNING FROM ABSENCES

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

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

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

CERTIFICATION

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

CONTRACT

Days Worked

Teacher contracts consist of a total of 185 days.

CONTRACT TERMINATION

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

DEFINITIONS OF JUST CAUSE TERMS

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

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

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

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

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

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

Failure to give Evidence of Professional Growth as Required by 79-12,113 – A teacher does not provide evidence of completing or did not complete the requirements for professional growth as established by the Board of Education Policy.

Other Conduct Which Interferes Substantially With the Continued Performance of Duties –
A teacher to a large degree or in the main, becomes so involved in out-of-school activities, in school actions, or other activities or actions that by their involvement detracts from or prohibits the teacher from performing their required and professional duties and causes the teacher to become ineffective in their performance.

FACULTY EVALUATION

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

The written evaluation report will address the following criteria:

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

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

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

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

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

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

LEAVE

Paid Time Off ("PTO") 7 At the beginning of each school year, teachers will receive 12 paid days off. At the end of each year, teachers may roll over unused PTO into their sick leave balance, with a maximum accumulation of 40 days. Teachers may access their accrued sick leave at any time. Sick leave can only be used for personal illness or accidents, illness or accidents involving a family member, medical appointments for oneself or family members, or mental health needs. For the 2024-25 school year, teachers will be compensated $25 per day for any unused sick leave accumulated beyond 40 days. Moving forward, payments for sick leave days

exceeding 40 will be issued in October of the new employment year at a rate equivalent to 50% of the substitute teacher daily pay. PTO leave may be used for any purpose, provided that the teacher's principal has given prior permission for the teacher to take the PTO leave. In the event of an emergency or sickness, the teacher shall request leave as soon as possible. Requests must be made in writing. A teacher will not be required to use PTO leave days to attend conferences, seminars, or workshops or to perform other duties requiring the teacher's absence as long as the Superintendent directed the teacher to attend such conference, seminar, or workshop or perform such duties. At the end of a teacher's last year of employment, the District will buy the teacher's accrued, unused PTO leave days at a daily rate of one half of the then current substitute teacher pay.

Contingency :Teachers will be granted one (1) day of Contingency Leave each year. The Contingency Leave will only be granted under the following guidelines: a. The superintendent will grant contingency leave if steps 2 through 6 have been met. b. The faculty member must give the reason for the request. c. The request must be in writing. d. Leave will only be granted for conditions that can not be handled on weekends, before school or after school. (Contingency – unforeseen occurrence)

Leave will not be granted the last day prior to a vacation or the first day after a vacation. f. Unused leave can not be carried over into the next school year.

Bereavement leave: An employee may take up to 2 days of paid bereavement leave per year. Additional days may be granted at the discretion of the Superintendent. Paid bereavement leave may be used in the case of the death of the employee's: a. child (biological, adopted, foster child, stepchild, legal ward, child of an employee standing in place of a parent); b. spouse/registered domestic partner; c. parent (including step-parent, guardian, or mother/father-in-law); d. grandparent or great-grandparent; e. spouse's grandparent or great-grandparent; f. sibling (including a half, adopted, step-sibling, or brother/sister-in-law); g. son/daughter-in-law, h. grandchild; i. aunt, uncle, niece, nephew; j. the employee's spouse's aunt, uncle, niece, nephew.

LEAVE – SICK BANK

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

PAY DAY

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

JURY DUTY

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

PROBATIONARY TEACHERS

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

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

RESIGNATIONS – PROFESSIONAL PERSONNEL

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

SALARY SCHEDULE HORIZONTAL MOVEMENT

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

Graduate hours over and above the basic degree will be applied to horizontal column movement as stated the salary schedule. For the purposes of horizontal advancement on the salary schedule, only those graduate hours which have been approved in advance by the superintendent of schools may be utilized. Graduate hours for advancement on the salary schedule shall be from an accredited graduate level institution. Hours which may be approved by the superintendent of schools shall be graduate hours in the area of the teacher's current assignment or hours which have a direct relationship with improvement of the instructional program or additional areas of certification (e.g., school counseling, instructional technology, school administration, and additional endorsements). This gives the teacher the added incentive to further his/her educational background in a way that simultaneously benefits the District. Graduate hours earned to be used for horizontal advancement on the salary schedule must be approved by the superintendent prior to June 1 to be utilized for placement on the salary schedule for the subsequent school term. A written statement for hours approved will be signed by the superintendent and placed in the individual's personnel file and a copy will be given to the individual. Transcripts evidencing satisfactory completion of hours to be used for salary schedule advancement must be on file in the Superintendent's office by September 10. If transcripts are not available by September 10, written documentation from the college will

suffice as temporary assurance that the coursework has been completed. The Superintendent will work with graduate schools due to mailing or handling problems. In the event that a teacher fails to so file a transcript as required by this paragraph, such teacher shall not be eligible for salary schedule advancement for such hours, and his or her salary will be adjusted accordingly, including proper adjustments to make up for overpaid amounts. Failure on the part of the teacher to document hours may result in the non-approval of such hours by the superintendent.

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

SALARY SCHEDULES for 2025-2026

Please see Appendix A

GENERAL INFORMATION

ACADEMIC INTERVENTION/ACADEMIC DETENTION

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

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

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

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

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

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

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

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

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

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

ADMIT SLIPS (HIGH SCHOOL)

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

Work missed because of absence can be, and often needs to be, made up on the student's return to school. Make-up provisions vary depending upon the type of absence. Teachers will

work with students to ensure work is made up in accordance with the district's grading practices to promote learning.

ATTENDANCE PROCEDURES

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

BAD WEATHER/SCHOOL CLOSING

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

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

CLASS SPONSORS (HIGH SCHOOL)

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

CLASSROOM MANAGEMENT

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

1. Be prepared for class. When the bell rings, the teacher is ready to begin class. A meaningful activity is planned for each class on each day.
2. Make assignments reasonable and clear.

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

COMMUNICATION

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

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

COMMUNITY RELATIONS

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

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

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

CONCESSIONS/CASH BOXES

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

CONCUSSIONS: RETURN TO LEARN

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

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

CONFIDENTIALITY AND CONFIDENTIALITY OF RECORDS

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

COPYRIGHT AND FAIR USE POLICY

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

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

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

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

CRISIS SITUATIONS

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

CUSTODIAL ASSISTANCE

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

DETENTIONS

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

DISCIPLINE

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

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

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

read “Tools for Teaching” by Fred Jones for additional guidance in proper classroom management.

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

DISCIPLINARY DOCUMENTATION, AND REFERRALS

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

DISRUPTED DAY

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

DISTRICT INSTRUCTIONAL MODEL

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

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

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

DISTRICT INSTRUCTIONAL MODEL: DESIGN AND DELIVERY COMPONENTS

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

EDI Lesson Design Components

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

EDI Lesson Delivery Strategies

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

TAPPLE: Checking for Understanding

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

Teach First

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

Ask a Question

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

Pause and Pair-Share

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

Pick a Non-Volunteer

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

Listen to the Response

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

Effective Feedback

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

- Every student orally answers every question.
- Automatic wait time is embedded.
- Listening and speaking is included.
- Student engagement improves.
- Students remember more.
- The student-talk to teach-talk ratio is increased.

- Students practice their answers.
- Language translation time is built in.
- Short attention spans are occupied.
- First re-teach is provided.
- Classroom management improves.
- Instruction is more interactive and interesting for the students.
- Academic socialization flourishes.
- Instructional aides can be utilized.
- It reduces affective filter.

EDI Lesson Norms

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

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

EDI and Substitute Teachers

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

DUTY HOURS

All teachers are expected to report for duty as determined by their building principal. As a general rule duty hours run from 7:45 to 4:00 pm. All teachers are to remain on duty during these hours unless otherwise excused by the principal or superintendent. During school hours, no teacher is to leave unless the superintendent or principal have been notified, or arrangements have been made previously through the superintendent or principal. Under no condition should a teacher leave the room while his/her pupils are in attendance. In case of emergency, send another student to either the superintendent's or principal's office.

FACULTY MEETINGS

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

FORMS, REPORTS, AND RECORDS

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

Superintendent's Office

New or changes on

1. W4's
2. Address
3. Telephone Number
4. Marital Status
5. Birth of Child

Payroll Deductions

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

NOTE: All of the above are due prior to September 1st.

High School Principal's Office

Daily

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

Weekly

1. Student grades entered/updated on the online grade book
2. Travel requests to AD's Office
3. Bus Requests to AD's Office
4. Contests and special events for the calendar to the AD's Office
5. Lesson Plans (format determined by the Principal)

Yearly

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

Elementary Principal's Office

Daily

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

6. Professional development forms

Weekly

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

Yearly

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

FUNDRAISERS AND ACTIVITIES ACCOUNTS

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

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

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

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

GRADES AND REPORT CARDS

Grades are to be a reflection of student understanding of content and skills in each academic area. Grading practices (including grades for late work and subject-specific grading criteria) are

to be approved by the building principal prior to the beginning of each school year. Grading practices should be clearly communicated to parents and students at the beginning of each school year to promote understanding of student performance as communicated through student grades.

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

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

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

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

GRADING PRACTICES TO SUPPORT LEARNING

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

- 60/40 weighted grades: Assessment (60%)/Daily work(40%)
- Minimum Daily Grades: Teachers will plan and assess an average of 3 grades per week, approximately 25 grades per quarter.
- Minimum Number of Assessments: 3 assessments per quarter.
- Performance Classes: Students are unable to improve unless they participate so these classes may utilize participation grades. Alternatives/additional opportunities to make-up missed performances will be provided to ensure students have the opportunity to demonstrate their learning.
- Management of Late Work (if excused absences, students will continue to get 2 days for every day absent before this management procedure takes effect):
    - Assignments are due on the date assigned by the teacher. A 5% deduction will be taken off each school day until the assignment is turned in.
    - On school day 6 the highest grade possible is 70% of the earned score.
- All work is due on the last day of the quarter unless arrangements have been made ahead of time. Incompletes may be granted at the discretion of the principal. the principal.
    - Students will be encouraged to utilize planners or Google calendar to practice organizational/planning skills.

- Redo Policy:
    - Daily work and tests redone will be accepted at a 5% deduction for each redo completed.
        - Tests can only be retaken if the student has completed all daily work for that chapter. Redos will follow late work policy.
        - Students may use a peer tutor but the student and teacher must have a conversation/check-in to make sure concepts were learned.
        - Teachers will implement the use of a Google sheet to keep track of which teachers the students are spending time learning from during academic intervention and provide documentation that parents were contacted or if a student "no-shows."
- InfiniteCampus can be configured to send an automatic email/text contact each week if student averages fall below 75% as an automated academic contact to parents.

GUM AND CANDY

While gum is allowed in classrooms, it should be disposed of properly. Candy will not be allowed as it does not conform to the school wellness policy.

GRADUATION EXERCISES (HIGH SCHOOL)

1. The use of an invocation and/or benediction at high school graduation exercises shall rest within the discretion of the graduating senior class, with the advice and counsel of the high school principal.
2. The senior class, or a committee appointed by the senior class, should decide whom to invite to deliver the prayer.
3. The school district shall not participate in the decision process or participate either directly or indirectly in the composition or content of any prayer.
4. Consistent with the principle of equal liberty of conscience, the invocation and benediction shall be non-sectarian and non-proselytizing in nature.
5. All graduating seniors are expected to attend the graduation exercises in cap and gown unless excused by the Superintendent.
6. The top 10% of the graduating class will be publicly honored at the graduation exercises.
7. Students to be eligible for scholastic honors must have completed two years of school at the Bayard Public Schools.
8. The graduation exercises will be held in the auditorium. Additional seating will be available in the gymnasium. Television viewing may be provided for persons in the gymnasium.

HALL SUPERVISION

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

HOMEWORK

The purpose of homework is to:

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

Factors bearing consideration:

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

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

JUNIOR/SENIOR HIGH HONOR ROLL

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

IDENTIFICATION BADGES/NAME TAGS

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

INSTRUCTIONAL AREAS

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

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

LESSON PLANS, CLASS ROSTERS, AND SEATING CHARTS

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

LETTERS TO PARENTS

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

MUTUAL RESPECT

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

OBSERVING AND ENFORCING RULES

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

OUTSIDE RESOURCE PEOPLE

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

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

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

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

PARENT – TEACHER CONFERENCES

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

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

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

PARKING AT THE ELEMENTARY SCHOOL

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

PROFESSIONAL COLLABORATION AND PEER COACHING

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

PROFESSIONALISM AND CODE OF ETHICS

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

PUBLICITY/PUBLICATIONS

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

PURCHASING

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

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

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

RADIOS AND OTHER COMMUNICATION DEVICES

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

RECESS SUPERVISION

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

RECORDS MANAGEMENT AND DISPOSITION – LITIGATION HOLDS OF ELECTRONIC MESSAGES

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

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

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

SANITATION, HEALTH, AND ROOM MAINTENANCE

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

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

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

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

SAFETY INSTRUCTIONS

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

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

SCHOOL BOARD POLICIES

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

SCHOOL LUNCH

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

SCHOOL PROCEDURES

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

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

1.a Employees are not to use cell phones or otherwise engage in distracted driving while transporting students or using school vehicles. This rule applies to the driver when the

vehicle is in motion. The only exception would be in the case of emergencies. Employees will abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems are to be utilized by all occupants.

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

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

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

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

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

STUDENT CONDUCT

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

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

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

STUDENT PASSES

Teachers should limit the amount of traffic in the hallways during class time. It is a distraction to other classes. Each student that leaves your class must have a pink pass. The student is to go directly to the designated destination and return. Please make an effort to reduce hall wandering. Students absent from your room are your responsibility. Limit restroom and drink privileges to one student leaving the room at a time. Pink passes are required for the students coming to the office for any reason.

SCHOOL KEYS

No key is to be duplicated without the Superintendent's written permission. **DO NOT GIVE YOUR KEYS TO ANY ONE ELSE TO USE.** Prior arrangements must be made if

student managers use your keys. Staff members may be required to pay for the cost of lock/key replacement in the event that the staff member's keys are lost, misplaced, or stolen.

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

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

SOCIAL ACTIVITIES

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

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

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

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

SPONSOR/CHAPERONE DUTIES

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

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

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

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

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

No organization is to meet at the school or any other location for any purpose without prior clearance from the principal. Sponsors are also to be aware that any money earned from

fundraisers is to be used to benefit the school or community or for a growth experience. Using the school's name to raise money for a party is prohibited.

STAFF DRESS

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

STAFF LEAVE

Leave for professional staff will be deducted in increments of ⅛ of the day (for partial days).

STAFF WELLNESS

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

STUDENT BOOKS

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

STUDENT DRESS CODE

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

Student dress and personal appearance that disrupts or distracts from the educational environment of the school, is offensive, in violation of any statute, or is a health or safety hazard is not acceptable and is not permitted.

Examples of inappropriate dress: midriff blouses; low cut blouses; hats; caps; headbands; chains or straps on pants; articles displaying obscene or vulgar writing or symbols; articles

displaying tobacco, alcohol, or drug advertisement; jewelry with potentially harmful accessories; any clothing in reference to membership in gangs: bandanna; sagging clothes; or tagging with gang signs or letters. Any type of shorts worn to school will reach to the middle of the thigh. Shoes and socks must be worn.

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

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

STUDENT ERRANDS

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

STUDENTS - LEAVING THE ROOM

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

STUDENT HANDBOOK

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

SUBSTITUTE TEACHERS

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

SUMMER BUILDING ACCESS

In order to provide a safe and efficient process for summer custodial and maintenance services staff members are encouraged to plan on the school buildings being closed during the month of July. Additional closures are possible as circumstances may dictate throughout the summer and during breaks in the school term. Staff members are encouraged to have any summer work completed by the end of June and to plan on access to the school buildings for the next year at the beginning of August.

SUPERVISION OF STUDENTS

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

Proper Supervision

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

Proper Instructions

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

Contact the Principal for Assistance

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

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

Student Searches

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

Student Rights

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

TEACHERS' WORK ROOM

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

TEACHER WEBSITES

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

TELEPHONE

Teachers are welcome to use the school telephone. The school telephones are not to be used for personal long distance calls. School telephones are tax exempt and are to be used for official school business only. Teachers **will not** be called to the telephone during class time except in case of emergency.

VIDEOS

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

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

VIDEO SURVEILLANCE

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

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

VISITORS

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

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

WORK AREA SAFETY AND ACCIDENT REPORTING

All employees share in the responsibility for maintaining a safe and healthy school environment. All staff members, more specifically, the teaching staff shall avail themselves of every possible opportunity to instruct students in the safe use and handling of any school property or equipment that could cause injury to students or school personnel. Any unsafe or unhealthy conditions in the immediate work area, building, or on the school campus should be reported immediately to the school principal. In the event of an accident to an employee, student, or visitor, the safety and care of the injured individual should be of primary concern. A written

report of the incident should be made to the principal within 24 hours, if not sooner. An incident which requires the attention of medical personnel and any other incident deemed important by the principal, should be reported to the superintendent of schools.

EYE AND FACE PROTECTIVE DEVICES

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

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

(a) Vocational, technical, industrial arts, chemical, or chemical-physical, involving exposure to:

(i) Hot molten metals or other molten materials;
(ii) Milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials;
(iii) Heat treatment, tempering, or kiln firing of any metal or other materials;
(iv) Gas or electric arc welding or other forms of welding processes;
(v) Repair or servicing of any vehicle; or
(vi) Caustic or explosive materials; and

(b) Chemical, physical, or combined chemical-physical laboratories involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other hazards not enumerated.

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

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

"WORK FROM HOME" EXPECTATIONS

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

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

6. All staff members must communicate in a professional manner. Although much communication may be accomplished via electronic means, all staff members need to remember that communications should be professional and avoid inappropriate or vulgar language.

7. Staff members should refrain from communicating with each other about non-school business during the workday. For instance, calling or emailing other staff members during worktime to gossip is not an appropriate use of the workday.
8. Staff members should coordinate with their immediate supervisor on clock-in/clock-out procedures so that your immediate supervisor ensures that you are working that workday. If you need to miss work during a workday, you must contact your immediate supervisor as soon as practicable.
9. Each staff member's duty hours will be determined by each staff member's immediate supervisor. As a result, staff members are expected to maintain regular communication with their immediate supervisor about the upcoming workweek.
10. Staff members will comply with the recommendations of the Instructional Technology Coordinator with regards to secure technology arrangements.
11. Staff members are expected to follow all other directives from their supervisors in a positive and professional manner.
12. A staff member who repeatedly violates these expectations may be subject to discipline.
13. All other provisions of board policy and the staff handbook remain in effect.

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

BOARD POLICY

POLICY NO. 4005-A

CERTIFICATED EMPLOYEE REDUCTION IN FORCE

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

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

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

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

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

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

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

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

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

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

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

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

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

Cross Reference Policy 4008

Adopted: 8-14-78
Revised: 7-13-81, 7-8-85, 8-10-98, 11/11/13
Reviewed: 4-12-10

POLICY NO. 4007

PROFESSIONAL PERSONNEL RESIGNATIONS

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

Adopted: 8-17-76
Revised: 8-12-85
8-14-00
8-12-02
6-10-08

POLICY NO. 4008

EVALUATION OF CERTIFICATED EMPLOYEES

All certificated employees to be evaluated shall be notified annually in writing. A certified administrator, with the exception of the local Board of Education when it is evaluating the Superintendent, will observe and evaluate each probationary certified employee for a full instructional period once each semester and each permanent certificated employee for a full

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

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

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

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

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

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

Adopted: 11-14-11

POLICY NO. 4104
Page 1

PROFESSIONAL GROWTH

Every six years permanent certificated employees shall give evidence of professional growth. Six semester hours of college credit shall be accepted as evidence of professional

growth or, in the alternative, such other activities as are approved by the Bayard Board of Education.

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

College Classes

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

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

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

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

Workshops

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

PROFESSIONAL GROWTH

Correspondence Courses

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

Travel

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

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

Literary Contributions

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

Student Teacher Supervision

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

Work Experience

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

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

2. The work will provide increased knowledge of subject matter over and above that increase which might accrue from continued or repeated teaching of a subject.

3. The work will prepare the individual for a new or different educational position from the one which he/she now holds.

Maximum hours of credit from this source will be two.

Educational Committee Work

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

Adult Education

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

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

Adult Education or College Instruction

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

State Conventions

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

Successful Teaching Experience

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

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

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

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

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

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

Adopted: 9-13-82

POLICY NO. 4105
Page 1

REPORTING Child Abuse OR NEGLECT

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

A. Child Abuse or Neglect Defined

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

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

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

B. Reporting

1. **Mandatory Employee Reporting to Law Enforcement**: If any school employee has reasonable cause to believe that a child has been subjected to child abuse or neglect or observes such child being subjected to conditions or circumstances which reasonably would result in child abuse or neglect, then the employee shall immediately report such incident to the Bayard Police Department, the Morrill County Sheriff's Department, the Nebraska State Patrol, or the Nebraska Department of Health and Human Services.

2. **Substance of Report**: A report to a proper law enforcement agency or the Department of Health and Human Services may be made orally by telephone with the caller giving his or her name and address and shall be followed by a written report, and to the extent available shall contain the address and age of the abused or neglected child, the address of the person or persons having custody of the abused or neglected child, the nature and extent of the child abuse or neglect or the conditions and circumstances which would reasonably result in such child abuse or neglect, any evidence of previous child abuse or neglect including the nature and extent, and any other information which in the opinion of the reporter may be helpful in establishing the cause of such child abuse or neglect and the identity of the perpetrator or perpetrators.

3. **Reporting to Principal**: After an employee makes an oral report as set forth above, the employee shall immediately notify a principal of the report. The employee shall then, within 24 hours, draft a written

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

the employee shall provide his or her report directly to the proper law enforcement agency or the Department of Health and Human Services and provide a copy of the report to the Superintendent.

4. **Uncertainty**. ***Any uncertainty as to whether reasonable cause exists shall be resolved in favor of making a report to the proper law enforcement agency or the Department of Health and Human Services.*** An employee is not obligated to "prove" that child abuse or neglect has occurred or could occur. Having reasonable cause to believe could include having information as minor as an allegation. Employees should not take it upon themselves to investigate the case or contact the family of the child. Law enforcement and the Department of Health and Human Services are responsible for investigating.

5. **Record Keeping**. All employees shall keep written records of information obtained and reports made pursuant hereto.

6. **No Retaliation**. No employee shall be retaliated against for making a report hereunder.

7. **Immunity**. Any employee making a report under this policy is immune from civil or criminal liability, except for in the case of making maliciously false statements.

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

Adopted: 8-11-86
Reviewed: 5-10-10
Revised: 1-9-12; 11-11-13

POLICY NO. 4107
Page 1

RESTRAINT AND SECLUSION

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

1. General Guidelines

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

2. Restraint

A. Physical Restraint. Physical restraint means the use of physical force to restrict significantly the student's movement. The following circumstances are examples when physical restraint is appropriate:

    A. To obtain possession of weapons or other dangerous objects.
    B. To prevent or break up a fight.
    C. As self-defense or in defense of others.
    D. To escort a student from one area to another in the interest of safety or to maintain order.
    E. To calm or comfort a student.
    F. To prevent self-injurious behavior.
    G. As reasonably necessary to prevent imminent, severe destruction to school or another person's property.

B. Mechanical Restraint.

i. Mechanical restraint means the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove. Mechanical restraint includes the tying down, taping, or strapping down of a student.

ii. Mechanical restraints do not include adaptive or protective devices used as recommended by the student's health care provider or safety equipment used as intended by the general population (e.g. seatbelts).

iii. Mechanical restraints should only be used in the case of an emergency to prevent imminent danger to the student or others when physical restraint or seclusion would not be effective or is not possible.

C. Chemical Restraint.

i. Chemical restraint is the administration of medication for the purpose of restraint.

ii. Chemical restraint does not include medication as prescribed by and administered in accordance with the student's health care provider.

iii. Chemical restraints of students are not permissible under any circumstances.

3. Seclusion

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

i. Timeout: Timeout means a behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting.

ii. In-school suspension.

iii. Detention.

B. When Permissible. Seclusion is only appropriate when a student is displaying physical behavior that presents a risk of injury to the student or others and the threat could be diminished if the student is secluded in a safe environment. Seclusion should

only be employed as a last resort after other methods of intervention have been attempted without success or would be inappropriate under the circumstances. Seclusion is inappropriate for students who are severely self-injurious or suicidal.

C. Duration. Seclusion should only be used as long as necessary to present the risk of injury.

D. Supervision/Observation. When a student is secluded a staff member or the school's resource officer shall continually monitor and supervise the student and shall immediately notify an administrator as to where and why the student is being secluded. The staff member monitoring the student in seclusion should document all observations.

E. Area of Seclusion. A student in seclusion must be able to exit the room or area if the supervising adult becomes incapacitated or leaves the area. The room or area used for seclusion must have adequate space, lighting, ventilation, heating/cooling for the safety of the student and must be free of objects that could be harmfully used by the student.

4. Documentation/Notices

A. Reporting. A Restraint or Seclusion Report must be completed for each incident of restraint or seclusion and shall include:

- Name of the student
- Name of the staff member(s) administering the restraint or seclusion;
- Date of the incident and the time the restraint or seclusion began and ended;
- Location of the restraint or seclusion;
- A description of the restraint or seclusion;
- A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
- A description of the behavior that prompted the use of restraint or seclusion;
- Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted; and
- Information documenting parent contact and notification.

B. Notice to Administrators. The building principal and Superintendent shall be notified of the restraint and seclusion incident as soon as possible.

C. Notice to Parents. The building principal, Superintendent, or their designee shall attempt notify the student's parent or guardian of the restraint or seclusion incident as soon as possible after it commences.

D. Written Report to Parents. Within a reasonable period of time not to exceed 30 days after the incident, building principal or Superintendent shall also provide the parent or guardian with a written incident report. This report must include the following:

i. the date, time of day, location, duration, and description of the incident and interventions;
ii. the events or events that led up to the incident;
iii. the nature and extent of any injury to the student; and
iv. the name of a school employee the parent or guardian can contact regarding the incident.

5. Training.

A. Distribution of Policy. This policy shall be distributed to staff members on an annual basis.

B. Staff Training. Staff members who are reasonably anticipated to use restraint and/or seclusion on a regular basis shall be trained in the proper and safe use of restraint and seclusion.

Adopted: 3-12-12
Revised: 10-9-17

DRUG FREE SCHOOL AND COMMUNITY POLICY

Bayard Public School District is committed to providing an employment environment that is safe and provides appropriate motivation to ensure a creative and productive work force. To

this end, the District unequivocally endorses the philosophy that the workplace should be free from the detrimental effects of illicit drugs and alcohol.

It is unlawful and, therefore, absolutely prohibited for any employee of the District to engage in the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of the school's activities.

DEFINITIONS

As used in this policy, prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of the school's activities shall mean, but not be limited to the following:

1. The unlawful possession, use, or distribution of any substance which is declared by the State of Nebraska or any other applicable law to be an illicit substance.

2. The possession, use, or distribution of alcohol on school premises or as a part of the school's activities.

As used herein, the term "school premises" shall mean any property owned, or in the other manner under the control of the Board of Education of the District.

As used herein, the phrase "as a part of the school's activities" shall mean any activity or enterprise carried out in whole or in part under the auspices of the District when supervising students or students are present.

PROCEDURES

1. All employees and each new employee will receive a copy of this policy.

2. Each employee will acknowledge receipt of this policy and will sign such form acknowledging receipt and acknowledging the District's policy of absolutely prohibiting conduct as set forth in this policy (Policy #4109), and further acknowledging that serious sanctions can and will be taken against and employee, including termination of employment and referral for prosecution for any failure to comply with the above stated standards of conduct and further acknowledging that such compliance is mandatory, and further acknowledging that this policy is adopted pursuant to P.L. 101-226, C.F.R., Part 86, and other applicable statutes, and will further acknowledge that failure to comply with such federal requirements may be the District's receipt of federal funds in jeopardy

DRUG FREE SCHOOL AND COMMUNITY POLICY

3. In the event the employee does not understand the terms and conditions of this policy, it shall be the duty of the employee to ask for such points of clarification of the Superintendent of Schools or his/her designee at the time this policy is distributed to the employee. If no questions is directed by an employee to the Superintendent of Schools or his/her designee it shall be the legal position of the District to presume that the employee has understood and will abide by this policy.

4. In the event of any non-compliance by any employee with this policy, it shall be the duty of the Superintendent of Schools or his/her designee to inform any employee not in compliance about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to employees within fifty (50) miles of the administrative offices of the District. If no such programs are available within 50 miles, then such other programs as may exist in the State of Nebraska shall be made known to such employee. The Superintendent or his/her designee shall maintain a list of such available services and shall from time to time update such list.

5. Sanctions which may be taken against an employee for non-compliance with this policy may be any one or more of the following:
    a. An oral reprimand.
    b. A written reprimand.
    c. Suspension with pay.
    d. Suspension without pay.
    e. Termination of employment.
    f. Cancellation of employment.
    g. Non-renewal of employment.
    h. Referral to appropriate authorities for criminal prosecution.
    i. Mandatory enrollment in in-patient care or otherwise as a term and condition to any continuing employment by the District.
    j. Mandatory enrollment in any training programs that are may be provided by the District or others relating to any of the activities prohibited by this policy.

6. Disciplinary action sought to be imposed by the Superintendent or his/her designee shall be carried out in accordance with the established policies of the District. However, nothing in this policy shall be construed to vest any right in any employee beyond that required by law and the manner in which each case shall be handled in the sole discretion of the Superintendent or his/her Designee subject to the Superintendent's approval, provided only that such action shall be carried out within the bounds of applicable law.

DRUG FREE SCHOOL AND COMMUNITY POLICY

7. Conviction of an employee of the District of any criminal statute relating to the unlawful use, possession, or distribution, of any controlled substance or alcohol, may result in disciplinary action being taken against such employee. When such conviction shall come to the attention of the Superintendent or other official of the District, an employee convicted as above described may be disciplined in any manner provided by statute, the contract of the employee, any existing policy of the District or any other applicable body of law. As used herein "applicable body of law" shall mean, but shall not be limited to, state and federal statutes, state and federal regulations, and any applicable case law.

8. As an alternative to discipline or as a concurrent requirement to the disciplinary action less severe than the maximum disciplinary action that may be carried out against an employee as referred to in the immediately preceding paragraph, the District, by and through its Superintendent or his/her designee may require the employee to successfully finish a drug abuse program. As used herein, the term "drug abuse program" shall mean a drug abuse program sponsored by an approved private or governmental institution. The Superintendent or his/her designee has written documentation satisfactory to the Superintendent or his designee that the employee has successfully finished such program. If aftercare is recommended by such institution, then the Superintendent or his/her designee in his/her sole discretion may require the employee to enroll such aftercare program and to participate in a manner satisfactory to the provider of such aftercare program. The Superintendent or his/her designee may require an employee to participate in aftercare in the same manner and under the same terms as may be required by the Superintendent or his/her designee. The Superintendent or his/her designee may require ongoing reporting of such participation as a term and condition of continuing employment by such employee at the District.

Adopted: 8-13-90

POLICY NO. 4111

SEXUAL/ETHNIC HARASSMENT POLICY

The Bayard Public School's Board of Education strongly endorses, and will comply with the provisions of Title VII of the Civil Rights Act of 1972, as amended; Title IX of the Education Amendments of 1972; and the Nebraska Equal Opportunity and Education Act. Therefore, it is the policy of the Bayard Public Schools to prohibit any and all discrimination based on race, color, sex, or national origin.

Sexual/ethnic harassment of any employee, certified or non-certificated, or student by any individual under the jurisdiction of the Bayard Public Schools is, therefore, strictly prohibited. Persons determined to have engaged in either "Quid Pro Quo" sexual harassment of "Hostile Environment" sexual/ethnic harassment shall be subject to disciplinary sanctions as set forth herein.

Regarding school district employees, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature shall constitute "Quid Pro Quo" sexual harassment when:

1. Submission to sexual conduct is made either explicitly or implicitly a term or condition of an individual's employment.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating. hostile, or offensive working environment.

It is also prohibited for any school district employee or student to verbalize on school district property any racial, ethnic, or gender harassing jokes or stories, or to bring or store on school property any sexual, racial, or ethnic epitaphs or jokes. School district employees and students are also prohibited from defacing any school district property with any racial, ethnic or sexual epitaphs or jokes.

If an individual's conduct, epitaphs, or jokes are so excessive, severe, or pervasive so as to create a threatening or uncomfortable working environment, and it adversely affects the ability of another employee to accomplish their work, that employee(s) shall have created and can be responsible for creating a "Hostile Environment" when:

1. The individual harassed belongs to a protected class;
2. The individual was subjected to unwelcome sexual/ethnic harassment;
3. The harassment was based upon sex, race, or national origin; or
4. The harassment affected a term, condition, or privilege of employment.

SEXUAL/ETHNIC HARASSMENT POLICY

Regarding students, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual/ethnic nature shall constitute sexual/ethnic harassment when:

1. Submission of such conduct is made either explicitly or implied a term or condition of an individual's enrollment, participation, or affiliation with a course, activity, or other school sanctioned program.
2. Submission to or rejection of such conduct by individuals is used as a basis for any decision that may affect the educational standing of that individual.
3. Such conduct has the purpose or effect of unreasonable interfering with an individual's educational performance or creating an intimidating, hostile or offensive environment.

RESPONSIBILITY

All Bayard Public School employees and students shall have the responsibility of keeping school administrators informed, through the most confidential and direct means possible, of any alleged acts and/or complaints of sexual/ethnic harassment. It is the responsibility of each school district administrator, principal, department head and supervisor to provide a working and academic environment free of sexual/ethnic harassment or sexual/ethnic intimidation. The school district will take prompt action to investigate and act upon all reported instances of alleged sexual/ethnic harassment.

All complaints and allegations of either sexual or ethnic harassment will be thoroughly investigated by a member of the Bayard Public School administrative team. That team shall consist of: Administrators-Principals and Assistant Principals, and the Superintendent.

The Bayard Public Schools will utilize a three phase process to investigate all allegations of sexual or ethnic harassment:

PHASE I: COMPLAINT

Any individual who believes that he or she has been either sexually or ethnically harassed, or any individual having knowledge of any incident of alleged sexual or ethnic harassment (hereinafter referred to as "complainant"), should notify a member of the administrative team. Such notification shall be by the most direct means possible and will be considered confidential. The complaint should be made as soon as possible after the alleged incident.

The administrative team member who receives a report of alleged sexual/ethnic harassment shall notify the Superintendent, unless the superintendent is alleged to be the school district employee engaged in sexual/ethnic harassment. If the complaint is made against the superintendent, the information is to be brought to the attention of the President of the Board of Education. He/she shall, in turn, contact the school district's attorney to conduct an investigation of the allegation.

If the complaint is made by a student, his or her parent(s) or legal guardian(s) shall be notified immediately in writing, by certified mail, by the individual assigned to conduct the investigation. If the person accused of sexual/ethnic harassment is a student, that student's parent(s) or legal guardian(s) will be notified both telephonically and in writing, by certified mail, of the alleged complaint, and they shall be present when the accused student is interviewed.

PHASE II: INVESTIGATION

Every effort shall be made to maintain full confidentially throughout the entire investigation. The investigation phase will be directed towards securing signed statements about the complaint itself. Minimally, it shall include the name(s) of the complainant(s) and person(s) accused of sexual/ethnic harassment; the date(s), time(s), locations(s), description of the incident(s), witness(es), and the respective signed statement(s).

Additionally, signed statement(s) by the person(s) accused of sexual/ethnic harassment shall be obtained where possible. The person(s) accused of sexual/ethnic harassment will be advised of due process rights at the time of being informed of the allegation. The intent of this phase is to investigate all of the facts and to corroborate evidence either for or against the complaint.

PHASE III: ACTION TAKEN

In determining whether conduct constitutes sexual/ethnic harassment, the individual conducting the investigation will examine the record as a whole and the totality of the circumstances, such as the nature of the alleged sexual advancements and the context in which the alleged incident occurred. The determination will be on a case-by-case basis. The individual conducting the investigation will review all information with the superintendent. The superintendent may take whatever disciplinary action is deemed appropriate. In any case where the disciplinary action of a school employee or student is subject to the due process procedures set forth in law, they will be followed as required.

If the Superintendent is the alleged individual, the school district's attorney will provide the evidence to the Board of Education, and they will determine the action to be taken.

The Superintendent will inform all parties of any disciplinary action taken by the Superintendent. The record of the investigation will be kept in a confidential file. If the complaint involves the Superintendent, the file will be kept in the office of the school attorney. A simple statement indicating that a complaint has been filed and the action taken, if any, will be placed in the individual's personnel/student file. However, where the complaint is found to be without merit, the complaint will be placed in a separate sexual/ethnic harassment file, which shall be confidential and not placed in the individual's personnel/student file.

If deemed necessary, the academic or employment situation of the complainant may be changed to provide for a non-intimidating or non-hostile atmosphere. These changes may occur but are not limited to: a transfer of work situations, change of instructor, and, if pertinent, waiver of academic requirements. Decisions concerning such action must consider that the complainant is not to be inadvertently or otherwise punished because he or she has allegedly been sexual/ethnically harassed.

Any employee who is found to have engaged in sexual/ethnic harassment of a subordinate, co-worker, or student will be subject to disciplinary sanctions, which may included, but are not limited to: written reprimand, probation, demotion, transfer, required professional counseling, or termination of employment. Where required by law any disciplinary action taken shall be subject to the due process procedures set forth in Sections 79-12, 107 to 79-12, 121, as amended.

A student who is found to have engaged in sexual/ethnic harassment against either and employee or another student, will be subject to disciplinary sanctions, which may include, but is not limited to: written reprimand, disciplinary probation, suspension, and/or expulsion. Where required by law any disciplinary action taken shall be subject to the due process procedures set forth in the Student Suspension or Expulsion Act, Sections 79-4, 170 to 79-4, 205, as amended.

If the complainant or accused is not satisfied with final action taken by the Superintendent, they may request that the Board of Education review the decision and action taken by placing it on the regular Board of Education meeting agenda as a personnel/student matter. Such a request will be held in executive session unless the accused individual chooses otherwise. The decision by the Board of Education will be the final administrative act. Likewise, any person accused of sexual/ethnic harassment may appeal the Superintendent's disciplinary action taken by filing a grievance through the established grievance procedures of the Bayard Public Schools as specified in Board Policy.

Adopted: 1-11-93

POLICY NO. 4111-A
Page 1

HARASSMENT BY EMPLOYEES

Harassment of employees, student, volunteers or visitors will not be tolerated in the school district. School district includes school district facilities, school district property, or property within the jurisdiction of the school district; while on school-owned or school-operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the district.

Harassment includes, but is not limited to, racial, religious, national origin, marital status, disability and sexual harassment. Harassment by board members, administrators, employees, parents, vendors, and others doing business with the school district is prohibited. Employees whose behavior is alleged to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, discharge or other appropriate action. Other individuals whose behavior is alleged to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the superintendent or board.

Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in school programs or activities;
- submission to or rejection of such conduct by an individual is used as the basis for decisions affecting such individual's employment or education; or
- such conduct has the purposes or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or learning environment.

Sexual harassment as set out above, may include, but is not limited to the following:

- verbal or written harassment or abuse, or unwelcome communication implying sexual motives or intentions;
- pressure for sexual activity; repeated remarks to a person with sexual or demeaning implications;
- unwelcoming touching;
- unwelcome and offensive public sexual display of affection
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's job, promotions, recommendations, etc.

HARASSMENT BY EMPLOYEES

Harassment on the basis of race, creed, color, religion, national origin, martial status or disability means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble individuals when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs, activities or employment;
- submission to or rejection of such conduct by an individual is used as the basis for decision affecting the individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or
- creating an intimidating, offensive or hostile learning or work environment.

Harassment as set forth above may include, but is not limited to the following:

- verbal, physical or written harassment or abuse;
- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, achievements, etc.;
- demeaning jokes, stories, or activities directed at an individual.

Employees, students, volunteers or visitors who believe they have suffered harassment shall report such matters to the building principal for harassment complaints. However, claims regarding harassment may also be reported to the superintendent for harassment complaints.

Upon receiving a complaint, the investigator shall confer with the complainant to obtain an understanding and a statement of the facts. It shall be the responsibility of the investigator to promptly and reasonably investigate claims of harassment and to pass the findings on to the superintendent who shall complete such further investigation as deemed necessary and take such final action as appropriate. Information regarding an investigation of harassment shall be confidential to the extent possible, and those individuals who are involved in the investigation shall not discuss information regarding the complaint outside the investigation process.

No one shall retaliate against an employee or student because they have filed a harassment complaint, assisted or participated in a harassment investigation, proceeding, or hearing regarding a harassment charge or because they have opposed language or conduct that violates this policy. This policy should be used when an employee is the alleged harasser or the alleged victim. It is strongly recommended the investigator and alternate investigator be of opposite sexes.

HARASSMENT BY EMPLOYEES

It shall also be the responsibility of the superintendent, in conjunction with the investigator and principals, to develop administrative rules regarding this policy. The superintendent or superintendent's designee shall also be responsible for organizing training programs to educate employees, students and others involved with the school district about harassment and the school district's policy prohibiting harassment. The training shall include how to recognize harassment and what to do in case an individual is harassed. The employee training will be documented in personnel files to ensure a record of training for each employee.

Legal Reference: 42 U.S.C. ** 2000e et seq. (1994).
29 C.F.R. Pt. 1604.11 (1996).

HARASSMENT INVESTIGATING AND REPORTING

In keeping with the language of the harassment policy, this procedure sample gives final responsibility to the superintendent.

Harassment of employees and students will not be tolerated in the school district.

Harassment is a violation of school district policies, rules and regulations and, in some cases, may also be a violation of criminal or other laws. The school district has the authority to report students violating this rule to law enforcement officials.

Employees whose behavior is alleged to be in violation of this policy will be subject to the
investigation procedure which may result in discipline, up to and including, discharge or other appropriate action. Other individuals whose behavior is alleged to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the superintendent or board.

Individuals who feel that they have been harassed by employees, board members, administrators, parents, vendors or others doing business with the school district should communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual needs assistance communicating with the harasser, he/she should ask a teacher, counselor or principal to help.

HARASSMENT BY EMPLOYEES

Complaint Procedure

An employee or student who believes that they have been harassed shall notify the superintendent the designated investigator. The alternate investigator is the building principal. The investigator may request that the employee or student complete the Harassment Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. Information received during the investigation shall be kept confidential to the extent possible.

The superintendent, or the investigator with the approval of the superintendent, has the authority to initiate a harassment investigation in the absence of a written complaint.

Investigation Procedure

The investigator shall reasonably and promptly commence the investigation upon receipt of the complaint. The investigator shall interview the complaint and the alleged harasser. The alleged harasser may file a written statement refuting or explaining the behavior outlined in the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator shall report to the superintendent. The investigator will outline the findings of the investigation to the superintendent.

Resolution of the Complaint

The superintendent will complete the next step in the investigation reasonably and promptly upon receipt of the investigator's report. Following the investigator's report, the superintendent may investigate further, if deemed necessary, and make a determination of the appropriate next step which may include discipline, up to and including, discharge.

Prior to the determination of the appropriate remedial action, the superintendent may, at the superintendent's discretion, interview the complainant and the alleged harasser. The superintendent shall file a written report closing the case and documenting any disciplinary or other action taken in response to the complaint. The complainant, the alleged harasser and the investigator shall receive notice as to the conclusion of the investigation.

Points to Remember in the Investigation

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including discharge.

Conflicts

If the investigator is the alleged harasser or a witness to the incident, the alternate investigator shall be the investigator.

If the alleged harasser is the superintendent, the alternate investigator shall take the superintendent'' place in the investigation process. The alternate investigator shall report the findings to the board.

Approved: 8-12-02

HARASSMENT COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Name of alleged harasser:

_____

Date and place of incident or incidents: _____

_____

Description of misconduct:_____

_____

_____

Name of witnesses (if any): _____

_____

_____

Evidence of harassment, i.e., letters, photos, etc. (attach evidence if possible): _____

_____

_____

Any other information: _____

_____

_____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature:_____ Date:_____

WITNESS DISCLOSURE FORM

Name of witness: _____

Position of witness: _____

Date of testimony, interview: _____

Description of instance witnessed: _____

_____

_____

_____

_____

_____

Any other information: _____

_____

_____

_____

I agree that all of the information of this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

POLICY NO. 4112

FAMILY LEAVE

It shall be the policy of Bayard School District, (hereinafter the "School District"), whenever it employees 50 employees or more, to grant benefits under the Family and Medical Leave Act to eligible employees up to twelve (12) weeks of leave for certain medical or family emergencies in a twelve (12) month period of time. Such benefits are subject to the following:

1. You must have been employed with the School District for at lease twelve months before you can request this leave and have worked a minimum of 1250 hours during the prior twelve month period.

2. The leave is **unpaid**.

3. You must first use all vacation time and sick leave/excused absences time that you have earned. These days or weeks will be counted against the twelve (12) weeks of leave. For example, if you request eight (8) weeks of leave, and you have accrued and have remaining two (2) weeks of vacation and five (5) days of sick leave/excused absence time, you must use the vacation and sick leave/excused absence time of three weeks, and then you will receive an additional five (5) weeks of requested leave, unpaid.

4. Family leave can be used for:
    a. The birth of a child;
    b. The adoption of a child;
    c. To care for a sick spouse, child or parent;
    d. For your own **serious** health condition.

5. Employees eligible for leave and who are employed primarily in the instructional capacity, who request leave for a foreseeable and planned medical treatment where the leave would last longer than 20% of the total number of school days during the leave period will be required to (1) either take the leave for a period not to exceed the duration of the planned treatment, or (2) transfer temporarily to an available position for which the employee is qualified which will better accommodate the recurring periods of leave. If transferred, you would receive equal pay and benefits.

6. If your leave is for any reason and begins more than five weeks before the end of an academic term, the School District may require you to continue the leave until the end of the academic term if the leave requested is at least three weeks in length and then your return would take place during the last three-week period of the academic term. If you take leave less than five weeks before the end of the academic term for any reason other than your own serious health condition, the School District may require you to continue your leave until the academic term if the leave is longer than two weeks and your return to

FAMILY LEAVE

work would occur during the last two weeks of the academic term. If you begin leave less than three weeks before the end of the academic term for any reason other than your own serious health condition, the School District may require you to continue your leave until the end of the academic term if the leave is longer than five days.

7. You must give at least thirty (30) days notice except for emergency situations.

8. The School District will maintain your health insurance while you are on leave under the same terms and conditions as when you are employed. You will be expected to pay your share of any health insurance premium each month when it comes due. If you do not return from your leave, you will be expected to repay the School District for the full amount of your health insurance premiums paid by the School District during your leave.

9. The School District will require verification for the reasons stated in the family leave request, including medical certification from any doctors who may be involved. Any employee who submits false reasons or fraudulent records to support a family leave request will be subject to immediate discharge.

10. If both husband and wife are employed by the School District, that husband-wife team is entitled to only twelve (12) weeks **total** for any qualifying event.

11. With limited exceptions, any employee who takes a leave will be returned to his or her former position or an equivalent position with the same pay and benefits.

12. You must fill out the proper family leave form in order to obtain a leave. Your supervisor will not have authority to grant or alter any leave terms or conditions.

Adopted: 12-13-93

POLICY NO. 4115

EMPLOYEE USE OF ELECTRONIC COMMUNICATIONS DEVICES

The Board recognizes that employees may carry electronic communications devices and hereby adopts this policy.

District-Issued Communications Devices

The District may elect to issue certain communications devices to employees in order to increase the efficiency of District operations. Issuance and use of District equipment shall be subject to rules promulgated by the Superintendent.

Personally Owned Communications Devices

Employees may carry and use personally owned cellular telephones or pagers/beepers on school property subject to rules and regulations promulgated by the Superintendent.

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

Adopted: 4-10-2006

POLICY NO. 4023

MILITARY AND FAMILY MILITARY LEAVE

Military leave and family military leave will be granted to the extent required by state and federal law.

Employees requesting military leave must notify the Superintendent as soon as they receive notification of activation. Employees are to attach a copy of their orders to a District leave request form when they prepare the request for military leave.

Employees requesting to take family military leave under the Nebraska statutes must notify the Superintendent at least 14 days in advance of taking such a leave if the leave will be for 5 or more consecutive days, consult with their supervisor to schedule the leave so as to not unduly disrupt operations of the school, and for leaves of less than 5 days, notify the Superintendent of the leave request as soon as practicable.

Family military leave under the Family and Medical Leave Act (FMLA) will be provided in accordance with that law and subject to the provisions of the Board policy pertaining to FMLA leave.

Legal Reference: Neb. Rev. Stat. §§ 55-160 to 55-166;
Neb. Rev. Stat. §§ 55-501 to 55-507
29 U.S.C.A. §§ 2611, et seq. and 29 CFR Part 825
38 USC Sections 4301 to 4333 and 20 CFR Part 1002

Adopted: 5-14-2007
Revised: 7-14-2008

POLICY NO. 4119

PROFESSIONAL BOUNDARIES BETWEEN EMPLOYEES AND STUDENTS

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

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

- Using e-mail, text messaging, instant messaging, social networking sites, or any other type of personal communication system to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).

- Engaging in social-networking friendships with a student on social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children. Employees shall not friend or follow students on any social networking site.

- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.

- Making any sexual advance - verbal, written, or physical - towards a student.

- Showing sexually inappropriate materials or objects to a student.

- Discussing with a student sexual topics that are not related to a specific curriculum.

- Telling sexual jokes to a student.

- Invading a student's physical privacy (e.g., walking in on the student in a restroom).

- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.

- Being overly "touchy" with a specific student.

- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.

- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).

-

- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.

- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.

- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.

- Going to the student's home when the student's parent or a proper chaperone is not present.

- Giving gifts of a personal nature to a specific student.

- Discussing alcohol, tobacco or other illicit drugs in a non-instructional setting, such as describing a party that the employee attended.

- Discussing another student's or employee's personal matters when it is not appropriate outside of the instructional setting.

- "Grooming," which includes building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place.

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

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

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

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

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

Legal Reference: LB 1080 (2020)

Adopted: 10-12-09

Revised: 1-11-21

Reviewed: 5-10-10

POLICY NO. 5114

Network Acceptable Use and Internet Safety Policy

Bayard Public Schools recognizes the value of computer and other electric resources to improve student learning and enhance the administration and operation of its schools. To this end, the Bayard Public Schools encourages the responsible use of computers; computer networks (including the Internet), and other electronic resources in support of the mission and goals of the Bayard Public Schools.

It is the policy of Bayard Public Schools to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via the Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (CIPA).

It is the policy of the Bayard Public Schools to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, Bayard Public Schools recognizes its legal and ethical obligation to protect the well-being of students in its charge.

The following uses of school-provided electronic resources, including Internet and e-mail, are not permitted:

a. to access, upload, download, or distribute pornographic, obscene, or sexually explicit material;

b. to transmit obscene, abusive, sexually explicit, or threatening language;

c. to violate any local, state, or federal statute;

d. to vandalize, damage, or disable the property of another individual or organization;

e. to access another individual's materials, information, or files without permission;

f. to violate copyright or otherwise use the intellectual property of another individual or organization without permission; and

g. to distribute or forward "chain letters" via email.

Any violation of District policy and rules may result in loss of District-provided access to the Internet. Additional disciplinary action may be determined in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

Students may…

- Design and post web pages and other material from school resources.
- Use direct communications such as e-mail, online chat, or instant messaging with a teacher's permission.
- Use the resources for any educational purpose.

Consequences for Violation: Violations of these rules may result in disciplinary action, including the loss of a student's privileges to use the school's information technology resources.

Supervision and Monitoring: School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

Enforcement of Policy:

- To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.
- Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.
- Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.
- A Bayard Public Schools staff member may override the technology protection measure that blocks or filters Internet access for a student to access a site with legitimate educational value that is wrongly blocked by the technology protection measure that blocks or filters Internet access.

- Bayard Public Schools staff will monitor students' use of the Internet by either direct supervision or by monitoring Internet use history to ensure enforcement of policy.

COPPA Notification Statement

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

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

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

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

Inappropriate Network Usage: To the extent practical, steps shall be taken to promote the safety and security of users of Bayard Public Schools online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking," and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring: It shall be the responsibility of all members of Bayard Public Schools staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Bayard Public Schools will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and

cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.

Disclaimers:

- Bayard Public Schools and its individual schools, administrators, faculty, and staff thereof, make no warranties of any kind for the service provided and will not be held responsible for any damage suffered by users. This includes the loss of data resulting from delays, non-deliveries, and intrusion by computer virus, or service interruption.
- Use of any information obtained via network access is at the risk of the user, and Bayard Public Schools specifically denies any responsibility for the accuracy or quality of the information obtained.
- Bayard Public Schools cannot guarantee complete protection from inappropriate material. Furthermore, it is impossible for the district or content filter to reflect each individual or family's opinions of what constitutes "inappropriate material." If a student mistakenly accesses inappropriate information, he/she should immediately notify a district staff member.
- Bayard Public Schools is not liable for an individual's inappropriate use of district's electronic communications systems or violations of copyright restrictions or other laws, or other costs incurred by users through use of Bayard Public Schools' electronic communication systems.
- The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's electronic communication systems.

CIPA Definition of Terms:

Minor: The term "minor" means any individual who has not attained the age of 17 years.

Technology Protection Measure: The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. **Obscene,** as that term is defined in section 1460 of title 18, United States Code;
2. **Child Pornography,** as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors.

Harmful to Minors: The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Sexual Act; Sexual Contact: The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

Bayard Public Schools

Network Acceptable Use and Internet Safety Policy

Employee's Agreement

By signing this form, I acknowledge receipt of, understand, and agree to abide by the rules and standards set forth in the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that to gain or retain access to the Bayard Public Schools computer network systems, I must sign and submit this form as directed. I further understand that any violation of the Policy is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, monetary liability may be incurred, school disciplinary and/or appropriate legal action may be taken. I as a staff member agree to abide by the rules and standards addressed in this policy as it pertains to me and to help ensure that students also abide by these rules and standards as well. I understand that this agreement will be in effect for the duration of my employment with the district or until the policy is revised.

(Printed) Staff Member Name _____

Staff Member Signature _____

Date _____

Bayard Public Schools

Network Acceptable Use and Internet Safety Policy

Student's Agreement

By signing this form, I acknowledge receipt of, understand, and agree to abide by the rules and standards set forth in the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that to gain access to the Bayard Public Schools computer network systems, I must return this form signed by me and my parent or legal guardian. I further understand that any violation of the Policy is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, monetary liability may be incurred, school disciplinary and/or appropriate legal action may be taken. I understand that this agreement will be in effect for one school year and must be re-signed in subsequent years.

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

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

(Printed) Student Name _____

Student Signature _____

Date _____

Bayard Public Schools

Network Acceptable Use and Internet Safety Policy

Parent or Legal Guardian's Agreement

I have read, understand, and agree with the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that by signing this form I give permission for Bayard Public Schools to grant access to district electronic communication systems, including the Internet. I understand that this access is designed for educational purposes. I understand that Bayard Public Schools has taken reasonable precautions to eliminate access to inappropriate material and I will not hold the district or staff members responsible if inappropriate material is inadvertently accessed. I understand that this agreement will be in effect for one school year and must be re-signed in subsequent years.

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

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

(Printed) Parent Name _____

Parent Signature _____

Date _____

Adopted: 2-10-97

Reviewed: 7-12-10

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

LIST OF APPENDICES

APPENDIX A
Salary Schedule and Extra Duty Pay Schedule

APPENDIX B:
Salary Schedule Advancement Course Approval Request Form

APPENDIX C:
Sick Leave Bank Request Form/Guidelines and Limitations to the Use of the Sick Bank

APPENDIX D:
Chain of Command Flow Chart

APPENDIX E:
Professional Ethics for Teachers (Nebraska)

APPENDIX F:
Nebraska Effective Educator Standards

BAYARD SCHOOL SONG

We're here to boost you, Bayard High, here's to you.
The school we love the best of all.
Our colors proudly waving never fall,
We'll carry on and fight, fight, fight, forever more.
And when the victory you have won again,
We will salute your loyal men.
We'll rally 'round your colors, Bayard High,
And always FIGHT, FIGHT, FIGHT.

BAYARD PUBLIC SCHOOLS

ACTIVITIES HANDBOOK

and

END OF SEASON INFORMATION PACKET

FOR COACHES and SPONSORS
2025-2026 School Year

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 practice and competition.
7. Always try to achieve high goals and be the very best he or she can possibly be.

High School Building Hours

Unless special activities or an early morning class/practice 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.)**

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.

Procedure for being removed from the ineligibility list

To be removed from the ineligibility list, the student must go to ALL 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.

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 and/or employee 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 and or employee is under the influence of alcohol or the student refuses to submit to the Test, then the student and/or employee 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 and/or employee 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 and/or employee 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:

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:

Sponosors will be expected to attend the dance their class is designated to help with or must find a replacement for themselves.

Administrative Directives

The following directives apply to all coaches in all sports.

- In case of emergency call 911 and ask for help! Call immediately!!!
    - 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.
- Maintain and submit orderly practice plans, highlighting techniques and safety measures being taught.
- Conduct peer observations
- Video all varsity competitions, so that they can be loaded onto Hudl.
- Provide a volunteer or statistician to keep stats and scoreboards during competitions.
- 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.
- 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.
- 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.
- 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.
- Students must have their own insurance to participate in activities to provide them coverage in the case of injury.

- 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.
- Have a medical kit and the students' emergency information at all practices, scrimmages, and contests.
- Be especially aware of heat and exhaustion during practices. Allow time in the practice schedule to allow participants the opportunity to hydrate their bodies.
- 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.
- 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 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.
    - 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.
    - All athletes will be base-lined tested grades 7-12.
    - An athlete cannot participate in any sport until the training and baseline testing has taken place.
- 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.
- 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.*
- 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).
- 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.

- 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.
- 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.
    - The cost of replacement will be charges for lost or damages items.
    - The student will be prevented from participating in the next season until items are returned or paid for in the superintendent's office.
- 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.
- In order to participate, managers, statisticians, and other student assistants must travel with the team (see number 31).
- The head coach or the head coach's designated person will report all scores to the media for home and away contests.
- All coaches are to impress on the student/athlete that they represent Bayard Public Schools and should act and dress in an appropriate manner.
- 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.
- The head coach is to make sure that all your transportation forms are checked for accuracy on dates, times, and places of contests.
- 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.
- 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.
- 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.
- 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.
- *Coaches are responsible for being the last person out of the building after practice, home games and away contests.*

    - Make sure that all students are out of the building and that all doors are locked and lights turned off.
    - 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.
    - Coaches are responsible for the supervision of their athletes within the school.
    - Remind students to stay out of unauthorized areas.
    - Remind students to leave the building as soon as possible.
- 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.
- Unless prior approval is given by the activities director, all coaches/sponsors must always ride the transportation conveyance with the students.
- 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.
- 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.
- 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.
- 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 5:45 p.m. for all activities.
- Sunday Practice: No practices shall be scheduled on Sundays, unless necessary for post season competition on the upcoming Monday.

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 ***unless approved by administration in advance.***

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.

Social Media

Each Activity sponsor is encouraged to work with the technology coordinator to set up and utilize social media in a positive manner to help increase community engagement through updated information, congratulations, and general information that is correct so not to mislead the public. Below is an example of a social media contract for all staff members and coaches.

Social Media Agreement for Teachers/Staff

This agreement outlines the expectations for all teachers employed by Bayard Public Schools regarding the use of social media. By signing this agreement, the teacher acknowledges their responsibility to uphold the professional and ethical standards of the school.

1. Professional Conduct
- Teachers are expected to maintain professional standards at all times, both in person and online.
- Teachers will not post, share, or endorse any content that could be considered offensive, inappropriate, or harmful to the reputation of Bayard Public Schools, students, or staff.

2. Compliance with School Policies
- Teachers will ensure that their social media activity is consistent with the school's mission, vision, and values, as well as its policies regarding harassment, bullying, discrimination, and inclusivity.
- Teachers will not post content that contradicts Bayard Public School’s policies, including but not limited to discussions of sensitive or controversial topics in a manner that does not reflect professional judgment.

3. Privacy and Confidentiality

- Teachers will not share or disclose any confidential information related to students, parents, or colleagues on social media platforms, including student photos, names, or other identifying information, without proper consent.
- Teachers must adhere to all relevant privacy laws, including the Family Educational Rights and Privacy Act (FERPA).

4. Personal vs. Professional Accounts
- Teachers should distinguish between personal and professional social media accounts. While personal accounts are private, teachers are reminded that public comments or actions may reflect on Bayard Public Schools.
- Teachers using professional social media accounts (i.e., ones used to engage with students or parents) must strictly follow school guidelines for appropriate communication.

5. Consequences of Non-Compliance
- Any violation of this agreement or Bayard Public School's social media policies may result in disciplinary action, up to and including termination of employment.
- Teachers are encouraged to report any concerns about their own or others' social media use to the administration.

6. Monitoring and Responsibility
- Bayard Public School reserves the right to monitor teachers' professional use of social media to ensure compliance with this agreement.
- Teachers are responsible for any content they post and the impact it may have on the school community.

I, _____, have read and understand the terms of this Social Media Agreement and agree to adhere to its policies. I acknowledge that failure to comply with the expectations outlined in this document may result in disciplinary action.

Teacher's Signature: _____

Date: _____

Fundraising

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 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.

Job Title:
Coach

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.

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.

Preferences:

1. On-staff certificated employee as long as it does not distract from classroom duties as a teacher. Coaches will be teachers first.
2. Previous coaching experience in the assigned sport or activity.
3. Experience as a participant in the assigned sport or activity.

Reports To:
Activities Director, if a head coach or the head coach if is an assistant coach.

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.

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.

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.

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	NA
2	Participates in in-service meetings, clinics, and other activities to improve coaching knowledge and performance.	1	0	NA
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	NA
4	Works cooperatively with the media reporting scores/results and stats on time	1	0	NA
5	Maintains proper conduct at activities towards team members, officials, coaches/sponsors, and others.	1	0	NA
6	Is appropriately dressed for contest or appearance while representing the school.	1	0	NA
7	Works cooperatively with coaches/sponsors of other sports in and out of season to the betterment of all students.	1	0	NA
8	Keeps the Activities Director and Principal informed of any or all problems concerning the overall program.	1	0	NA
9	Does not let extra duties assignment interfere with classroom responsibilities.	1	0	NA
10	Sets a positive example at all times for fellow coaches/sponsors and team members.	1	0	NA

Comments:

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INTERPERSONAL SKILLS

1	Develops a positive rapport with the activities staff and school personnel.	1	0	NA
2	Develops a positive rapport and open line of communication with parents.	1	0	NA
3	Communicates effectively with all members of the activities staff and those coaches/sponsors involved in the junior high program.	1	0	NA
4	Communicates with those custodial members or groundskeepers that directly affect the program.	1	0	NA
5	Maturely accepts criticism and/or recognition.	1	0	NA
6	Displays a positive attitude among everyone involved with activities as much as possible.	1	0	NA

Comments:

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ADMINISTRATIVE/ORGANIZATIONAL SKILLS

1	Follows budgetary guidelines and helps plan and implement yearly budgets	1	0	NA
2	Follows organized procedures for checking equipment in and out, inventory and proper maintenance.	1	0	NA
3	Has developed a written staff organizational chart that defines responsibilities for each assistant coach.	1	0	NA
4	Has developed a student and parent/guardian handbook which defines responsibilities, requirements, and expectations throughout the season.	1	0	NA
5	Has developed a written playbook or list of drills for team members – if applicable to the specific sport.	1	0	NA
6	Has a written practice plan for all coaches each day.	1	0	NA
7	Has insured eligibility of team members and required physical forms and insurance waivers to be completed BEFORE practices start.	1	0	NA

8	Holds a pre-season meeting with parents and discusses handbook information.	1	0	NA
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	NA
10	Provides Activities Director with updated team rosters when any changes are made.	1	0	NA
11	Provides effective supervision of all areas involving team members.	1	0	NA
12	Provides firm, fair and consistent team discipline.	1	0	NA
13	Works effectively to help team members move on to college opportunities through phone calls, films and letters.	1	0	NA
14	Takes care of post-season matters: banquet, inventories, reports, etc.	1	0	NA

Comments:

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COACHING PERFORMANCE

1	Holds well organized practices that includes the following on a daily basis if applicable: a. Skill development through drills b. Competition drills c. Scrimmages d. Time allotments for offense, defense, and misc. e. Time limits for practice	1	0	NA
2	Knowledgeable of fundamental skills.	1	0	NA
3	Knowledgeable of advanced skills.	1	0	NA
4	Knowledgeable of rules, regulations, and new trends in the sport.	1	0	NA
5	Delegates authority/responsibility to all assistants.	1	0	NA

6	Encourages assistants to show innovation and leadership.	1	0	NA
7	Develops respect by example in appearance, manner, behavior, language, and conduct during practices and contests.	1	0	NA
8	Provides leadership and motivation that produces maximum effort by athletes.	1	0	NA
9	Demands commitment and dedication from staff and athletes.	1	0	NA
10	Provides time in the weight room during the season for athletes.	1	0	NA
11	Demonstrates enthusiasm, dedication, and puts in the required time commitment to be successful.	1	0	NA
12	Works to recruit athletes/participants in school that are not out for a sport or activity.	1	0	NA
13	Has developed an off-season weight lifting program and clinics for younger team members.	1	0	NA

Comments:

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AREAS OF STRENGTH

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AREAS NEEDING IMPROVEMENT

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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	NA
2	Participates in in-service meetings, clinics, and other activities to improve coaching knowledge and performance.	1	0	NA
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	NA
4	Works cooperatively with the media reporting scores and stats on time if directed by the head coach to do this job.	1	0	NA
5	Maintains proper sideline conduct at activities towards team members, officials, coaches, and others.	1	0	NA
6	Is appropriately dressed for contest or appearance while representing the school.	1	0	NA
7	Works cooperatively with coaches/sponsors of other activities in and out of season to the betterment of all students.	1	0	NA
8	Keeps the head coach/sponsor informed of any or all problems concerning the overall program.	1	0	NA
9	Does not let extra duties' assignments interfere with classroom responsibilities.	1	0	NA
10	Sets a positive example at all times for fellow coaches/sponsors and team members.	1	0	NA

Comments:

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INTERPERSONAL SKILLS

1	Develops a positive rapport with the activities staff and school personnel.	1	0	NA
2	Develops a positive rapport and open line of communication with parents.	1	0	NA
3	Communicates effectively with all members of the activities staff and team members	1	0	NA
4	Maturely accepts criticism and/or recognition.	1	0	NA
5	Displays a positive attitude among everyone involved with the activity as much as possible.	1	0	NA

Comments:

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ADMINISTRATIVE/ORGANIZATIONAL SKILLS

1	Follows all responsibilities set forth by the head coach/sponsor.	1	0	NA
2	Provides effective supervision of all areas involving team members.	1	0	NA
3	Provides firm, fair, and consistent team discipline.	1	0	NA
4	Helps with post-season plans: banquet, inventories, reports, etc.	1	0	NA

Comments:

_____

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COACHING PERFORMANCE

1 Assists with practice and demonstrates knowledge of the following: 1 0 NA

a. Skill development through drills
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	NA
3	Knowledgeable of advanced skills.	1	0	NA
4	Knowledgeable of rules, regulations, and new trends in the activity.	1	0	NA
5	Develops respect by example in appearance, manner, behavior, language, and conduct during practices and contests.	1	0	NA
6	Provides leadership and motivation that produces maximum effort by athletes.	1	0	NA
7	Helps the head coach/sponsor develop commitment and dedication from staff and students.	1	0	NA
8	Provides supervision in all areas involving team members.	1	0	NA
9	Demonstrates enthusiasm, dedication, and puts in the required time commitment to be successful.	1	0	NA
10	Works with the head coach/sponsor on off-season programs and clinics within the activity for younger participants.	1	0	NA

Comments:

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AREAS OF STRENGTH

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AREAS NEEDING IMPROVEMENT

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_____

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.

VARSITY LETTER WINNER LIST

SPORT OR ACTIVITY_____

SCHOOL YEAR _____

NAME	GRADE	POSITION	COMMENTS

`			

HONORS AND AWARDS

SPORT OR ACTIVITY_____

SCHOOL YEAR _____

TEAM CHAMPIONSHIPS, AWARDS, AND HONORS

_____

_____

_____

_____

_____

INDIVIDUAL HONORS AND AWARDS

NAME	HONOR OR AWARD	PRESENTED BY	COMMENTS

SEASON RECORD

(May be printed off the NSAA site and place securely on this page)

SPORT OR ACTIVITY_____

SCHOOL YEAR _____

OPPONENT	SCORE	COMMENT

EQUIPMENT AND UNIFORM NEEDS

SPORT OR ACTIVITY_____

SCHOOL YEAR _____

ITEM	QUANITY	COST	TOTAL

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	NA
2	Participates in in-service meetings, clinics, and other activities to improve coaching knowledge and performance.	1	0	NA
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	NA
4	Works cooperatively with the media reporting scores and stats on time if directed by the head coach to do this job.	1	0	NA
5	Maintains proper sideline conduct at activities towards team members, officials, coaches, and others.	1	0	NA
6	Is appropriately dressed for contest or appearance while representing the school.	1	0	NA
7	Works cooperatively with coaches/sponsors of other activities in and out of season to the betterment of all students.	1	0	NA
8	Keeps the head coach/sponsor informed of any or all problems concerning the overall program.	1	0	NA
9	Does not let extra duties' assignments interfere with classroom responsibilities.	1	0	NA
10	Sets a positive example at all times for fellow coaches/sponsors and team members.	1	0	NA

Comments:

_____

_____

_____

INTERPERSONAL SKILLS

1	Develops a positive rapport with the activities staff and school personnel.	1	0	NA
2	Develops a positive rapport and open line of communication with parents.	1	0	NA
3	Communicates effectively with all members of the activities staff and team members	1	0	NA
4	Maturely accepts criticism and/or recognition.	1	0	NA
5	Displays a positive attitude among everyone involved with the activity as much as possible.	1	0	NA

Comments:

_____

_____

_____

ADMINISTRATIVE/ORGANIZATIONAL SKILLS

1	Follows all responsibilities set forth by the head coach/sponsor.	1	0	NA
2	Provides effective supervision of all areas involving team members.	1	0	NA
3	Provides firm, fair, and consistent team discipline.	1	0	NA
4	Helps with post-season plans: banquet, inventories, reports, etc.	1	0	NA

Comments:

_____

_____

COACHING PERFORMANCE

1 Assists with practice and demonstrates knowledge of the following: 1 0 NA

a. Skill development through drills
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	NA
3	Knowledgeable of advanced skills.	1	0	NA
4	Knowledgeable of rules, regulations, and new trends in the activity.	1	0	NA
5	Develops respect by example in appearance, manner, behavior, language, and conduct during practices and contests.	1	0	NA
6	Provides leadership and motivation that produces maximum effort by athletes.	1	0	NA
7	Helps the head coach/sponsor develop commitment and dedication from staff and students.	1	0	NA
8	Provides supervision in all areas involving team members.	1	0	NA
9	Demonstrates enthusiasm, dedication, and puts in the required time commitment to be successful.	1	0	NA
10	Works with the head coach/sponsor on off-season programs and clinics within the activity for younger participants.	1	0	NA

Comments:

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AREAS OF STRENGTH

_____

_____

_____

AREAS NEEDING IMPROVEMENT

_____

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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.

GUIDELINES FOR ALCOHOL TESTING

Students and/or employees 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 and/or employees 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:

2025-2026 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, 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;

(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.

Student Expectations at Home Games

Bayard School students' conduct at home games reflects not only on you, but on your school, our

school district, and community. Please show pride in our school, our school district, and community by showing your best behavior and sportsmanship. Students who choose to attend home games are choosing to attend to support and cheer on Bayard's teams. Students will be asked to leave if they are constantly out of their seats and/or not abiding by any of the below-mentioned expectations. This may also result in an Office Referral and subsequent loss of future BPS activity attendance.

- Students who receive an office referral during the week of a home game will not be able to attend the game or sit in the student section. They can attend and sit with their parent/guardian ONLY.
- Students will be required to sit for the entire game. During quarter/halftime breaks, you may get out of your seat and leave the stands to use the restroom and purchase something from the concession stand. You must then return directly to your seat.
- If you leave the game, you will not be allowed to return.
- At NO TIME are students to be on the court, in the halls, in classrooms, or on the field.
- Students will not sit on or lean over rails, ropes, or designated areas.
- Please keep the aisles clear at all times.
- Please stand, remove your hat, and be respectful during the playing of the Star Spangled Banner.
- If a student is asked to leave the game, they will not be permitted to sit in the student section for a selected number of home games (as determined by the administration) for the rest of the season. They will only be allowed to attend if they sit with their parent/guardian.
- ALL elementary students must be accompanied by, and sit with, a designated adult during home games.

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.

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 (Not available currently, but may be in years to come.)~~
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 Band~~
Marching Band
Mixed Choir
21st Century Singers

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 an 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.

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.

3-Strike Rule

A **3-strike rule** in an educational setting for athletes and students involved in sports activities is a disciplinary or behavioral policy that outlines consequences for repeated violations of rules or expectations. It is to ensure that students participating in sports uphold the standards in behavior, academics, and attendance while promoting responsibility and respect by encouraging accountability, sportsmanship, and academic balance.

🟩 **Strike 1: Warning & Intervention**

- **Cause:** First infraction (violence, substance use/possession, gross disrespect, Proven gross disrespect on social media, unexcused absences, excessive absenteeism during school or the activity verified or unverified, and disciplinary actions in school to include but not limited to detentions, suspensions, and expulsions.)

- **Action Taken:**

    - Verbal and/or written warning.(Date/infraction noted)

    - Meeting with the coach/teacher and possibly parents.

    - Corrective action for student/athlete given.

    - Still allowed to participate in games and practice (unless the offense is severe).

🟨 **Strike 2: Probation**

- **Cause:** Second infraction of the same or different nature.

- **Action Taken:**

    - Written notification to the student and parents via remind. (Meeting may be set up per coaches request at this time.)

    - Temporary suspension from games possible.

    - Mandatory follow-up with academic or behavioral support services.

    - Final warning regarding future participation.

🟥 **Strike 3: Suspension or Removal**

- **Cause:** Third infraction or major misconduct.

- **Action Taken:**

- Immediate suspension or dismissal from the team.
- Loss of privileges associated with athletic participation (e.g., team trips, awards).
- Possible involvement of the school administration for further disciplinary action.

📌 **Common Infractions Covered**

- Continued poor academic performance (e.g., GPA below minimum requirement per school policies and NSAA guidelines)
- Repeated unexcused absences/tardiness
- Disrespectful or aggressive behavior
- Violations of the school code of conduct
- Substance abuse or possession
- Violence - This could be against another player, student, or adult.
- Gross Disrespect - This would be gross disrespect directed at another player, student, or adult.
- Inappropriate language used directly or indirectly towards another student, player, or adult.
- Proven gross disrespect on social media to include but not limited to derogatory remarks towards the team, a player, a student, or an adult.
- Disciplinary actions in school to include but not limited to detentions, suspensions, and expulsions.

(Other infractions may occur and will be at the discretion of the coach after discussing with administration.)

(NOTE: Students can receive more than 1 strike per incident, depending upon severtity.)

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 administration. 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.

(Students will work with the coaches and administrators about other attendance exceptions as they arise. The decision will be made by administration at that time.)

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.

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.

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 extracurricularactivities 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.

PROM

A 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 Bayard High School students 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.

Social Media of Parents, Students, and Coaches/Sponsors guidelines

We want social media to be a positive experience for all parents/guardians, students, and coaches personally and also as part of the school community.

You can help by:

- Promoting safe, respectful, and responsible use of social media.
- Protecting the reputation of students, school, teams, and programs.
- Ensuring alignment with school policies and sportsmanship standards.
- Supporting positive digital citizenship in all online interactions.

For Parents/Guardians (Why It Matters:)

- Social media is an extension of your child's school, team, and community presence.
- One post can impact college admissions, scholarships, or team eligibility.

Tips for Parents:

1. Stay Informed: Know what platforms your child uses (Instagram, TikTok, Snapchat, etc.).
2. Monitor and Discuss: Review their public profiles and follow their accounts when appropriate.
3. Talk About Digital Footprint: Help them understand that online content can last forever.
4. Encourage Positivity: Promote the idea of uplifting others and supporting teammates

online.

5. Report Misuse: If you see cyberbullying or inappropriate content, notify school staff or coaches.

For Students (Responsibilities:)

- Represent yourself, your team, and your school with integrity.
- Treat social media as a public forum—what you post can be seen by coaches, colleges, and employers.
- Follow the same rules online as you would in person: No harassment, bullying, or discrimination.

Think Before You Post:

Ask yourself:

- Would I say this in front of my coach/teacher/parent?
- Could this embarrass or harm someone?
- Could this affect my eligibility, any scholarship, or other opportunities?

Do's and Don'ts:

✅ Do	❌ Don't
Share team achievements	Post insults or threats
Promote school events	Reveal private info
Use respectful language	Use vulgar/explicit content
Follow team/school dress codes in photos	Tag or share locations in real-time

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.

NEBRASKA STATE ACTIVITY ASSOCIATION ACTIVITIES ELIGIBILITY

IN ORDER TO REPRESENT A NEBRASKA HIGH SCHOOL IN INTERSCHOLASTIC ACTIVITIES COMPETITION, A STUDENT MUST ABIDE BY ELIGIBILITY RULES OF THE NEBRASKA SCHOOL ACTIVITIES ASSOCIATION. A SUMMARY OF THE MAJOR RULES IS GIVEN BELOW. CONTACT THE PRINCIPAL OR ACTIVITIES DIRECTOR FOR AN EXPLANATION OF THE COMPLETE RULE.

2.2.1 Student must be an undergraduate.

2.2.2 After a student's initial enrollment in grade nine, he/she shall be ineligible after eight semesters of school membership beginning with his/her enrollment in grade nine.

2.3 Student is ineligible if nineteen years of age before August 1 of current school year. (Student in grades 7 or 8 may participate on a high school team if he/she was 15 years of age prior to August 1 of current school year.)

2.4.1 Student must be enrolled in some high school on or before the eleventh school day of the current semester.

2.5.1 Student must be enrolled in at least twenty hours per week and regular in attendance, in accordance with the school's attendance policy at the school he/she wishes to represent in interscholastic competition.

2.5.2 Student must have been enrolled and received twenty hours credit in school the **immediate preceding semester.**

2.6.2.1 Guardianship does not fulfill the definition of a parent. If a guardian has been appointed for a student, the student is eligible in the school district where his/her natural parent(s) have their domicile. Individual situations involving guardianship may be submitted to the Executive Director for review and a ruling.

2.6.3 A student entering grade nine for the first time after being promoted from grade eight of a two-year junior high, or a three-year middle school, or entering a high school for the first time after being promoted to grade ten from a three-year junior high school is eligible. After a student makes an initial choice of high schools any subsequent transfer, unless there has been a change of domicile by his/her parents, shall render the student ineligible for ninety school days.

If a student has participated on a high school team at any level as a seventh, eight, or ninth grade student, he/she has established his/her eligibility at the high school where he/she participated. If the student elects

to attend another high school upon entering ninth or tenth grade, he/she shall be ineligible for ninety school days.

Student eligibility related to domicile can be attained in the following manners:

2.6.9.1 If the change in domicile by the parents occurs during a school year, the student may remain at the school he/she is attending and be eligible until the end of the school year or transfer to a high school located in the school district where the parents established their domicile and be eligible.

2.6.9.2 If the parents moved during the summer months and the student is in grade twelve and the student has attended the high school for two or more years, the student may remain at the high school he/she has been attending and retain eligibility.

2.6.9.3 If a student has been attending the same high school since initial enrollment in grade nine, he/she may remain at that high school and retain eligibility, or he/she is eligible at a high school located in the school district where his/her parents established their domicile.

2.6.10 If the parents of a student change their domicile from one school district that has a high school to another school district that has a high school, the student shall be eligible immediately in the school district where the parents established their domicile.

2.7.7 Transfer students who have their Enrollment Option applications signed and filed prior to March 15 shall be eligible immediately in the fall. Those students who do not have their Enrollment Option applications signed and filed prior to March 15 shall be ineligible for ninety school days, with such transfers being subject to hardship waiver guidelines.

2.7.8 Other non-enrollment option transfer students must have signed and delivered all forms necessary to make such transfer to the school in which he/she intends to enroll for the 2017-2018 school year prior to March 15, 2016 for the student to be eligible, the school to which the transfer is being made must have notified the NSAA office via an NSAA online entry form, no later than March 15, 2016. The student would, however, become ineligible for ninety school days the next fall if the student were to change his/her mind and decide not to transfer. If such student were to transfer to the new school, but later decides to return to his/her former district before 90 school days have elapsed, such student will be ineligible in the former district for 90 school days, with the ineligibility period commencing at the start of the fall semester. Those students, who did not have their enrollment forms signed, delivered and accepted prior to March 15, 2016, shall be ineligible for ninety school days, with such transfers being subject to hardship waiver guidelines.

3.5 / 3.1 Once the season of a sport begins, a student shall participate in practices and compete only in athletic contests/meets in that sport, which are scheduled by his/her school. Any other competition will render the student ineligible for a portion of, or all of, the season in that sport. The season of a sport begins with the first date of practice as permitted by NSAA rules. The fall sports season begins August 15, 2016, (August 8th for most football, girls golf, boys tennis and softball teams) and ends with the state meets in the fall sports. The winter sports season begins November 14, 2016, and ends with the state meets in the winter sports. The spring sports season begins February 27, 2016 and ends with the state meets in the spring sports.

3.5.1 During the season of a particular sport, athletes participating in that sport for a high school may attend, but may not physically take part, either as an individual or as a member of a team, in the sport activity in which instruction is being offered in the clinic, camp or school. *(Refer to 3.5.1.1 for exception in Swimming &Diving.)

3.6 A student shall not participate on an all-star team while a high school undergraduate. **3.7** A student must maintain his/her amateur status.

NEBRASKA SCHOOL ACTIVITIES ASSOCIATION

COMPLIANCE WITH THE RULES WILL PREVENT YOUR TEAM, SCHOOL OR COMMUNITY FROM BEING PENALIZED

Students must meet the following requirements before they will begin practice:

a. Successfully complete a physical examination, which must be returned to the Principal's Office.

b. The student/athlete or his/her parents must pay for the personal physical *and turn in a physical form to the High School office.*

c. Return to the Principal's Office the forms attached to this handbook or the Student-Parent Handbook the sheet found attached to this Handbook, which includes:

1. Parental/Guardian permission to participate in approved sports.
2. Parental/Guardian agreement to Athletic Guidelines.
3. Parental/Guardian permission for trips and the securing of medical aid. 4. Parental/Guardian signature regarding athletic insurance
5. Warning statement.
6. Athletes agreement to Athletic Guidelines.

II. No practice or School Activity VARSITY OR NON VARSITY will be scheduled on Sundays unless a CONFERENCE, district or state contest is scheduled on the following Monday, and permission has been approved by the activities director.

Bayard Public Schools 18 Student-Parent Activity Handbook

III. If an athlete suffers an INJURY which requires a doctor's attention, he/she must have a WRITTEN medical release from examining doctor before being permitted to resume practicing or participating in any athletic contest.

IV. All athletes are expected to attend all contests and practice sessions unless excused by the Head Coach.

V. At no time should an athlete wear equipment checked out to him except for practices and contests.

V***I. 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.

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.

Jun 13, 2025

Candace Ehler
Elementary Principal
Bayard Public School
726 4th Ave. Bayard, NE.

Dear Administration,

I would like to resign from the position of Second Grade Elementary Teacher for the 2025-2026 school year. While I have gained valuable experience and have enjoyed the position, this past year has made it evident that I no longer fit with BPS. First, the multiple evaluations with no final release of an improvement plan by the end of school year, and improper comments concerning my personal life. In addition, my spouse was unjustly discriminated against and banned from BPS property leaves a strong distaste for continued employment.

While I was initially planning to return for the 2025-2026 school year, other circumstances have evolved. My ability to obtain suitable housing and medical needs have forced my family to relocate. I wish everyone the best for the future and will miss the students at BPS. Thank you for the opportunity.

Sincerely,

Amanda Anderson-Howell