

**Board of Education Regular Meeting
Monday, March 9, 2026 6:00 PM**

**Room 111 Bayard High School
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, March 9, 2026 at 6:00 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. Consent Agenda
 - III.A. Minutes of Previous Meeting
 - III.B. Bills
 - III.C. Reports and Correspondence Requiring No Action
 - III.C.1. General Reports and Financial Reports
 - III.C.2. Reports for Information Only
- IV. Public Comment Policy 2009
- V. Principals and District Administrators
- VI. Superintendent
- VII. Curriculum and Instruction
 - VII.A. Presentation from Melanie Dalbey- Data Steward regarding progress on student growth and proficiency in preparation for spring testing.
- VIII. Discussion Items
 - VIII.A. Discussion led by Jessica Dankowski, attending other school board meetings.
 - VIII.B. Discuss perpetual survey results.
 - VIII.C. Discuss parting recognition gifts for staff.
- IX. Action Items
 - IX.A. Discuss, consider and take all necessary action to approve 2026-2027 School Calendar.
 - IX.B. Discuss and take all necessary action to accept with thanks for service the resignation due to retirement of Jim Roberts effective at the end of the 2025-2026 contract.
 - IX.C. Discuss, consider and take all necessary action in regard to decreasing the activity offerings for the 2026-2027 school year.
 - IX.D. Discuss, consider and take all necessary action in regard to approving an evaluation tool for classified heads of departments.

- X. Discuss, consider and take all necessary action to approve the purchase of My World Interactive Social Science materials for grades 5-12. This includes hard copy materials as well as online enrichment components for six years. Total cost \$46,982.47
- XI. Discuss, consider and take all necessary action to approve the following policies:
 - 2006 Complaint Procedure
 - 3016 Smoking
 - 3021 Operation of School Business Office
 - 3035 Chain of Command
 - 3037 Petty Cash Policy
 - 3039 Threat Assessment and Response
 - 3041 Crisis Team Duties
 - 3046 Animals at School
 - 3047 Data Breach Response
 - 3048 Communicable Diseases
 - 3049 Drones and Unmanned Aircraft
 - 3050 Technology in the Classroom
 - 3051 Emergency Administration of Naloxone
 - 3054 Law Enforcement
 - 3056 Guest Speakers
 - 3057 Title IX
 - 3058 Naming School District Facilities and Property
 - 3059 Audio and Video Recording
 - 4002 Drug Free Workplace
 - 4003 Drug Testing of Drivers
 - 4004 Employment of Relatives, Domestic Partners and Significant Others
 - 4005 Communication between the Board and District Employees
 - 4006 Workers' Compensation Insurance
 - 4007 Personnel Records
 - 4008 Outside Employment
 - 4009 Restrictions on Employees Receiving Gratuities
 - 4010 Inclement Weather
 - 4011 Employee Leave Under the Family and Medical Leave Act (FMLA)
 - 4001.1 Employee Leave Under the Nebraska Family Military Leave Act
 - 4012 Staff Internet and Computer Use
 - 4013 Grievance Procedure
 - 4015 Prohibition Against Employment of Board Members
 - 4016 Jury Duty or Service as Witness in Court
 - 4017 Relations with Employee Collective Bargaining Associations
 - 4018 Corporal Punishment
 - 4019 Workplace Injury Prevention and Safety Committee
 - 4020 Ownership of Copyrighted Works
 - 4022 Certification and Endorsements
 - 4023 Professional Ethics
 - 4024 Teachers' Rights, Responsibilities and Duties

- 4028 Substitute Teachers
- 4029 Salary Schedule for Certificated Staff
- 4030 Evaluation of Certificated Staff
- 4031 Evaluation of Probationary Certificated Employees
- 4034 Teacher Handbook
- XII. Set Next Meeting Date
 - Discuss Special Meeting March 23rd for personnel
 - Next regular meeting April 13, 2026
- XIII. Adjournment

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

Bayard School Board of Education Annual Calendar

January	February	March	April	May	June
<ul style="list-style-type: none"> * Oath of Office * Board Officer Elections * Designate Depository of the District * Designate Legal Firm for the District * Designate Auditors for the District * Designate Official to Apply for Grants and Testify Before Legislature * Board Code of Ethics * Discuss Board Committees * Approve Policy Manual * Review of Accountability and Disclosure Commission Conflict of Interest Reporting Form * NASB Legislative Issues Conference 	<ul style="list-style-type: none"> * Committee on American Civics Meeting * Policy Committee Meeting * Board Committee Assignments * Review Draft of School Calendar * Curriculum Review and Approve Course Catalog * Approve Negotiated Agreement with BEA * Update on State Standards Requirements * Discuss and Take Action on Compensation of Principals and Directors * NASB President's Retreat * NASB Budget and Finance Workshop * NSBA Advocacy Institute 	<ul style="list-style-type: none"> * Curriculum Committee Meeting * Building Committee Meeting * Approve School Calendar * Adopt Resolution Pertaining to Non-Resident Students * Tour of School Buildings, Facilities, Bus Barn * Review 5 Year Facilities Plan * Consider Curriculum Proposals * Discuss Compensation of Superintendent * NASB Membership Renewal * NAEP State Convention 	<ul style="list-style-type: none"> * Board Workshop * Board Self-Assessment And Board Goals * Approve FFA Trip to National FFA Convention * Review Strategic Plan Progress Report * Take Action on Compensation of Superintendent * NASB Spring Legal Workshop * NRCSA Conference * NSBA Annual Conference and Exposition 	<ul style="list-style-type: none"> * Review Extra-Duty Assignments * Approve Classified Staff Handbook, Preschool Handbook, and Pathfinders Program Handbook * Finalize Plan for District Summer Improvements * Review Pathfinders Program * Distribute Superintendent Evaluation (Long Form) * Attend Graduation Ceremony * Attend Staff Retirement Recognition 	<ul style="list-style-type: none"> * NSAA Related Activities Budget * Approve Activities Handbook for Head Coaches and Sponsors, Student and Parent Activity Handbook, and Student and Parent Handbook * Review State Aid Certification * Transportation Director Report * Evaluate Superintendent (Long Form) and Superintendent Goals * NASB School Law Seminar

Bayard School Board of Education Annual Calendar

July	August	September	October	November	December
<ul style="list-style-type: none"> * Policy Committee Meeting * Establish Prices for Athletic Admission and Activity Tickets * Establish Prices for School Lunch and Breakfast Programs * Reaffirm Vision Statement, Mission Statement, and Core Covenants * Approve Certificated Staff Handbook and Substitute Teacher Handbook * Hearing on Student Fee Policy, Parental Involvement Policy, Student Anti-Bullying Policy, and School Wellness Policy 	<ul style="list-style-type: none"> * Budget and Audit Committee Meeting for District Budget * Budget and Audit Committee Meeting with Auditors * Tour of School Buildings, Facilities, and Bus Barn * Authorize Payment of Bills Through End of August * Review Annual Emergency Plan * District School Safety Assessment * Board Welcome of New Staff * Board Staff Steak Fry * NASB Area Membership Meetings 	<ul style="list-style-type: none"> * Budget Hearing * Final Tax Request Hearing * Adopt District Budget * Approve Tax Resolution For General Fund, Special Building Fund, and Bond Fund * Review Summer School Program * NASA/NASB Labor Relations Conference 	<ul style="list-style-type: none"> * Policy Committee Meeting * Board Workshop * Consider BEA Request for Recognition as Bargaining Agent * Discuss Negotiations Timeline and Collective Bargaining with BEA * Review Fall District Enrollment Numbers * Review SPED and HAL Programs * Review Statewide Assessment Results * Appoint NASB Delegate Assembly Representative * NASB Facilities and Construction Workshop 	<ul style="list-style-type: none"> * Committee on American Civics Meeting * Teacher Staff Committee Meeting for Negotiations * Approve Audit/Annual Financial Report * Review ACT Results * Prom Plan Presentation * Review District Annual Report * Request Nominations for the Volunteer Section of the Mike Cillessen Memorial Board * Distribute Superintendent Evaluation (Short Form) * NASB State Education Conference * NASB Delegate Assembly 	<ul style="list-style-type: none"> * Teacher Staff Committee Distributes Staff Recognition Items * Select Nominations for the Volunteer Section of the Mike Cillessen Memorial Board * Superintendent Evaluation (Short Form) * NASB New Board Member Workshop

2012 Board Code of Ethics

The board recognizes that collectively and individually, all members of the board must adhere to an accepted code of ethics in order to improve public education. Board members must conduct themselves professionally and in a manner fitting of their position.

Each board member shall:

1. Attend all regularly scheduled board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
2. Endeavor to make policy decisions only after full discussion at publicly held board meetings;
3. Render all decisions based on the available facts and his or her independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
4. Encourage the free expression of opinion by all board members, and seek systematic communication between the board and students, staff and all elements of the community;
5. Work with other board members to establish effective board policies and to delegate authority to the superintendent to administer the school district;
6. Communicate expressions of public reaction to the board policies and school program to other board members and the superintendent;
7. Learn about current educational issues by individual study and through participation in seminars and programs, such as those sponsored by the state and national school board associations;
8. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;
9. Avoid being placed in a position of conflict of interest, and refrain from using the board member's position on the board for personal or political gain;

10. Refrain from discussing the confidential business of the board in any setting except a board meeting;
11. Refrain from micro-managing the affairs of the school district;
12. Recognize the superintendent as the executive officer of the board;
13. Work constructively and collegially with the other members of the board, students, staff and patrons.
14. Refer complaints to the superintendent or building principal, as appropriate;
15. Always be mindful of his/her fiduciary obligation to the school district, including duties of loyalty and care, by placing the interests of the district above the board member's personal interests.
16. Remember that a board member's first and greatest concern must be the educational welfare of the students attending this district's schools.

Adopted on: 01/12/2026

Revised on: _____

Reviewed on: _____

Board of Education Regular Meeting

Monday, February 9, 2026 6:00 PM

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

Kim Burry	Present
Jessica Dankowski	Present
Randy Eirich	Present
Bill Ferrero	Present
Donna Stuart	Present

I. Opening the Meeting

I.A. Call to Order

The regular meeting of Bayard Public Schools Board of Education was called to order by President Stuart at 6:02 PM. 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. 2008. 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: Kim Burry, Bill Ferrero, Randy Eirich, Jessica Dankowski, Donna Stuart
Administrators present: Superintendent Liggett, Principals Ehler and Rice, Director Nesbitt, and newly appointed member Karl Grueber.

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 Bill Ferrero and a second by Randy Eirich.

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

III. Swearing in of Karl Grueber to board. Karl Grueber was sworn in as the newly appointed member of the Board of Education. He replaces the seat vacated by Christina Masher.

IV. Review Board of Education Code of Ethics, the board reviewed the code of ethics.

V. Public Comments

VI. Consent Agenda

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

Kim Burry: Yea, Jessica Dankowski: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Karl Grueber: Yea, Donna Stuart: Yea

VI.A. Minutes of Previous Meeting

VI.B. Bills

VI.C. Board Member Reports

VI.D. General Reports and Financial Reports

VI.E. Reports for Information Only

VII. Principals and District Administrators

VIII. Curriculum and Instruction

IX. Superintendent

Miss Liggett presented her report to the board.

X. Discussion Items

X.A. Discuss budgetary issues in light of recent state aid loss notice for the 2026-27 school year.

Miss Liggett discussed the impact of the proposed 2026-27 state aid decrease of \$420K with the board.

XI. Action Items

XI.A. Discuss, Consider and Take All Necessary Action to approve 4.5 day week for the 2026-2027 school year. Tentative calendar.

Motion Passed: Motion to adopt a 4.5 day week for the 2026-2027 school year passed with a motion by Kim Burry and a second by Jessica Dankowski.

Kim Burry: Yea, Jessica Dankowski: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Karl Grueber: Yea, Donna Stuart: Yea

XI.B. Discuss, Consider and Take All Necessary Action to increase sub pay from \$125 to \$145 for a full day, to be competitive with area schools. Offering \$72.50 for 1/2 day or up to four hours. \$20 per hour for one to two hours. For the 2026-2027 school year.

Motion Passed: A motion to increase sub pay from \$125 to \$145 for a full day, to be competitive with area schools. Offering \$72.50 for 1/2 day or up to four hours. \$20 per hour for one to two hours. For the 2026-2027

school year passed with a motion by Bill Ferrero and a second by Randy Eirich.

Kim Burry: Yea, Jessica Dankowski: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Karl Grueber: Yea, Donna Stuart: Yea

XI.C. Discuss, Consider and Take All Necessary Action to offer a Limited Voluntary Early Retirement/Separation Incentive for Eligible Employees until April 2, 2026.

Motion Passed: A motion to offer a Limited Voluntary Early Retirement/Separation Incentive for Eligible Employees until April 2, 2026 passed with a motion by Kim Burry and a second by Randy Eirich.

Kim Burry: Yea, Jessica Dankowski: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Karl Grueber: Yea, Donna Stuart: Yea

XII. Discuss, Consider and Take All Necessary Action in regard to adopting the following polices and replacing existing corresponding policies as appropriate.

3001 Budget and Property Tax Request

3002 Deposits

3003 Bidding for Construction, Remodeling, Repair or Site Improvements replacing 3140, 3201, 3560,

3003.1 Bidding for Construction, Remodeling, Repair or Other Improvements with Federal Funds replacing 3202.1, 3140,

3004 General Purchasing and Procurement

3004.1 Fiscal Management for Purchasing and Procurement Using Federal Funds replacing 3131, 3140

3005 School Activities Fund

3007 Review of Bills

3008 Gifts, Grants and Bequests

3009 Audit

3010 Insurance replacing 3205

3012 School Meal Program and Meal Charges

3013 Emergency Closings

3014 Use of School Property replacing 1406, 1401

3015 Time Away From School Activities

3016 Smoking and Related Products replacing 1409

3017 Official Communication with the Public, replacing 1301,

3018 Denial of Access to School Premises replacing 1003, 1004

3019 Sale or Disposal of School Property replacing 3101

3020 Copyright Compliance

3022 Volunteers replacing 1006, 1006.1

3023 Records Management and Retention replacing 3561

3024 Booster Clubs and PTO Policy

3025 Returned and Outstanding Checks

3026 Handbooks

3027 Resolution of Conflicts Between Parents Over School Issues

3028 Sex Offenders

3029 Distribution of Flyers Advertising Non-School Organization Activities replacing 1005

3031 Students Electing to Attend School in Adjoining State

3032 Fees for School District Records

4037 Reduction in Force

2009 Public Participation at Meetings - updated to include missing language.

Motion Passed: A motion to adopt policies as presented omitting Policy 3016 for further review passed with a motion by Kim Burry and a second by Bill Ferrero.

Kim Burry: Yea, Jessica Dankowski: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Karl Grueber: Yea, Donna Stuart: Yea

XIII. Executive session for the purpose of contract negotiations.

Motion Passed: A moved to go into executive session at 7:11 for the purpose of contract negotiations passed with a motion by Bill Ferrero and a second by Jessica Dankowski.

Kim Burry: Yea, Jessica Dankowski: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Karl Grueber: Yea, Donna Stuart: Yea

XIII.A. Return from executive session.

Motion Passed: A motion to return from executive session at 7:39 passed with a motion by Jessica Dankowski and a second by Bill Ferrero.

Kim Burry: Yea, Jessica Dankowski: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Karl Grueber: Yea, Donna Stuart: Yea

XIV. Set Next Meeting Date

The next regular meeting will be held Monday, March 9, 2026 at 6:00 pm in the high school library.

XV. Adjournment

Motion Passed: Motion to adjourn the meeting at 7:40 pm passed with a motion by Bill Ferrero and a second by Jessica Dankowski.

Kim Burry: Yea, Jessica Dankowski: Yea, Randy Eirich: Yea, Bill Ferrero: Yea, Karl Grueber: Yea, Donna Stuart: Yea

Secretary, Jessica Dankowski

Bayard Public Schools

3/9/2026

GENERAL FUND

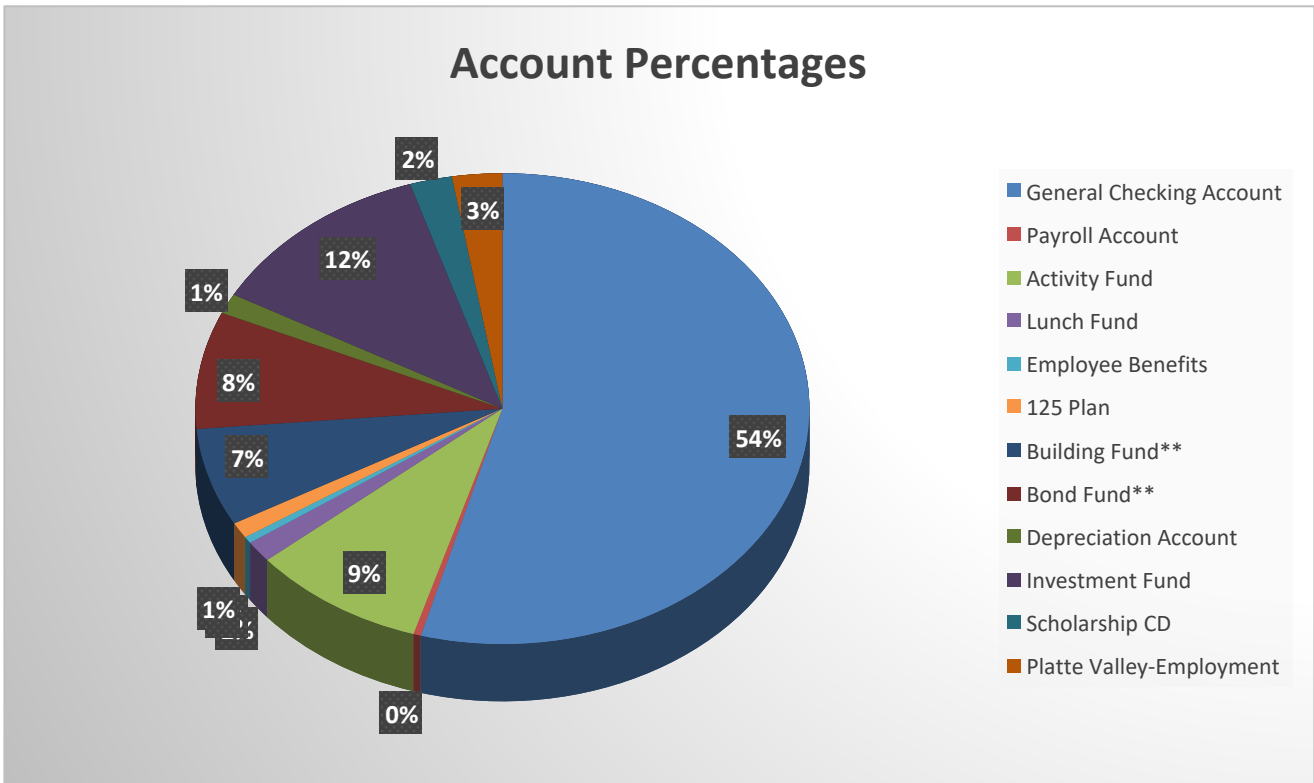
Vendor Name	GL Acct #	Description	Amount
AL'S MARKET	01 1100 610 001 001 1	Ingredients for protein balls	15.93
	01 1100 610 001 001 1	Stuff to make salsa/pico	<u>20.40</u>
	Total		36.33
ALARM SECURITY TECHNICIANS	01 2620 352 002 002 2	ast monitoring	28.95
	01 2620 352 001 001 1	ast monitoring	<u>28.95</u>
	Total		57.90
Amazon Capital Services	01 2660 610 000 000	Cato 10551-H Red plastic fire extinguishe	100.98
	01 2610 610 002 002 2	Water filters	255.96
	01 2610 610 001 001 1	toilet repair gaskets	27.78
	01 2220 610 001 001 1	Color-Tinted See-Through Labels, Label P	40.28
	01 2220 610 001 001 1	Classification Labels with Permanent Adh	15.90
	01 2710 610 000 000 0	Wizards - Vinyl & Tire Shine Spray, Tire	<u>55.51</u>
	Total		496.41
APPLE AWARDS INC.	01 2310 610 000 000 0	Retirement bell Mr. Roberts	112.63
	01 2310 610 000 000 0	Shipping & Handling	<u>21.81</u>
	Total		134.44
Austin, Brooke	01 1100 591 001 001 1	mileage	240.00
	01 1100 591 001 001 1	accompanist	<u>1,600.00</u>
	Total		1,840.00
BAYARD AUTOMOTIVE	01 2710 610 000 000 0	Bosche Wiper Perfect View	13.80
	01 2710 610 000 000 0	MGC841T Fuel Tank Cap - Not correct	(27.38)
	01 2710 610 000 000 0	MGC825T Fuel Tank Cap - Correct	16.23
	01 2710 610 000 000 0	Mechanics Wire	12.74
	01 2710 610 000 000 0	Howes Diesel Treatment	98.94
	01 2710 610 000 000 0	DEF 2.5 Gallon Juqs	51.48
	01 2730 352 000 000 0	Christopher Buskirk - Labor	250.00
	01 2710 610 000 000 0	DEX Coolant Antifreeze	70.96
	01 2710 610 000 000 0	Suburban #13 - Flat Tire Fix	25.00
	01 2710 610 000 000 0	Oil Filter WIX 57215 - Bus #5	21.96
	01 2710 610 000 000 0	Oil Filters WIX 57182 - Buses 20, 21, 22	50.37
	01 2710 610 000 000 0	Rotell 15W-40 Engine Oil - gallons	346.35
	01 2710 610 000 000 0	Air Filter WIX 49519 - Buses #21 & #22	155.64
	01 2710 610 000 000 0	Caulk Gun	<u>6.33</u>
		Total	
BAYARD PUBLIC SCHOOLS - LUNCH	01 1370	feb prek meals	<u>1,379.00</u>
	Total		1,379.00
BAYARD TRANSCRIPT	01 2310 540 000 000 0	feb publications	<u>231.94</u>
	Total		231.94
BENZEL PEST CONTROL	01 2620 352 001 001 1	pest control	121.86
	01 2620 352 002 002 2	pest control	<u>121.85</u>
	Total		243.71
BLACK HILLS ENERGY	01 2610 621 002 002 2	#462419 heating fuels	1,824.70
	01 2610 621 000 000 0	#242155 heating fuels	<u>6,829.95</u>
	Total		8,654.65
BORDER STATES INDUSTRIES INC	01 2620 610 001 001 1	Light bulbs for both buildings	<u>782.50</u>
	Total		782.50
Calderon, Cassie	01 1200 591 003 000	interpreting sl	<u>252.00</u>
	Total		252.00
CANNON FINANCIAL SERVICES	01 1100 352 001 001 1	copier rental	142.45
	01 1100 352 002 002 2	copier rental	<u>142.45</u>
	Total		284.90
CARDMEMBER SERVICE	01 2510 810 000 000 0	canva	<u>12.99</u>
	Total		12.99
CENTURY LINK	01 2510 382 000 000 0	#1510 telephone	<u>163.49</u>
	Total		163.49
CITY OF BAYARD	01 2610 621 000 000 0	#31200 electric	39.00
	01 2610 621 001 001 1	#75400 electric	5,803.63
	01 2610 410 001 001 1	#75400 utilities	727.60
	01 2610 621 002 002 2	#75600 electric	565.62
	01 2610 410 002 002 2	#75600 utilities	<u>1,145.30</u>
	Total		8,281.15
COACH MASTERS INC	01 2730 610 000 000 0	Gearbox Fan Drive	<u>3,301.66</u>
	Total		3,301.66
CONNECTING POINT	01 1100 352 001 001 1	coper service contract	837.69
	01 1100 352 002 002 2	coper service contract	<u>837.68</u>
	Total		1,675.37
CULLIGAN WATER CONDITION	01 2610 610 001 001 1	r/o	90.00

	01 2610 610 002 002 2	r/o	29.50
	Total		119.50
DAS STATE ACCOUNTING - CENTRAL	01 2510 382 000 000 0	jan26 network	317.87
	Total		317.87
EDUCATIONAL SERVICE UNIT #13	01 2190 591 000 000 0	MIPS	120.00
	01 1200 330 003 000 0	CPI TRAINING ehler, asay, cochran)	150.00
	01 1100 330 001 001 1	midwinter conf	250.00
	01 1100 330 002 002 2	midwinter conf	250.00
	01 1200 330 003 000 0	midwinter conf	100.00
	01 2410 330 000 000 0	tip workshop	75.00
	01 2120 591 001 001 1	non sped counseling	1,386.00
	01 1100 382 000 000 0	dl	754.00
	01 1100 382 000 000 0	erate	300.00
	01 1160 591 000 000 0	neva	708.33
	01 2161 591 003 002 2	elem ot	1,617.36
	01 2161 591 003 002 2	private school elem ot	145.36
	01 2162 591 003 000 0	3-5 ot	437.00
	01 2182 591 003 000 0	3-5 low vision	425.00
	01 2151 591 003 002 2	elem speech	133.50
	01 2171 591 003 002 2	elem pt	90.00
	01 2181 591 003 001 1	secondary low vision	573.75
	01 2181 591 003 002 2	elem low vision	276.25
	01 2181 591 003 002 2	elem o&m	233.75
	01 1200 330 003 000 0	sped inservice	64.40
	01 1200 591 003 002 2	sup elem ot	129.39
	01 1200 591 003 002 2	sup elem low vision	22.10
	01 1200 591 003 001 1	sup secondary low vision	45.90
	01 1200 591 003 000 0	sup esu programs sa	226.91
	01 1200 591 003 000 0	district consult	1,300.00
	01 1200 591 003 001 1	panhandle beginnings	4,921.00
	01 1200 591 003 001 1	lifelinks	2,300.00
	01 1200 591 003 002 2	meridian a	2,479.04
	01 1200 591 003 002 2	sup elem o&m	18.70
	01 1200 591 003 002 2	sup elem private ot	11.63
	01 1200 591 003 002 2	sup elem speech	10.68
	01 1200 591 003 002 2	sup elem pt	7.20
	01 1291 591 003 000 0	sup 3-5 ot	34.96
	01 1291 591 003 000 0	sup 3-5 low vision	34.00
	01 2141 591 003 001 1	secondary psych	611.15
	01 2141 591 003 002 2	elem psych	2,160.85
	Total		22,403.21
EMERGENT 3	01 2660 352 000 000 0	e3 safety app	3,000.00
	Total		3,000.00
FENNING, ASHLEY	01 1200 580 003 002 2	jan mileage	382.80
	Total		382.80
FNBO CARD	01 2510 531 000 000 0	mailchimp	13.00
	01 1100 810 001 001 1	edpuzzle	13.50
	01 1190 610 000 000 0	https://1000booksbeforekindergarten.org/	150.00
	01 2610 610 001 001 1	hand bezel with screws	22.36
	01 1100 610 001 001 1	Study skill bundle	11.58
	01 3599 580 400 000 0	catalyst meeting lodging-rowe	289.52
	01 3599 580 400 000 0	cataylst grant travel meals	7.85
	01 3599 580 400 000 0	cataylst grant travel meals	20.25
	01 3599 580 400 000 0	cataylst grant travel fuel	57.54
	01 3599 580 400 000 0	cataylst grant travel fuel	60.76
	01 3599 580 400 000 0	cataylst grant travel meal	12.74
	Total		659.10
IDEAL LINEN SUPPLY	01 2610 610 001 001 1	mats mops raqs	303.99
	01 2610 610 002 002 2	mats mops raqs	560.67
	Total		864.66
Jimenez-Flores, Sara	01 2710 340 000 000 0	reimb physical	129.68
	01 2710 810 000 000 0	reimb bus license	60.00
	Total		189.68
JOSTENS	01 2310 610 000 000 0	grad outfit	718.80
	Total		718.80
KSB SCHOOL LAW	01 2330 317 000 000 0	legal fees	1,659.00
	Total		1,659.00
KUSKIE STATION LLC	01 2710 626 000 000 0	fuel	2,932.23
	Total		2,932.23
MATHESON TRI-GAS INC.	01 1100 610 001 001 1	Repair oxy/acet regulator	84.16
	01 1100 610 001 001 1	argon gas	72.26
	Total		156.42
MCI COMM SERVICE	01 2510 382 000 000 0	telephone	39.32
	Total		39.32

MENARDS	01 1100 610 001 001 1	shop supplies - rebate card	0.00
	01 2610 610 002 002 2	2 brooms and 2 rolls of black gorilla ta	<u>56.93</u>
	Total		56.93
NEBRASKALAND TIRE AND SERVICE	01 2710 610 000 000 0	Mounting	100.00
	01 2710 610 000 000 0	Rotate P.S. tag tire to D.S. to wear dif	18.00
	01 2710 610 000 000 0	Used tag tire replacement on P.S.	175.00
	01 2710 610 000 000 0	New New P.S. steer tire to replace heavi	250.00
	01 2710 610 000 000 0	Tire disposal for 1 tire-I brought steer	25.00
	01 2710 610 000 000 0	Shop Supplies	<u>8.26</u>
	Total		576.26
OLIVERIUS, HEATHER	01 2510 580 000 000 0	mileage	<u>46.40</u>
	Total		46.40
ONE SOURCE	01 2510 810 000 000 0	background checks	<u>64.50</u>
	Total		64.50
POST MASTER	01 2510 531 000 000 0	post office box fee	<u>206.00</u>
	Total		206.00
PROTEX CENTRAL INC.	01 2660 352 000 000 0	fire extinguishers	1,125.83
	01 2660 352 000 000 0	inspections	<u>724.00</u>
	Total		1,849.83
QUADIENT FINANCE USA, INC	01 2510 531 000 000 0	postage	<u>446.43</u>
	Total		446.43
SIGN GLASSES LLC	01 1200 591 003 002 2	remote interpreting	<u>84.00</u>
	Total		84.00
SOAR PEDIATRIC THERAPY, LLC	01 2172 591 003 000 0	3-5 pt	369.00
	01 2171 591 003 002 2	elem pt	<u>1,665.21</u>
	Total		2,034.21
STATE FIRE MARSHAL AGENCY/BOILER	01 2620 352 001 001 1	boiler inspection	36.00
	01 2620 352 002 002 2	boiler inspection	<u>36.00</u>
	Total		72.00
STEPH'S STUDIO	01 1100 352 001 001 1	ids	<u>139.50</u>
	Total		139.50
Stuart, Bobbie	01 2510 580 000 000 0	mileage reimb	<u>195.75</u>
	Total		195.75
TEAM CHEVROLET	01 2730 352 000 000 0	B0021 for the pass front seat side airba	<u>160.00</u>
	Total		160.00
TIME MANAGEMENT SYSTEMS	01 2510 810 000 000 0	timeclock	<u>177.43</u>
	Total		177.43
WURDEMAN, GREGG	01 2730 352 000 000 0	bus repairs	<u>337.50</u>
	Total		337.50
JOHNSON CONTROLS BUILDING	03 4700 720 000 000	choir top unit	<u>3,187.42</u>
	Total		3,187.42
PIPE WORKS PLUMBING LLC	03 4700 720 000 000	elem fountain drains	<u>947.97</u>
	Total		947.97
		General Fund Total	\$68,810.19
		Building Fund	\$4,135.39
		Payroll	\$431,877.93

BAYARD PUBLIC SCHOOL
 TREASURER REPORT
 BANK STATEMENT BALANCES as of Feb 28, 2026

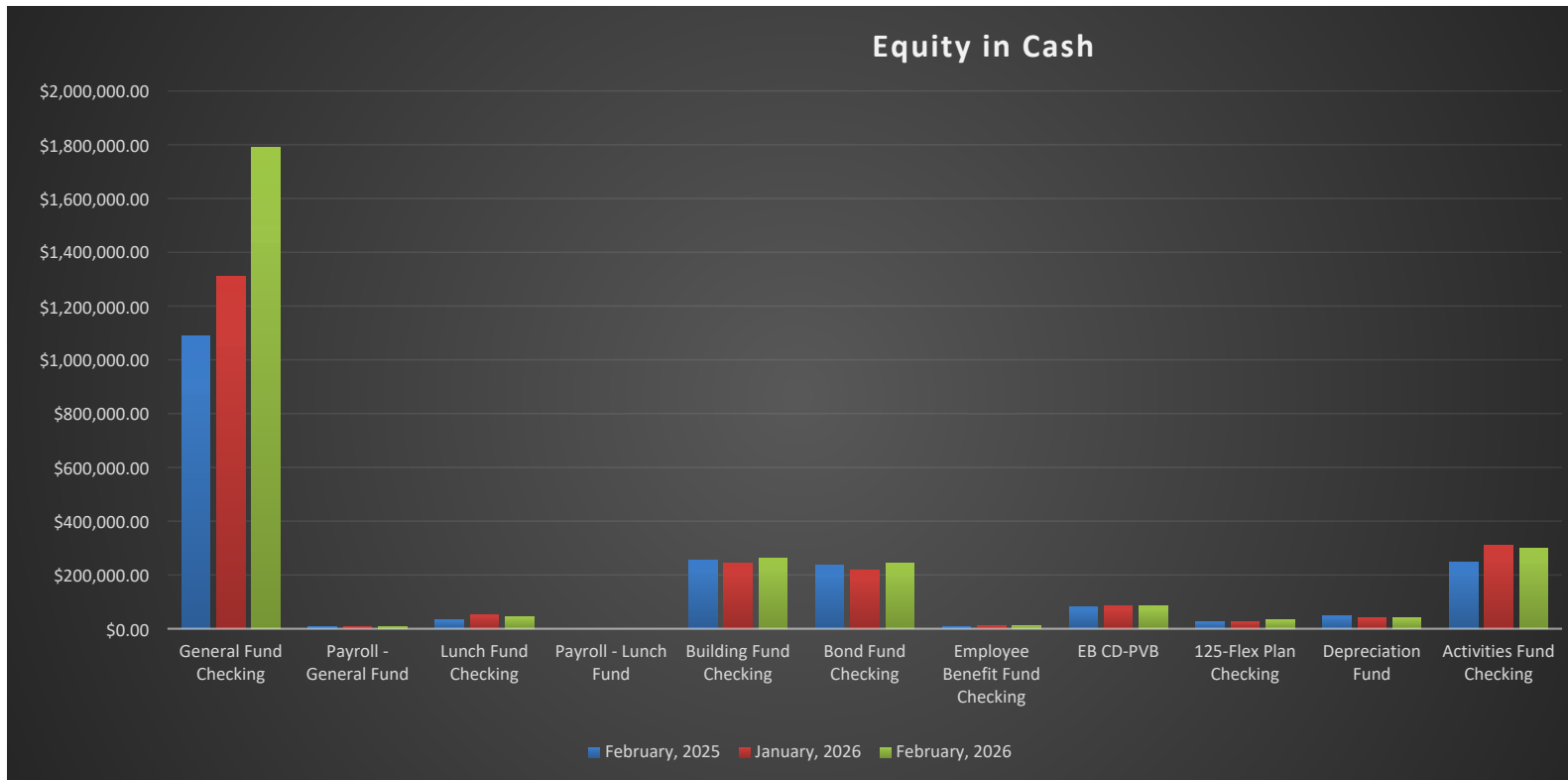
General Checking Account	\$	1,794,181.11	
Payroll Account	\$	13,104.89	
Activity Fund	\$	304,417.19	
Lunch Fund	\$	48,249.46	
Employee Benefits	\$	15,107.08	
125 Plan	\$	36,023.51	
Building Fund**	\$	222,479.67	
Bond Fund**	\$	265,793.72	
Depreciation Account	\$	45,439.47	
Investment Fund	\$	400,000.00	
Scholarship CD	\$	73,370.30	
Platte Valley-Employment	\$	87,123.16	
	\$		3,305,289.56



Bayard Public Schools

Equity in Cash February 28, 2026

Fund	Fund #	February, 2025 PRIOR YEAR BALANCE	January, 2026 PRIOR MONTH BALANCE	February, 2026 REVENUES	February, 2026 EXPENSES	February, 2026 ENDING BALANCE
General Fund Checking	01-101	\$1,093,006.88	1,312,105.09	1,154,687.01	(672,610.99)	\$1,794,181.11
Payroll - General Fund	01-104	\$10,648.50	\$ 13,104.89	424,848.69	(424,848.69)	\$ 13,104.89
Lunch Fund Checking	02-101	\$35,801.90	56,824.93	24,083.49	(32,658.96)	\$48,249.46
Payroll - Lunch Fund	02-104	\$0.00	0.00	12,536.52	(12,536.52)	\$0.00
Building Fund Checking	03-101	\$259,059.18	246,175.32	19,618.40	0.00	\$265,793.72
Bond Fund Checking	04-101	\$241,296.31	221,797.87	24,377.45	0.00	\$246,175.32
Employee Benefit Fund Checking	05-101	\$9,902.75	14,741.49	365.59	0.00	\$15,107.08
EB CD-PVB	05-106-1000	\$84,567.12	87,123.16	0.00	0.00	\$87,123.16
125-Flex Plan Checking	05-107	\$28,662.37	30,864.29	6,238.30	(1,079.08)	\$36,023.51
Depreciation Fund	06-101	\$51,383.85	45,404.64	34.83	0.00	\$45,439.47
Activities Fund Checking	07-101	\$249,458.73	312,219.42	27,651.86	(35,454.09)	\$304,417.19
Scholarship CD	07-114	\$54,243.15	73,370.30	0.00	0.00	\$73,370.30
Investment Fund	06-105	\$0.00	250,000.00	150,000.00	0.00	\$400,000.00
TOTAL		\$2,118,030.74	\$ 2,663,731.40	1,844,442.14	(1,179,188.33)	\$3,328,985.21



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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March 9, 2026

Superintendent Report

There is quite a bit to cover at this month's meeting. This is the time of year when many important decisions are made, planning for the future begins to take shape, and the regular day-to-day operations of a public school continue to move forward.

It is hard to believe that the fourth and final quarter is already upon us. While this year has certainly included its share of challenges and surprises, I can honestly say that I have truly enjoyed my time at Bayard.

A few items I would like to highlight this month:

I have included the 2026–27 State Aid Calculations. While Bayard will see a reduction of \$283,336 in state aid, this is less than the previously projected reduction of approximately \$420,000. I have attached both the 2026–27 certification and the 2025–26 certification for comparison. I will provide additional explanations and walk through the details during the meeting.

I have also included a copy of a recent mailing from the Nebraska Department of Education regarding Bayard's "Needs Support to Improve" status. To be honest, I had not previously received a letter like this, so I did some additional checking. Essentially, it serves as a gentle reminder from NDE that continued lack of improvement could eventually result in a Priority School designation, which is something no district wants.

The staff has been very receptive to efforts aimed at improving assessment scores and strengthening learning throughout the district. I remain optimistic that Bayard will come off the Needs Support to Improve list this year due to the hard work of the staff and students. I am also hopeful that the work currently underway—particularly the increased academic rigor and the expanded use of data to guide instruction—will help establish a new normal that keeps us off that list in the future.

I have asked Melanie Dalbey to attend the meeting and provide a short presentation on where we currently stand based on our most recent data. Among her responsibilities, Melanie serves as the district's Data Steward.

I will also be sharing the latest district financial data, which I will be presenting at the March 10 Community Cost-Saving Committee meeting. Compared to March 2025, there is genuine improvement in the district's financial status. This is primarily due to the continued dedication to reducing spending in all areas, and focusing on future options for financial responsibility.

Jessica Dankowski would like to discuss with the board the possibility of attending other districts' board meetings or exploring additional ways to open communication and collaboration with neighboring districts.

Recently, we distributed a **perception survey** to parents, teachers, classified staff, K-6 students, and 7-12 students. The purpose of the survey is twofold:

1. To gather information regarding perceptions and beliefs about the district, and
2. To utilize that information as part of our **Continuous Improvement Plan**.

I will share the current survey results at the meeting, and I have included a blank copy of each survey for your review. We are hoping to get a few more parents to complete the survey at PT conferences on Monday.

As we move into the spring months, this is also the time of year when we typically begin to see staff resignations and retirements. Historically, staff members with 20 or more years of service have received an engraved bell along with a photograph of Chimney Rock, while staff with 1–19 years of service have received the photograph. Both are thoughtful gestures recognizing years of service to the district.

I added this as a discussion item to confirm this practice is still the wishes of the board. I can't find any actual documentation of its origin or validation. My understanding is that these costs are shared between the district and the staff-funded Courtesy Fund, which currently has a balance of \$1,591.

The final version of the 26-27 calendar is on the agenda for your approval as well.

There is also an agenda item regarding the potential discontinuation of certain activities for the 2026–27 school year. As we continue working toward improving the district's financial stability by reducing costs where appropriate, it is important to remember that these decisions are based not only on financial considerations but also on the effective use of student time and talents. Mr. Nesbitt has accumulated a list of athletic activities based on student intent to participate, it is included in the agenda materials.

Additionally, I have not been able to locate an existing evaluation tool for classified staff who are evaluated by the superintendent. I took the initiative to develop evaluation tools aligned with Nebraska requirements and the operational needs of the district. These tools are included in this month's agenda for your consideration and approval. If approved, I will utilize them to complete the department head evaluations for the 2025–26 school year.

According to the district's textbook adoption rotation schedule, this is the year designated for updating Social Science textbooks. Included in the agenda is the invoice for grades 5–12 Social Science texts.

Fourth grade teaches Nebraska History and recently adopted new materials. Grades K–3 utilize components of their reading series focused on communities, which serve as their Social Science resource. All materials align with Nebraska Social Science Standards.

This adoption includes both hardback and paperback texts, along with online instructional support components.

As you know, the district is fortunate to employ an in-house Speech Language Pathologist (SLP). In the past, this position had to be contracted through ESU 13. Employing an in-house SLP provides both fiscal stability and greater flexibility in scheduling services for our students.

Currently, the SLP position falls under the negotiated agreement for compensation. However, SLP positions are specialized professional roles, and the average salary for these positions is typically higher than the salary schedule outlined in the negotiated agreement. In order to remain competitive and retain an in-house SLP, the position needs to be removed from the negotiated agreement.

Removing the position requires an amendment to the Master Agreement. I met with the Bayard Education Association negotiation committee, and they agreed to move forward with having the district's attorney draft the necessary amendment.

Once the amendment has been drafted, both the Board of Education and the negotiation committee will have the opportunity to review it and vote on whether to approve it. If the amendment releasing the SLP position from the Master Agreement is adopted, the district can then move forward with developing an independent contract for the SLP position beginning with the 2026–2027 school year. The school attorney will not have the amendment ready until April.

I asked Mr. Selzer where we are with closing on the two properties sold last fall. He replied that finishing that was on his list of things to do.

Finally, we are nearing completion of the policy review process. Next month will include one final group of the 4000 series policies, along with approximately ten policies that have already had action taken and will return for final approval.

Once all policies have been approved, we will move on to reviewing and updating the district handbooks. My hope is that by the June board meeting, everything will be ready for your final approval so we can begin the 2026–27 school year with all policies and handbooks updated and in place.

There will likely be a small number of policy revisions resulting from the conclusion of the current legislative session. When those occur, KSB will provide the updated policy language. At that point, the board will simply need to replace the existing version with the updated one and add the new adoption date at the bottom.

I realize this has been a lengthy process, but the end result will be a comprehensive and practical set of policies that will serve the district well moving forward.

NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES
2025/26 STATE AID CERTIFICATION

BAYARD PUBLIC SCHOOLS (62-0021-000)

FORMULA STUDENTS CALCULATION

(Fall Membership	ADM/FM Ratio)	+	Contracted Out	=	Formula Students
(291	0.9991624423)	+	0	=	290.76
KDG Adjustment	(0 students	x .5)		times ADM Factor	=	0.00
Early Childhood (002)	(5 students	x 640.0 hours / 1,032 hours		x .6)	=	1.86
Early Childhood (002)	(15 students	x 1,032.0 hours / 1,032 hours		x .6)	=	9.00
<i>Total Formula Students</i>						301.62

FORMULA NEEDS CALCULATION

Basic Funding	5,024,539
Poverty Allowance	318,750
Limited English Proficiency Allowance	30,600
Focus School & Program Allowance	0
Summer School Allowance	10,998
Special Receipts Allowance	481,432
Transportation Allowance	256,267
Elementary Site Allowance	0
Distance Education & Telecommunications Allowance	28,461
Averaging Adjustment	0
New School Adjustment	0
Student Growth Adjustment	0
Community Achievement Plan Adjustment	0
Limited English Proficiency Allowance Correction	(5,124)
Student Growth Adjustment Correction	0
Poverty Allowance Correction	0
Non Qualified LEP Adjustment	0
Total Calculated Formula Needs	6,145,923
Formula Needs Stabilization	0
Total Formula Needs	6,145,923

FORMULA RESOURCES CALCULATION

Yield From Local Effort Rate	385,513,759 / 100 x 1.0000000000	3,855,138
Net Option Funding		0
Allocated Income Tax Funds		44,365
Other Actual Receipts		877,371
Community Achievement Plan Aid		0
Foundation Aid Included in Resources		271,455
Total Formula Resources		5,048,329

Some numbers may be rounded for presentation. For further information, see the "Tax Equity and Educational Opportunities Support Act" document available on the FOS/State Aid website. For questions, contact (402) 450-0687 or (402) 471-4320.

Note: Due to missing Federal Poverty data for the 2024/25 school year, State Aid was calculated using 2023/24 numbers

NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES
2025/26 STATE AID CERTIFICATION

BAYARD PUBLIC SCHOOLS (62-0021-000)

STATE AID CALCULATION

Equalization Aid	1,097,594
Net Option Funding	0
Allocated Income Tax Funds	44,365
Community Achievement Plan Aid	0
Foundation Aid Included in Resources	271,455
Foundation Aid Outside of Resources	180,970
Total State Aid Calculated	1,594,384
Prior Year (2024/25) State Aid Correction	(9,218)
Total State Aid	1,585,166
Carryover Adjustment from years prior to 2025/26	0

Some numbers may be rounded for presentation. For further information, see the "Tax Equity and Educational Opportunities Support Act" document available on the FOS/State Aid website. For questions, contact (402) 450-0687 or (402) 471-4320.

Note: Due to missing Federal Poverty data for the 2024/25 school year, State Aid was calculated using 2023/24 numbers

NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES
2026/27 STATE AID CERTIFICATION

BAYARD PUBLIC SCHOOLS (62-0021-000)

FORMULA STUDENTS CALCULATION

(Fall Membership	ADM/FM Ratio)	+	Contracted Out	=	Formula Students
(267	0.9981311933)	+	0	=	266.50
KDG Adjustment	(0 students	x .5)		times ADM Factor	=	0.00
Early Childhood (002)	(2 student	x 570.5 hours / 1,032 hours		x .6)	=	0.66
Early Childhood (002)	(13 students	x 1,032.0 hours / 1,032 hours		x .6)	=	7.80
Total Formula Students						274.96

FORMULA NEEDS CALCULATION

Basic Funding	4,925,363
Poverty Allowance	389,064
Limited English Proficiency Allowance	31,450
Focus School & Program Allowance	0
Summer School Allowance	13,313
Special Receipts Allowance	533,102
Transportation Allowance	282,257
Elementary Site Allowance	0
Distance Education & Telecommunications Allowance	13,066
Averaging Adjustment	0
New School Adjustment	0
Student Growth Adjustment	0
Community Achievement Plan Adjustment	0
Limited English Proficiency Allowance Correction	0
Student Growth Adjustment Correction	0
Poverty Allowance Correction	0
Non Qualified LEP Adjustment	0
Total Calculated Formula Needs	6,187,615
Formula Needs Stabilization	0
Total Formula Needs	6,187,615

FORMULA RESOURCES CALCULATION

Yield From Local Effort Rate	420,810,414 / 100 x 1.0000000000	4,208,104
Net Option Funding		0
Allocated Income Tax Funds		38,548
Other Actual Receipts		970,704
Community Achievement Plan Aid		0
Foundation Aid Included in Resources		247,468
Total Formula Resources		5,464,824

Some numbers may be rounded for presentation. For further information, see the "Tax Equity and Educational Opportunities Support Act" document available on the FOS/State Aid website. For questions, contact (402) 450-0867 or (402) 471-4320.

NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES
2026/27 STATE AID CERTIFICATION

BAYARD PUBLIC SCHOOLS (62-0021-000)

STATE AID CALCULATION

Equalization Aid	722,791
Net Option Funding	0
Allocated Income Tax Funds	38,548
Community Achievement Plan Aid	0
Foundation Aid Included in Resources	247,468
Foundation Aid Outside of Resources	164,979
Total State Aid Calculated	1,173,786
Prior Year (2025/26) State Aid Correction	128,044
Total State Aid	1,301,830
Carryover Adjustment from years prior to 2026/27	0

Some numbers may be rounded for presentation. For further information, see the "Tax Equity and Educational Opportunities Support Act" document available on the FOS/State Aid website. For questions, contact (402) 450-0867 or (402) 471-4320.

Due to delayed federal poverty low-income data, prior-year data was used.



February 25, 2026

Bayard Public Schools (62-0021)
Superintendent Lori Liggett
P.O. Box 607
Bayard, NE 69334

Dear Superintendent Liggett,

The Nebraska Department of Education (NDE) annually classifies all public schools as **Excellent, Great, Good, or Needs Support to Improve**, aligned to the *A Quality Education System for Today and Tomorrow* (AQuESTT) accountability system. Schools identified as Needs Support to Improve may be considered for designation as a Priority School by the State Board of Education as noted in N.R.S. §79-760.06. This designation is intended to provide the most intensive level of support to schools and districts to strengthen systems, accelerate improvement, and ensure sustainable progress for students.

The following schools in your district are identified as Needs Support to Improve and are eligible to be designated as a Priority School.

- Bayard Secondary School (middle school grades)
- Bayard Secondary School (high school grades)

If a school is further designated as a Priority School by the Nebraska State Board of Education, an intervention team will work collaboratively with the school and district leadership to initiate the improvement process, which includes the following steps:

- **Diagnose** key factors impacting student outcomes.
- **Build** on existing improvement structures and strategies.
- **Identify** targeted areas of opportunity for adjustment and growth.
- **Develop and implement a Progress Plan** with measurable indicators of success.

The Progress Plan is designed to align with and strengthen current continuous improvement efforts—not replace them. The intent is to leverage strategies and practices already working, while making strategic adjustments where needed to support improved student achievement and long-term capacity building.

We recognize the work already underway and view this process as an opportunity to deepen support, align resources, and partner closely to ensure meaningful progress.

Additional information and guidance will be shared as the designation process continues. If you have any questions, please contact Shirley Vargas, shirley.vargas@nebraska.gov.

Thank you for your continued leadership and commitment to your students and community.

Sincerely,

Dr. Jane Stavem
Deputy Commissioner

Cc: Local School Board President
School Principal

An Attempt at Explaining State Aid

A. Equalization Aid in Nebraska

What Is Equalization Aid?

In simple terms:

If a school district cannot raise enough money locally through property taxes to meet its calculated educational needs, the State of Nebraska provides Equalization Aid to make up the difference.

Why Is It Needed?

Because property values vary widely across the state:

- Districts with **high property valuations** (commercial, industrial, or agricultural property) can raise more money locally.
- Districts with **lower property valuations, or smaller taxable areas** cannot raise as much—even if they tax at the same rate.

Equalization Aid is intended to reduce these funding disparities.

How Does the State Decide Who Gets Equalization Aid?

Nebraska uses a funding formula under the **Tax Equity and Educational Opportunities Support Act (TEEOSA)**.

The formula compares two things:

1 *Formula Need*

This is what the state calculates a district needs to educate its students. It considers:

2 *Formula Resources*

This is what the district is expected to raise locally, primarily from:

- Local property tax effort
- Certain other local receipts

The Key Calculation

If:

Formula Need is **GREATER** than Formula Resources

➔ The district receives **Equalization Aid**

If:

Formula Resources are **GREATER** than or equal to Formula Need

➔ The district does **NOT** receive Equalization Aid

(These districts are called *non-equalized districts*.)

Why Equalization Aid Can Change Each Year

A district's Equalization Aid may increase or decrease due to:

- Changes in student enrollment
- Changes in property valuations
- Changes in state funding law
- Adjustments in poverty or special education counts
- Statewide budget decisions

Even if a district's spending remains stable, changes in valuation or enrollment can significantly impact state aid.

B. Allocated Income Tax Funds (Nebraska School Finance)

In simple terms:

Allocated Income Tax Funds are state income tax dollars that are sent to school districts and included as part of the district's state aid calculation.

Where Do These Funds Come From?

Nebraska law sets aside a portion of **state individual and corporate income tax revenue** to support K–12 public education.

These dollars are then distributed to school districts based on a formula tied primarily to student counts.

How Do They Fit Into State Aid?

Under (**TEEOSA**) Allocated Income Tax Funds are considered part of a district's **formula resources**.

That means:

- They are treated as money available to the district.
 - They reduce the amount of Equalization Aid a district would otherwise receive.
-

In plain language:

Allocated Income Tax Funds are state income tax dollars distributed to public schools and included in the state aid formula. They help fund education and are counted as part of a district's available resources when calculating Equalization Aid.

C. Foundation Aid (Included in Resources) – Nebraska State Aid

Foundation Aid included in resources is base-level state funding provided to Nebraska public school districts that is counted as part of the district's **Formula Resources** under the state aid formula (TEEOSA).

In plain language:

It is state money schools receive, but it is counted as available revenue in the formula and therefore reduces the amount of Equalization Aid a district may receive.

How It Fits Into the Formula

Foundation Aid is **included in resources**, it is added to the district's Formula Resources total.

So the equation becomes:

Formula Need minus (**Local Property Taxes + Foundation Aid + Other Resources**)
= Equalization Aid

Why This Matters

Because Foundation Aid is included in resources:

- It does **not** increase total state support dollar-for-dollar for equalized districts.
- It reduces the amount of Equalization Aid calculated.
It functions more like a funding component within the formula rather than supplemental aid.

In Plain Language

Foundation Aid included in resources is base state funding given to all Nebraska school districts that is counted in the funding formula and reduces the amount of Equalization Aid a district receives.

D. Foundation Aid (Outside of Resources) – Nebraska State Aid

Simple Explanation

Foundation Aid outside of resources is base-level state funding provided to Nebraska public school districts that is **not counted as part of a district's Formula Resources** under the TEEOSA state aid formula.

Why This Matters

When funding is placed outside of resources:

- Equalized districts receive their full Equalization Aid amount
- Foundation Aid is added on top of that amount
- Total state support increases

This classification allows the state to increase funding without shifting money within the equalization formula.

In plain language:

Foundation Aid outside of resources is base state funding given to Nebraska school districts that is paid in addition to Equalization Aid and does not reduce the amount calculated under the state funding formula.

How State Aid Is Calculated

Step 1: Determine Formula Need

This is the state's estimate of how much money a district needs to operate for the year.

Formula Need is based on:

- Number of students (called "Formula Students")
- Poverty factors
- Special education needs
- English Learner students
- Transportation costs
- Certain other adjustments

Think of Formula Need as:

"What the state calculates it should cost to educate students in this district."

Step 2: Determine Formula Resources

Next, the state calculates how much money the district is expected to have available.

Formula Resources include:

- Local property tax revenue (based on valuation and levy authority)
- Certain state funding such as allocated income tax
- Other limited receipts counted in the formula

Think of Formula Resources as:

"What the district can raise locally and already has available."

Step 3: Compare Need to Resources

Now the state subtracts:

Formula Need minus **Formula Resources**

If Need is greater than Resources:

- ➔ The district receives **Equalization Aid**
(The state makes up the difference.)

If Resources are greater than or equal to Need:

➔ The district does **not** receive Equalization Aid
(These districts are called non-equalized.)

Example

Bayard has:

- \$6,187,615 million in Formula Need according to the state
- \$5,464,824 in Formula Resources (property taxes, income tax, foundation aid, other receipts, fines, licenses, etc.) according to the state

The state provides:

Needs - Resources = \$722,791 in Equalization Aid

Allocated Income Tax = \$38,548

Foundation Aid Included in Resources = \$247,468

Foundation Aid Outside of Resources = \$164,979

Prior Year Correction = \$128,044

Total State Aid = \$1,301,830

Why State Aid Changes Each Year

State aid can increase or decrease due to:

- Changes in student enrollment
- Changes in property valuations
- Changes in poverty or special education counts
- Changes in state law
- State budget adjustments

Even if spending stays the same, changes in valuation or enrollment can significantly affect state aid.

Bayard Public Schools Data

2021-2025

Proficiency % over the last 4 years on NSCAS

Year	Elementary 3rd-6th	Middle School 7th-8th	High School-Juniors ACT	Total as a District	Aquestt Rating Elem/MS/HS-Score as a District
2021/2022	36.08%	19.39%	32.14%	30.75%	Great/ Needs Support/ Needs Support= NEEDS SUPPORT
2022/2023	44.50%	48.86%	50%	46.55%	Good/ Good/ Good = GOOD
2023/2024	54.76%	30.91%	31.48%	43.07%	Good/ Needs Support/ Good= NEEDS SUPPORT
2024/2025	52.11%	35.59%	10%	39.03%	Good/ Needs Support/ Needs Support= NEEDS SUPPORT

The state only calculates grades 3-8 and the score of the Juniors ACT for proficiency percentages.

Growth % over the last 4 years on NSCAS

Year	Elementary	Middle School	High School	Total as a District
2021/2022	81.82%	51.61%	N/A	69.33%
2022/2023	65%	63.10%	N/A	64.29%
2023/2024	61.67%	53.47%	N/A	57.92%
2024/2025	55.77%	50%	N/A	52.73%

The first year (21/22) was high because there were no Aquestt reports for the previous 2 years due to COVID. So a majority would have shown growth.

There are many factors that contribute to all District ratings

Growth Percentages for 2025/2026 so far from FALL to WINTER on NWEA

Year	Elementary	Middle School	High School	Total as a District
2025/2026	62.80%	55%	51.70%	59%
3rd-8th totals=	64.00%	55%	N/A	59.45%

Winter testing was mostly completed before interventions in HS had begun. The above totals are growth totals are from Kinder-9th grade.

Parent and Guardian Survey Results Summary:

Highlights

- **Child's Sense of Belonging:** Parents generally feel that their children feel a sense of belonging at the school (Question 1).
- **Welcoming Environment:** There is a strong consensus among parents that they feel welcome when they are at the school (Question 2).
- **Staff Care and Support:** Parents believe that the staff truly cares about their children's well-being (Question 3).
- **Communication and Comfort:** Parents feel comfortable approaching school staff to discuss their child's behavior (Question 4).
- **Safety and Preparedness:** Parents feel their children are safe at school and are confident that their children know what to do in case of an emergency (Questions 5 and 6).
- **Importance of Attendance:** There is a high level of agreement among parents that daily school attendance is critical for their child's academic success (Question 16).

Concerns

- **Consistency in Rule Application:** Some parents expressed concerns regarding whether school rules are applied consistently to all students (Question 12).
- **Conflict Resolution Skills:** There is a noted area for improvement in how the school helps develop students' conflict resolution skills (Question 11).
- **Social and Emotional Resources:** While some resources exist, there is a desire for more robust support for the social and emotional needs of students (Question 18).
- **Individualized Support:** Some parents feel the school could offer better programs and resources to adequately support their child's individualized learning needs (Question 23).
- **Regular Communication:** There is feedback indicating a need for more consistent and regular communication from the school regarding their child (Question 20).
- **Reflecting Cultural Backgrounds:** A concern was raised regarding whether learning materials adequately reflect the diverse cultural backgrounds of the student body

Teaching Staff Survey Results Summary:

Highlights

- **Safety and Emergency Readiness:** A vast majority of staff feel safe at school and are confident in their knowledge of emergency procedures (Questions 8 & 9).
- **Student Care and Positive Reinforcement:** Staff consistently agree that they recognize students for positive behavior and provide individualized attention and help (Questions 7 & 26).
- **Emergency Communication:** There is strong agreement that the school effectively notifies parents and guardians in the event of a school-wide emergency (Question 10).

- **Encouragement of Student Involvement:** Staff feel the school is successful in encouraging students to join extra-curricular activities and take on leadership roles (Questions 20 & 21).

Concerns

- **Trust and Communication:** Significant negative feedback was recorded regarding the feeling of trust among staff (Question 2) and comfort levels when discussing worries or frustrations with supervisors (Question 5).
- **Administrative Inclusion:** Many staff members expressed that administrators do not regularly involve them in the decision-making process (Question 25).
- **Consistency in Discipline:** There are concerns regarding the consistent application of school rules to all students and the school's overall responsiveness to discipline problems (Questions 14 & 15).
- **Staff Recognition:** A notable portion of the staff feels they do not receive adequate acknowledgement for their professional efforts (Question 6).
- **Support for Academic Tasks at Home:** Low scores were observed regarding the maintenance of resources to equip parents and students with academic tasks at home (Question 28).

Classified Staff Survey Results Summary:

Highlights

- **Safety and Preparedness:** Staff members report a strong sense of safety and are clear on emergency procedures, such as what to do during a natural disaster or dangerous situation.
- **Student Support and Care:** There is a high level of agreement that staff care about one another as individuals and that they regularly provide students with individualized attention and help.
- **Extracurricular Encouragement:** The school is seen as successful in encouraging students to participate in extracurricular activities and take on leadership roles.
- **Environment and Facilities:** Staff generally feel that the school looks clean and pleasant and that the facilities are adequate for meeting student needs.
- **Post-Graduation Focus:** There is a strong consensus among staff that preparing students for success after graduation is a core part of their job.

Concerns

- **Trust and Recognition:** Similar to other staff groups, there are noted concerns regarding the feeling of trust among the staff and whether individuals feel adequately recognized for doing a good job.
- **Communication with Supervisors:** Some staff expressed discomfort when it comes to discussing feelings, worries, or frustrations with their direct supervisors.

- **Involvement in Decision-Making:** A significant area for improvement is the extent to which administrators involve classified staff in the decision-making process.
- **Consistency in Discipline:** There is feedback suggesting that school rules are not always applied consistently to all students and that the school could be more responsive to discipline problems.
- **Instructional and Social-Emotional Resources:** Some staff feel that the school could provide better materials, training, and resources to support students' social, emotional, and academic needs at home.

Elementary (Grades 3-6) Survey Results Summary:

Key Highlights

- **Sense of Belonging and Support:** Students were asked if they feel they belong, are accepted, and have friends at school.
- **Teacher and Staff Relationships:** The survey gauges whether students feel their teachers care about them and if there is a trusted adult they can talk to when they need help.
- **Safety and Emergency Preparedness:** Questions cover whether students feel safe at school and while traveling to and from campus, as well as their knowledge of how to report dangerous situations and respond to emergencies.
- **Behavior and Discipline:** The survey tracks whether school rules are clear, if they are applied consistently, and if students are recognized for positive behavior.
- **Academic Environment:** Students provided input on whether their classroom supports their learning needs, if they feel successful in their schoolwork, and if they have opportunities for class discussion.

Areas for Review

- **Bullying and Peer Respect:** The survey specifically asks if bullying is a problem at the school and if students feel they respect one another.
- **Conflict Resolution:** Students were asked if they know how to problem-solve with each other when issues arise.
- **Facility Maintenance:** One question addresses whether the school is clean and if broken items are fixed quickly.
- **Cultural Representation:** The survey includes a question on whether students feel their culture and heritage are represented in their learning.

Secondary (Grades 7-12) Student Survey Results Summary:

Highlights

- **Belonging and Acceptance:** The survey results indicate that a majority of students feel a sense of belonging and social acceptance at the school.

- **Supportive Staff:** Students generally feel that their teachers care about them and report having a trusted adult or teacher they can talk to when they need help or are bothered by something.
- **Safety and Readiness:** High scores were reported regarding physical safety at school and during commutes, as well as students' knowledge of how to report dangerous situations and respond to emergencies.
- **Clear Expectations and Support:** Students feel that the school has clear rules for behavior and provides opportunities for positive recognition.
- **Academic Value and Engagement:** There is a strong consensus that daily attendance is important for success, and students feel they have ample opportunities to participate in class discussions and extra-curricular activities.

Areas for Review

- **Bullying and Peer Respect:** A significant area for review is student perception of peer dynamics, specifically whether students respect one another and the extent to which bullying and harassment are considered problems.
- **Consistency in Rule Application:** Some students expressed concern regarding whether school rules are applied consistently to everyone.
- **Conflict Resolution:** There is room for improvement in helping students learn how to problem-solve and resolve conflicts with one another.
- **Facility Maintenance:** Feedback suggests a need to look into the cleanliness of the school and the speed at which broken items are repaired.
- **Cultural Representation:** An area for further evaluation is whether instructional materials adequately reflect the diverse cultural backgrounds, ethnicities, and identities of the student body.

Teaching Staff Survey

This survey is designed to help the Continuous Improvement team at your school better understand teaching staff experiences and perceptions.

Please answer each of the following questions using the rating scale of:

Strongly Agree

Agree

Neither Agree nor Disagree

Disagree

Strongly Disagree

Your responses are confidential, and the survey will take approximately 15 minutes to complete. All items must have a response to submit the survey.

1. I feel like I belong.

Check all that apply.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

2. 2. At the school there is a feeling of trust among the staff.

Mark only one oval.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

3. 3. This school inspires me to do the very best at my job.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

4. 4. I know who to contact to connect parents with community resources.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

5. 5. I feel comfortable discussing feelings, worries, and frustrations with my supervisor.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

6. 6. Staff receive acknowledgement for their efforts.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

7. 7. Staff at this school recognize students for positive behaviour.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

8. 8. I feel safe at this school.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

9. 9. I know what to do if there is an emergency (tornado, flood) or a dangerous situation (e.g., violent person on campus) during the school day

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

10. 10. This school notifies parents or guardians in case of a school-wide emergency.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

11. 11. Staff at this school work together to ensure an orderly environment.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

12. 12. Staff at this school maintain healthy expectations for all students.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

13. 13. Staff at this school are clearly informed about school policies and procedures.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

14. 14. This school is responsive to student discipline and behavior problems.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

15. 15. School rules are applied consistently to all students.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

16. 16. This school's facilities are adequate for meeting the needs of students.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

17. 17. This school has effective procedures and supports available for students who are chronically absent.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

18. 18. This school provides physical health and wellness activities for students.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

19. 19. Students are involved in developing school and classroom rules.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

20. 20. Students are encouraged to get involved in extra-curricular activities.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

21. 21. This school encourages students to take a leadership role in organizing programs and activities.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

22. 22. This school provides the materials, resources, and training necessary for me to support students' social or emotional needs.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

23. 23. This school provides effective confidential support and referral services for students in need.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

24. 24. This school has formal process to obtain parental input on policies, procedures, and programs related to the school.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

25. 25. Administrators ask staff to be involved in making decisions.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

26. 26. Staff at this school regularly give students individualized attention and help.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

27. 27. This school has adequate programs an support for students with identified needs or disabilities.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

28. 28. School staff maintain resources to equip students and parents with academic tasks at home.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

29. 29. Post-graduation options are consistently communicated with students.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

30. 30. This school provides instructional materials (e.g., textbooks or handouts) that reflect students' cultural background, ethnicity, and identity.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

31. 31. This school recognizes individual talents and gifted needs of students regardless of cultural backgrounds or academic abilities in class selection.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

32. 32. This school emphasizes showing respect for all students and staffs' cultural beliefs and practices.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

33. 33. My main teaching assignment is:

Mark only one oval.

- PK-6
- 7-12

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Classified Support Staff Survey

This survey is designed to help the Continuous Improvement team at your school better understand the experiences and perceptions of classified support staff.

Please answer each of the following questions using the rating scale of:

Strongly Agree

Agree

Neither Agree nor Disagree

Disagree

Strongly Disagree

Your responses are confidential, and the survey will take approximately 15 minutes to complete.

1. 1. I feel like I belong.

Check all that apply.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

2. 2. At the school there is a feeling of trust among the staff.

Mark only one oval.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

3. 3. I feel satisfied with the recognition I get for doing a good job.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

4. 4. At this school students get along well with staff.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

5. 5. I feel comfortable discussing feelings, worries, and frustrations with my supervisor.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

6. 6. The school inspires me to do the very best at my job.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

7. 7. People at this school care about me as a person.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

8. 8. I feel safe at this school.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

9. 9. I know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g., violent person on campus) during the school day.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

10. 10. This school notifies parents or guardians in case of a school-wide emergency.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

11. 11. Staff at this school work together to ensure an orderly environment.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

12. 12. This school looks clean and pleasant.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

13. 13. Staff at this school are clearly informed about school policies and procedures.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

14. 14. This school is responsive to student discipline and behavior problems.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

15. 15. School rules are applied consistently to all students.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

16. 16. This school's facilities are adequate for meeting the needs of students.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

17. 17. Students are encouraged to get involved in extra-curricular activities.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

18. 18. This school encourages students to take a leadership role in organizing programs and activities.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

19. 19. This school provides the materials, resources, and training necessary for me to support students' social or emotional needs.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

20. 20. This school provides effective confidential support and referral services for students in need.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

21. 21. This school helps parents find community support for their students who need them.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

22. 22. Administrators ask staff to be involved in making decisions.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

23. 23. Staff at this school regularly give students individualized attention and help.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

24. 24. This school has adequate programs and supports for students with identified needs or disabilities.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

25. 25. School staff maintain resources to equip students and parents with academic tasks at home.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

26. 26. Staff at this school feel that it is a part of their job to prepare students to succeed post-graduation.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

27. 27. This school provides instructional materials (e.g., textbooks or handouts) that reflect students' cultural background, ethnicity, and identity.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

28. 28. This school emphasizes showing respect for all students and staffs' cultural beliefs and practices.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

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Parent and Guardian Survey

This survey is designed to help the Continuous Improvement team at your school better understand student and adult experiences.

Please answer each of the following questions using the rating scale of:

Strongly Agree

Agree

Neither Agree nor Disagree

Disagree

Strongly Disagree

Your responses are confidential, and the survey will take approximately 15 minutes to complete. If you have students in more than one building and would like to complete a survey for each building, please feel free to do so.

1. I am completing this survey as a:

Mark only one oval.

- K-6 parent
- 7-12 parent
- PK-12 parent

2. 1. At this school, my child feels like he/she belongs.

Check all that apply.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

3. 2. I feel welcome at this school.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

4. 3. At this school, the staff really cares about my child.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

5. 4. I feel comfortable talking to someone at this school about my child's behavior.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

6. 5. My child is safe at this school.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

7. 6. My child knows what to do if there is an emergency at the school.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

8. 7. I am aware of school's procedures to notify parents in case of a school emergency.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

9. 8. This school takes effective measures to ensure the safety of students.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

10. 9. The school building is clean and well maintained.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

11. 10. School policies and procedures are consistently communicated.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

12. 11. This school helps develop student's conflict resolution skills.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

13. 12. School rules are applied consistently to all students.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

14. 13. The school's facilities are adequate for meeting the needs of my child.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

15. 14. This school communicates how important it is to respect students regardless of their backgrounds.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

16. 15. This school fosters healthy relationships regardless of cultural background.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

17. 16. Attending school every day is important to me for my child to do well in his/her classes.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

18. 17. This school promotes healthy habits for students.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

19. 18. This school has appropriate resources for the social and emotional needs of students.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

20. 19. I know how to access socio-emotional and mental health needs for my child.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

21. 20. This school initiates regular communication about my child.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

22. 21. This school promptly responds to my phone calls, messages, or emails.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

23. 22. This school has programs that develop character education in my child.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

24. 23. This school offers programs and resources that adequately support individualized student's need.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

25. 24. This school provides opportunities for me to support my child's learning.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

26. 25. This school meets the instructional needs of my child.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

27. 26. This school has quality programs for my child's talents, gifts, or special needs.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

28. 27. Our cultural background is reflected in learning materials.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

29. 28. This school recognizes individual talents and gifted needs of students regardless of cultural backgrounds or academic abilities in class selection.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

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Elementary K-6 Student Survey

This survey is designed to help the Continuous Improvement team at your school better understand student experiences. Please answer each of the following questions using the rating scale of:

Strongly Agree

Agree

Neither Agree nor Disagree

Disagree

Strongly Disagree

Your responses are confidential, and the survey will take approximately 15 minutes to complete.

1. 1. I feel like I belong

Check all that apply.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

2. 2. I feel accepted at school

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

3. 3. I have many friends at school

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

4. 4. My teachers care about me

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

5. 5. I can talk to a teacher or other adult at this school about something that is bothering me.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

6. 6. I know an adult at school that I can talk with if I need help.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

7. 7. I feel safe at this school.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

8. 8. I know how to report a dangerous situation at this school.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

9. 9. Students know what to do if there is an emergency, natural disaster (tornado, flood) or dangerous situation (e.g. violent person on campus) during the school day.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

10. 10. I feel safe going to and from this school.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

11. 11. This school is clean and broken things get fixed quickly.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

12. 12. The adults in this school treat students with respect.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

13. 13. My school has clear rules for behavior.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

14. 14. Students are frequently noticed for expected behavior.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

15. 15. Student in this school know how to problem solve with each other.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

16. 16. School rules are applied consistently to all students.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

17. 17. Students respect on another.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

18. 18. Bullying is a problem at this school.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

19. 19. My classroom and school building support my learning needs.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

20. 20. Attending school every day is important for me to do well in the classes.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

21. 21. This school teaches me about healthy habits.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

22. 22. There are chances for students to be involved in activities at this school.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

23. 23. I join in school activities.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

24. 24. My school wants me to do well.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

25. 25. I feel my school has high standards for achievement.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

26. 26. The things I'm learning in school are important to me.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

27. 27. I feel successful with my school work.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

28. 28. I have lots of chances to be part of class discussions or activities.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

29. 29. I feel my culture and heritage is learned about in the school.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

30. Please select your gender:

Mark only one oval.

- Male
- Female
- Prefer not to respond

31. Please indicate your grade level:

Mark only one oval.

- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade

Google Forms

MS/HS 7-12 Student Survey

This survey is designed to help the Continuous Improvement team at your school better understand student experiences. Please answer each of the following questions using the rating scale of:

Strongly Agree

Agree

Neither Agree nor Disagree

Disagree

Strongly Disagree

Your responses are confidential, and the survey will take approximately 15 minutes to complete.

1. 1. I feel like I belong.

Check all that apply.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

2. 2. I feel socially accepted at school.

Mark only one oval.

- Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

3. 3. I have many friends at school.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

4. 4. My teachers care about me.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

5. 5. I can talk to a teacher or other adult at this school about something that is bothering me.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

6. 6. I know an adult at school that I can talk with if I need help.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

7. 7. I feel safe at this school.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

8. 8. I know how to report a dangerous situation at this school.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

9. 9. Students know what to do if there is an emergency, natural disaster (tornado, flood) or dangerous situation (e.g. violent person on campus) during the school day.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

10. 10. I feel safe going to and from this school.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

11. 11. This school is clean and broken things get fixed quickly.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

12. 12. The adults in this school treat students with respect.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

13. 13. My school has clear rules for behavior.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

14. 14. Students are frequently noticed for expected behavior.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

15. 15. Student in this school know how to problem solve with each other.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

16. 16. School rules are applied consistently to all students.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

17. 17. Students respect on another.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

18. 18. Bullying and harassment are problems at this school.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

19. 19. This school's facilities are suited for my learning needs.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

20. 20. Attending school every day is important for me to do well in the classes.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

21. 21. This school teaches me about healthy habits.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

22. 22. Students at this school have a lot of opportunities to get involved in sports, clubs, and other school activities outside of class.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

23. 23. I regularly participate in extra-curricular activities offered through the school.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

24. 24. My school wants me to do well.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

25. 25. I feel my school has high standards for achievement.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

26. 26. The things I'm learning in school are important to me.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

27. 27. I feel successful with my schoolwork.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

28. 28. I have lots of chances to be part of class discussions or activities.

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

29. 29. This school provides instructional materials (e.g., textbooks, handouts that reflect my cultural background, ethnicity, and identity)

Mark only one oval.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

30. Please select your gender:

Mark only one oval.

- Male
- Female
- Prefer not to respond

31. Please indicate your grade level:

Mark only one oval.

- 7th Grade
- 8th Grade
- 9th Grade/Freshman
- 10th Grade/Sophomore
- 11th Grade/Junior
- 12th Grade/Senior

This content is neither created nor endorsed by Google.

Google Forms

2026-2027 Fall Sports Projections	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	Total
HS Football	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█										16-19
HS Softball	█	█	█	█	█	█	█	█	█																				6
HS Volleyball	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█										17-19
HS Girls Golf	█	█	█	█																									3-4
HS Cross Country (Girls = Boys =)	G	B	B																										1-3
JH Football	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█										12-14
JH Volleyball	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█										12-14
JH Cross Country	G	G	G	G	G	B	B	B	B	B	B	B	B																0-5 Girls. 6-8 Boys
2026-2027 Winter Sports Projections	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	Total
HS Boys Basketball	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█										10-14
HS Girls Basketball	█	█	█	█	█	█	█	█	█	█	█	█	█	█															7-11
HS Boys Wrestling	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█										11-13
HS Girls Wrestling	█	█	█	█	█	█	█	█	█																				5-7
JH Boys Basketball	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█										10-14
JH Girls Basketball	█	█	█	█	█	█	█	█	█	█	█	█	█	█															7-10
JH Girls Wrestling	█	█	█	█	█																								2-5
JH Boys Wrestling	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█										
2026-2027 Spring Sports Projections	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	Total
HS Track	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	15-19 Girls. 22-25 Boys
HS Boys Golf	█	█																											2
JH Track	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	16 Boys. 8 Girls

**Bayard Public Schools
Classified Staff Evaluation
Superintendent's Administrative Assistant / Payroll**

Employee: _____

Evaluator: _____

Evaluation Period: _____

Date: _____

Performance Rating Rubric

Score	Description
4 – Exceeds Expectations	Consistently performs duties above expectations; demonstrates initiative, efficiency, and exceptional organization.
3 – Meets Expectations	Performs job responsibilities competently and reliably; duties are completed accurately and on time.
2 – Needs Improvement	Performance occasionally falls below expectations; improvement in accuracy, timeliness, or organization is needed.
1 – Unsatisfactory	Performance consistently fails to meet expectations; duties are not completed accurately or reliably.

Performance Areas

Performance Standard	1	2	3	4	Comments
Administrative Support – Provides effective administrative support to the superintendent including scheduling, correspondence, and office organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Board of Education Support – Assists with communication with the Board of Education while maintaining accuracy and confidentiality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Payroll Administration – Processes payroll accurately and on schedule, including employee deductions, benefits, and documentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
State & Retirement Reporting – Maintains accurate payroll records and completes NPERS retirement reporting and required payroll documentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Substitute Coordination – Secures substitutes for teachers and paraprofessionals when staff are absent and ensures substitute coverage is arranged in a timely and organized manner.

Student Attendance Monitoring – Monitors, records, and maintains accurate student attendance records and communicates attendance concerns to appropriate staff when necessary.

Record Keeping & Confidentiality – Maintains organized records and handles confidential personnel and student information appropriately.

Communication & Customer Service – Communicates effectively with staff, administration, parents, and community members while maintaining professionalism.

Organization & Efficiency – Demonstrates strong organization, attention to detail, and ability to meet deadlines.

Overall Summary

Strengths:

Areas for Growth:

Goals for Next Evaluation Period:

Overall Performance Rating

- Exceeds Expectations
- Meets Expectations
- Needs Improvement
- Unsatisfactory

Evaluator Signature: _____

Date: _____

Employee Signature: _____

Date: _____

(Signature indicates receipt of evaluation, not necessarily agreement.)

**Bayard Public Schools
Classified Staff Evaluation
School Business Manager**

Employee: _____

Evaluator: _____

Evaluation Period: _____

Date: _____

Performance Rating Rubric

Score	Description
4 – Exceeds Expectations	Consistently performs duties above expectations; demonstrates initiative and leadership in financial management and compliance.
3 – Meets Expectations	Performs job responsibilities competently and reliably; duties are completed accurately and on time.
2 – Needs Improvement	Performance occasionally falls below expectations; improvement in accuracy, timeliness, or compliance is required.
1 – Unsatisfactory	Performance consistently fails to meet expectations; errors or omissions significantly impact district operations or compliance.

Performance Areas

Performance Standard	1	2	3	4	Comments
Financial Management & Budget Oversight – Assists superintendent with development, monitoring, and reporting of district budgets and financial accounts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
State Reporting & Compliance – Completes required Nebraska Department of Education reporting accurately and on time, including AFR (Annual Financial Report), NSSRS finance reporting, and other required submissions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Federal & Grant Compliance – Maintains accurate accounting and documentation for federal and grant funds , ensuring compliance with grant requirements and reporting obligations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Payroll & Benefits Administration – Processes payroll accurately and manages employee benefits, deductions, and **NPERS reporting requirements.**

Audit Preparation & Financial Records – Maintains organized financial records and assists with **district financial audits and documentation requests.**

Purchasing & Fiscal Stewardship – Ensures purchasing follows district policy and demonstrates responsible stewardship of district funds.

Professional Communication & Collaboration – Communicates effectively with administration, staff, auditors, vendors, and state agencies while maintaining professionalism and confidentiality.

Overall Summary

Strengths:

Areas for Growth:

Goals for Next Evaluation Period:

Overall Performance Rating

- Exceeds Expectations
 - Meets Expectations
 - Needs Improvement
 - Unsatisfactory
-

Evaluator Signature: _____

Date: _____

Employee Signature: _____

Date: _____

(Signature indicates receipt of evaluation, not necessarily agreement.)

Bayard Public Schools
Classified Staff Evaluation
District Data Steward

Employee: _____
 Evaluator: _____
 Evaluation Period: _____
 Date: _____

Performance Rating Rubric

Score	Description
4 – Exceeds Expectations	Consistently performs duties above expectations; demonstrates initiative, strong accuracy, and leadership in data management.
3 – Meets Expectations	Performs job responsibilities competently and reliably; duties are completed accurately and on time.
2 – Needs Improvement	Performance occasionally falls below expectations; improvement in accuracy, timeliness, or organization is needed.
1 – Unsatisfactory	Performance consistently fails to meet expectations; duties are incomplete, inaccurate, or consistently late.

Performance Areas

Performance Standard	1	2	3	4	Comments
Student Information System Management – Maintains accurate student data in the district student information system including enrollment, demographics, and program participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NSSRS Reporting Compliance – Ensures required Nebraska Student & Staff Record System (NSSRS) reporting is accurate and submitted on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Data Accuracy & Verification – Monitors student data for accuracy and works with staff to correct errors prior to reporting deadlines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessment Data Coordination – Assists with coordination and reporting of district and state assessments (NSCAS, ACT, MAP, or other district assessments).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Attendance & Enrollment Reporting – Maintains accurate enrollment and attendance data used for state reporting and district records.

Data Security & Confidentiality – Maintains confidentiality of student information and follows **FERPA and district data privacy policies**.

Communication & Staff Support – Provides assistance and guidance to staff regarding data entry procedures and reporting requirements.

Organization & Timeliness – Maintains organized records and consistently meets state reporting deadlines.

Overall Summary

Strengths:

Areas for Growth:

Goals for Next Evaluation Period:

Overall Performance Rating

- Exceeds Expectations
 - Meets Expectations
 - Needs Improvement
 - Unsatisfactory
-

Evaluator Signature: _____

Date: _____

Employee Signature: _____

Date: _____

(Signature indicates receipt of evaluation, not necessarily agreement.)

**Bayard Public Schools
Classified Staff Evaluation
Head of Maintenance**

Employee: _____

Evaluator: _____

Evaluation Period: _____

Date: _____

Performance Rating Rubric

Score	Description
4 – Exceeds Expectations	Consistently performs duties above expectations; demonstrates initiative, leadership, and exceptional problem solving.
3 – Meets Expectations	Performs job responsibilities competently and reliably; duties are completed safely and on time.
2 – Needs Improvement	Performance occasionally falls below expectations; improvement in timeliness, organization, or quality of work is required.
1 – Unsatisfactory	Performance consistently fails to meet expectations; duties are incomplete, unsafe, or unreliable.

Performance Areas

Performance Standard	1	2	3	4	Comments
Facilities Maintenance – Ensures school buildings and grounds are properly maintained, safe, and functional for students, staff, and community use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Preventative Maintenance – Implements and monitors preventative maintenance programs for building systems, equipment, and facilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Safety & Regulatory Compliance – Maintains compliance with safety regulations including fire safety, OSHA standards, and applicable state or local inspections.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work Order Management – Responds to maintenance requests in a timely manner and prioritizes work effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Equipment & Vehicle Maintenance – Oversees maintenance of district equipment, vehicles, and facility systems to ensure safe operation.

Budget & Resource Stewardship – Uses maintenance supplies, materials, and equipment responsibly and assists administration with cost-effective facility operations.

Communication & Collaboration – Works effectively with administration, staff, contractors, and vendors while maintaining professionalism.

Organization & Reliability – Demonstrates dependability, strong organization, and ability to complete tasks efficiently.

Overall Summary

Strengths:

Areas for Growth:

Goals for Next Evaluation Period:

Overall Performance Rating

- Exceeds Expectations
- Meets Expectations
- Needs Improvement
- Unsatisfactory

Evaluator Signature: _____

Date: _____

Employee Signature: _____

Date: _____

(Signature indicates receipt of evaluation, not necessarily agreement.)

**Bayard Public Schools
Classified Staff Evaluation
Head of Nutrition Services**

Employee: _____

Evaluator: _____

Evaluation Period: _____

Date: _____

Performance Rating Rubric

Score	Description
4 – Exceeds Expectations	Consistently performs duties above expectations; demonstrates leadership, creativity, and exceptional program management.
3 – Meets Expectations	Performs job responsibilities competently and reliably; duties are completed accurately and on time.
2 – Needs Improvement	Performance occasionally falls below expectations; improvement in organization, compliance, or program management is required.
1 – Unsatisfactory	Performance consistently fails to meet expectations; duties are incomplete, inaccurate, or noncompliant with program requirements.

Performance Areas

Performance Standard	1	2	3	4	Comments
Program Management – Oversees daily operation of the school nutrition program to ensure efficient meal service for students and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
USDA & Regulatory Compliance – Ensures compliance with federal and state regulations including USDA meal pattern requirements and Nebraska Department of Education nutrition program guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Menu Planning & Nutrition Standards – Develops menus that meet federal nutrition requirements and promote healthy food choices for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Creative Menu Development & Scratch Cooking – Demonstrates creativity in menu planning and incorporates scratch cooking when appropriate to improve food quality, control costs, and provide appealing meals for students.

Food Safety & Sanitation – Maintains safe food preparation practices and ensures compliance with health department and food safety standards.

Budget & Resource Management – Manages food service budgets, purchasing, and inventory responsibly to support program sustainability.

Staff Supervision & Training – Provides leadership, supervision, and training for nutrition services staff to ensure effective operations.

Communication & Customer Service – Communicates effectively with students, staff, administration, and parents while maintaining professionalism.

Organization & Reliability – Demonstrates strong organization, dependability, and ability to manage multiple operational responsibilities.

Overall Summary

Strengths:

Areas for Growth:

Goals for Next Evaluation Period:

Overall Performance Rating

- Exceeds Expectations
 - Meets Expectations
 - Needs Improvement
 - Unsatisfactory
-

Evaluator Signature: _____

Date: _____

Employee Signature: _____

Date: _____

(Signature indicates receipt of evaluation, not necessarily agreement.)

**Bayard Public Schools
Classified Staff Evaluation
Head of Transportation / Transportation Coordinator**

Employee: _____

Evaluator: _____

Evaluation Period: _____

Date: _____

Performance Rating Rubric

Score	Description
4 – Exceeds Expectations	Consistently performs duties above expectations; demonstrates initiative, leadership, and exceptional problem solving.
3 – Meets Expectations	Performs job responsibilities competently and reliably; duties are completed safely and on time.
2 – Needs Improvement	Performance occasionally falls below expectations; improvement in organization, safety oversight, or communication is required.
1 – Unsatisfactory	Performance consistently fails to meet expectations; duties are incomplete, unsafe, or unreliable.

Performance Areas

Performance Standard	1	2	3	4	Comments
Transportation Operations – Coordinates daily transportation services ensuring students are transported safely and efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Route Planning & Scheduling – Develops and maintains efficient bus routes and schedules while considering safety, time, and district needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Driver Supervision & Support – Provides guidance and support to bus drivers, monitors driver performance, and ensures required certifications are maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Vehicle Maintenance Oversight – Ensures buses and transportation vehicles receive regular inspections and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

preventative maintenance, including required safety inspections such as **80-day inspections**.

Basic Mechanical Skills – Demonstrates ability to perform routine mechanical duties such as basic repairs, preventative maintenance, and troubleshooting minor vehicle issues.

Fleet Condition & Equipment Care – Maintains transportation vehicles, equipment, and facilities in safe and operational condition through proper upkeep and maintenance practices.

Safety & Regulatory Compliance – Maintains compliance with Nebraska Department of Education transportation regulations and safety standards.

Record Keeping & Documentation – Maintains accurate transportation records including routes, maintenance logs, driver certifications, and inspection documentation.

Communication & Coordination – Communicates effectively with administration, drivers, parents, and staff regarding transportation needs and issues.

Organization & Reliability – Demonstrates dependability, organization, and ability to respond effectively to transportation challenges.

Overall Summary

Strengths:

Areas for Growth:

Goals for Next Evaluation Period:

Overall Performance Rating

- Exceeds Expectations
 - Meets Expectations
 - Needs Improvement
 - Unsatisfactory
-

Evaluator Signature: _____

Date: _____

Employee Signature: _____

Date: _____

(Signature indicates receipt of evaluation, not necessarily agreement.)



Bayard Pub School District 21
Quote Number Q-224375

15 E Midland Ave St 502
Paramus, NJ, 07652-2938

Candace Ehler
Principal
Bayard Pub School District 21
PO Box 607
Bayard, NE 69334-0607

Quote Creation Date: 2/26/2026
Quote Expiration Date: 9/30/2026

Bayard Pub School District 21 myWorld Interactive 4-12 (6-Years) 3
Price Quote Summary

Solution	Base Amount	Free Amount	Total
Magraders American Government	\$6,072.50	\$212.50	\$6,072.50
myWorld Interactive American History	\$8,921.50	\$647.00	\$8,921.50
myWorld Interactive K-5	\$2,954.50	\$257.50	\$2,954.50
myWorld Interactive World Geography	\$5,411.50	\$323.50	\$5,411.50
myWorld Interactive World History	\$5,411.50	\$323.50	\$5,411.50
US History	\$6,072.50	\$235.00	\$6,072.50
VIRTUAL HIGH SCHOOL SCHOOL STUDIES @2022 PROFESSIONAL LEARNING OFFERINGS	\$2,400.00	\$0.00	\$2,400.00
World History	\$6,072.50	\$235.00	\$6,072.50
Solution Subtotal:	\$43,316.50	\$2,234.00	\$43,316.50

Shipping and Handling: \$3,665.97

Total: \$46,982.47

Price Quote Detail

Magruder's American Government

American Government - Magruder's American Government Interactive ©2023

ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
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ISBN	Description	Price	Free Qty	Charged Qty	Free Amount	Total Charged
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9780328960279	MYWORLD INTERACTIVE GEOGRAPHY 2019 NATIONAL SURVEY TEACHER EDITION	\$301.00	1	0	\$301.00	\$0.00
9780328964598	MYWORLD INTERACTIVE GEOGRAPHY 2019 NATIONAL SURVEY JOURNAL ANSWER KEY	\$22.50	1	0	\$22.50	\$0.00
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Solution Subtotal:	\$2,234.00	\$43,316.50
Shipping and Handling:		\$3,665.97
Total:		\$46,982.47

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2006 Complaint Procedure

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to complaints unless the complaint is subject to a different procedure required by law, policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems at the lowest level of the chain of command. When those efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth in any specific policy addressing those areas or the procedures set forth below. Allegations of sex discrimination covered by Title IX will be addressed through the board's Title IX policy.

References to "coordinator" in this policy refer to the board-designated coordinator for the applicable area, such as the Section 504 Coordinator for allegations of disability-based discrimination.

Under this policy, factual conclusions will be based on a preponderance of the evidence.

Complaint and Appeal Process.

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant reasonably believes speaking directly to the person would subject complainant or complainant's student to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, coordinator, superintendent, or president of the board of education, as set forth below. Anyone with questions about the appropriate person to speak with may request clarification from the superintendent.
 - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.

- b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
 - c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
 - d) Complaints involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age may be submitted to the applicable coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.
3. When a complainant submits a complaint to an administrator or coordinator, the administrator or coordinator shall first determine whether another applicable procedure is required by policy or law and if so, direct the complaint to the appropriate person to follow that procedure. If not, the administrator or coordinator will promptly and thoroughly investigate the complaint, and shall:
- a) Determine whether the complainant has discussed the matter with the respondent.
 - 1) If the complainant has not, urge the complainant to discuss the matter directly with the respondent, if appropriate.
 - 2) If the complainant refuses to discuss the matter with the respondent, the administrator or coordinator shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.
 - b) Strongly encourage the complainant to reduce his or her concerns to writing.
 - c) Interview the complainant and, if necessary, the respondent against whom the complaint is filed, to determine:

- 1) All relevant details of the complaint;
 - 2) All witnesses and documents which the complainant believes support the complaint;
 - 3) The action or solution which the complainant seeks.
- d) Respond to the complainant. If the complaint involves discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the administrator or coordinator receives the complaint.
4. If either the complainant or the respondent is not satisfied with the decision, he or she may appeal the decision to the superintendent. The superintendent may assign a qualified designee to hear any appeal.
- a) The appeal must be in writing.
 - b) This appeal must be received by the superintendent no later than three (3) calendar days from the date of the decision.
 - c) For complaints addressed through other applicable procedures that do not include a separate investigatory process, the superintendent will investigate as he or she deems appropriate.
 - d) The superintendent will prepare a written decision and provide it to the complainant and any other person entitled by law to receive the appeal decision. For complaints involving discrimination or harassment, the superintendent shall submit the decision within 180 calendar days after the superintendent received complainant's written appeal. Appeals to the superintendent from complaints involving discrimination or harassment are final once the superintendent delivers the written decision, as are all other appeals/complaints to the superintendent unless the complaint can be appealed on the limited grounds to appeal to the board below.

5. The board's role is to set policy, establish and implement a budget, and evaluate the superintendent. The board does not manage the daily operations of the school district entrusted to its administration unless required by law or policy. Because of the board's statutory roles, it does not hear complaints or appeals that may involve oversight or discipline of students, staff, or others, unless those involve allegations against the superintendent as discussed below. The board does not hear complaints or appeals based on allegations of discrimination or harassment unless otherwise required by law. The board will hear appeals only in the following circumstances:
 - a) When the complaint is about a board policy, not implementation of the policy;
 - b) When the complaint involves the budget or school expenditures that have been or must be approved by the board; or
 - c) When the board is required by law, policy, or contract to hear a complaint or appeal.

If a complaint involves those limited grounds and a party is not satisfied with the superintendent's decision regarding the complaint or appeal, he or she may appeal the decision to the board.

- d) This appeal must be in writing.
- e) This appeal must be received by the board president no later than ten (10) calendar days from the date the superintendent communicated the decision to the complainant.
- f) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint or appeal. However, all matters involving discrimination or harassment allegations against the superintendent shall be promptly and thoroughly investigated by the board president or a designee.
- g) The board president will notify the complainant and any other person legally required to receive the decision in writing of the decision. If the complaint involves discrimination or harassment allegations against the Superintendent, the board president shall submit the

decision within 180 calendar days after receiving the written appeal.

- h) There is no appeal from any decision of the board unless authorized by law.
6. Formal complaints about the superintendent shall be filed with the president of the board. However, complaints about the superintendent do not include disagreement with the superintendent's decision on appeal based on a complaint of discrimination, harassment, or action of any other employee who is not the superintendent. Upon receipt of a complaint, the board president or his or her designee shall promptly and thoroughly investigate the complaint, and shall:
- a) Coordinate with school district staff, other than the superintendent, to determine if another procedure in policy or law requires the complaint against the superintendent to follow another procedure. If so, the board president will coordinate handling the complaint through that procedure. If another procedure applies, such as in the case of allegations of sex discrimination against the superintendent, the board president or, at his or her discretion, the full board will serve only to hear any appeal by a party to the complaint.
 - b) Determine whether the complainant has discussed the matter with the superintendent.
 - 1) If the complainant has not, the board president or designee will urge or require the complainant to discuss the matter directly with the superintendent, if appropriate or required.
 - 2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should or must be pursued further.
 - c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting by the full board.

- d) Respond to the complainant or appeal. If the complaint or appeal involves discrimination or harassment, the response shall be in writing and shall be submitted within 180 calendar days after the president received the complaint.
- e) Appoint or contract with other individuals qualified to assist the board through this process or any other applicable procedure used to address allegations against the superintendent.

No Retaliation. The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Special Rules Regarding Educational Services and Related Services to Students with Disabilities. Students with disabilities and their families have specific rights outlined in state and federal law, including administrative processes by which they may challenge the educational services being provided by the school district. Therefore, the appeal process contained in this policy may not be used to challenge decisions made by a student's individualized education plan (IEP) team or 504 team.

Complaints about the educational services provided a student with a disability, including but not limited to services provided to a student with an IEP, access to curricular and extracurricular activities, and educational placement must be submitted to the school district's Director of Special Education. The Director of Special Education will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of IDEA Parental Rights promulgated by the Nebraska Department of Education.

Complaints about the educational services provided a student with a disability pursuant to a Section 504 plan must be submitted to the school district's 504 Coordinator. The 504 Coordinator will address the complaint in a manner that he/she deems appropriate and will provide the complainant with a copy of the Notice of Section 504 Parental Rights adopted by the board of education.

Complaints about the educational services provided to a student who is suspected of having a disability must be submitted in writing to the school district's Director of Special Education or to the district's 504 Coordinator. The Director of Special Education or 504 Coordinator will either refer the student for possible verification as a student with a

disability or will provide prior written notice of the district's refusal to do so.

Bad Faith or Serial Filings. The purpose of the complaint procedure is to resolve complaints at the lowest level possible within the chain of command. Individuals who file complaints (a) without a good faith intention to attempt to resolve the issues raised; (b) for the purpose of adding administrative burden; (c) at a volume unreasonable to expect satisfactory resolution; or (d) for purposes inconsistent with the efficient operations of the district may be dismissed by the superintendent or board president without providing final resolution other than noting the dismissal. There is no appeal from dismissals made pursuant to this section.

Adopted on: _____

Revised on: _____

Reviewed on: _____

3016
Smoking and Related Products

Smoking, including the use of cigarettes, cigars, or other tobacco or tobacco derivative products; vapor products or electronic nicotine delivery systems; alternative nicotine products; or any other such look-alike or imitation product, is permitted by non-students on school property only in specifically designated areas.

Adopted on: _____

Revised on: _____

Reviewed on: _____

3035

Chain of Command – District Administration

The superintendent shall be in control of all school district operations except as provided by another policy or as otherwise provided by law. The following is the administrative chain of command working from the lowest level on the chain upward.

Student Discipline:	1. Classroom Teacher 2. Principal 3. Superintendent
Instruction or Curriculum:	1. Teacher 2. Principal/Curriculum Director 3. Superintendent
Transportation:	1. Bus Driver 2. Principal 3. Superintendent
Facilities, Grounds, or Maintenance:	1. Custodial staff 2. Head custodian 3. Principal 4. Superintendent
Policy or Handbook:	1. Principal 2. Superintendent
Athletics:	1. Coach 2. Athletic/Activities Director 3. Principal 4. Superintendent
Personnel:	1. Employee in question 2. Principal 3. Superintendent
All Other Matters	1. Building Principal 2. Superintendent

Absent extraordinary circumstances, each matter must be addressed at whatever level the initial action occurred. If the matter is not resolved, the individual may raise it with the next person on the chain of command. This

policy does not supersede any individual's right to contact Board members directly. However, whenever a matter is brought directly to the Board as a whole or to a Board member as an individual, it will be referred to the appropriate individual in the chain of command for study and resolution. The most effective means of initial communication is a personal conference, email, or telephone conversation. Email addresses and phone numbers can be found on the school district's website.

Adopted on: _____

Revised on: _____

Reviewed on: _____

3037 Petty Cash

The elementary school, middle school, high school, and school district office each shall have a petty cash fund for the purchase of materials, supplies, services, or other school-related goods and services in circumstances requiring immediate payment.

Fund Custodians. The amount of each fund will not exceed \$1,000. The individuals holding the following employment positions shall be the custodians of each petty cash fund and shall administer and be responsible for them:

Elementary School:	Administrative Assistant/Principal
High School:	Activity Director/Principal
District Office:	Administrative Assistant/Business Manager/Superintendent

Petty fund disbursements may only be made with the authorization of the petty cash fund custodian or the superintendent.

Documentation. All petty cash fund disbursements are to be supported by an itemized receipt or other sufficient evidence that documents the expenditure. The itemized receipt or supporting documentation shall include the name of the business, contact information, the date, a description of each item sufficient to give the board reasonable notice of the item purchased, and the price. Designated school personnel shall maintain the documentation for at least 10 years or as otherwise required by Schedule 24 – Local Agencies (General Records) maintained by the Nebraska Records Management Division. Employees shall maintain copies of any documentation submitted to the school district. Expenses will be assigned to the proper budget account.

Unauthorized Purchases. In no event shall the petty cash fund be used for personal purchases, purchases that are not school related, alcohol purchases, or purchases that are not allowed by law. Such unauthorized use shall result in discipline, up to and including the end of employment. Individuals who make unauthorized purchases shall reimburse the district for the expense within ten days of the purchase or the discovery of the unauthorized purchase, whichever occurs first.

Purchase Review Procedures. The superintendent, or his or her designee, and the school district treasurer shall conduct independent reviews of petty cash fund expenditures on a monthly basis. Any unlawful or

unauthorized expenditure or other discrepancy shall be brought to the attention of the offending employee, if any, and the board. The superintendent or his or her designee shall provide the board at each regular meeting with petty cash fund documentation that includes a description of each item sufficient to give the board reasonable notice of the items purchased. Any unlawful or unauthorized purchase shall be addressed as provided by board policy or as otherwise allowed by law.

Reconciliation and Closeout. Each petty cash fund will be reconciled by the school district treasurer and closed out at the end of the fiscal year (June 30th). The petty cash fund will be reestablished by the board of education at its July meeting or at such other meeting as determined by the board.

Adopted on: _____

Revised on: _____

Reviewed on: _____

3039

Threat Assessment and Response

The board of education is committed to providing a safe environment for members of the school community. Students, staff and patrons are urged to immediately report any statements or behavior that makes the observer fearful or uncomfortable about the safety of the school environment.

1. Definitions

- a. A **threat** is an expression of a willful intent to physically or sexually harm someone or to damage property in a way that indicates that an individual poses a danger to the safety of school staff, students or other members of the school community.
 - i. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means.
 - ii. A **transient threat** is an expression of anger or frustration that can be quickly or easily resolved.
 - iii. A **substantive threat** is an expression of serious intent to harm others which includes, but is not limited to, any threat which involves a detailed plan and means.
- b. A **threat assessment** is a fact-based process emphasizing an appraisal of observed (or reasonably-observable) behaviors to identify potentially dangerous or violent situations, to assess them and to manage/address them. Threat assessment is the process of identifying and responding to serious threats in a systematic, data-informed way.
 - i. The threat assessment process is distinct from student disciplinary procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension, expulsion or

emergency exclusion without complying with state law and board policy related governing those actions.

- ii. The threat assessment process is distinct from specialized instruction which a student with a disability may receive from the school district. The school district will not change a student's educational placement as that term is used in the Individuals with Disabilities in Education Act *solely* as part of a threat assessment.

2. Obligation to Report Threatening Statements or Behaviors.

All staff and students must report **substantive threats** to a member of the administration immediately and comply with any other mandatory reporting obligations. Staff and students who are unsure whether a threat is substantive or transient should report the situation. Staff and students must make such report regardless of the nature of the relationship between the individual who initiated the threat or threatening behavior and the person(s) who were threatened or who were the focus of the threatening behavior. Staff and students must also make such reports regardless of where or when the threat was made or the threatening behavior occurred.

THREATS OR ASSAULTS WHICH REQUIRE IMMEDIATE INTERVENTION SHOULD BE REPORTED TO THE POLICE AT 911.

3. Threat Assessment Team

The threat assessment team (team) shall consist of superintendent of schools, building principal(s), guidance counselor and local law enforcement and members of the school safety team. Not every team member needs to participate in every threat assessment. If the threat has been made by or is directed towards, a student with a disability, the threat assessment team must include a staff member who is knowledgeable about special education services or Section 504 of the Rehabilitation Act, as appropriate. Neither the student nor their student's family members are part of the threat assessment team.

The team is responsible for investigating all reported threats to school safety, evaluating the significance of each threat, and devising an appropriate response. The threat assessment team shall work closely with the crisis team in planning for crisis situations. The threat assessment team shall be familiar with mental health resources available to students, staff and patrons and shall collaborate with local mental health service providers as appropriate.

4. Threat Assessment Investigation and Response

When a threat is reported, the school administrator shall initiate an initial inquiry/triage and, in consultation with members of the threat assessment team, make a determination of the seriousness of the threat as expeditiously as possible. The school administrator must contact law enforcement if the administrator believes that an individual poses a clear and immediate threat of serious violence.

If there is no reasonably apparent imminent threat present or once such an imminent threat is contained, the threat assessment team will meet to evaluate and respond to the threatening behavior. The team may, but is not required to, review the following types of information:

- Review of the threatening behavior and/or communication;
- Interviews with the individuals involved including students, staff members, and family members as necessary and/or appropriate;
- Review of school and other records for any prior history or interventions with the students involved;
- Any other investigatory methods that the team determines to be reasonable and useful.

At the conclusion of the investigation, the team will determine what, if any, response to the threat is appropriate. The team is authorized to disclose the results of its investigation to law enforcement and to the target(s) of any threatened acts. The team may refer the individual of concern to the appropriate school administrator for consequences under the school's student discipline policy or, if appropriate, report the results of its investigation to the student's individualized education plan team.

Regardless of threat assessment activities, disciplinary action and referral to law enforcement will occur consistent with board policy and Nebraska law.

5. Communication with the Public about Reported Threats

The team will keep members of the school community appropriately informed about substantive threats and about the team’s response to those threats. This communication may include oral announcements, written communication sent home with students, or communication through print or broadcast media. However, the team will not reveal the identity of the individual of concern or of any target(s) of threatened violence unless permitted by law.

6. Coordination with the Crisis Team After Resolution of Threat

The threat assessment team will confer with the district’s crisis team after a threat has been investigated to provide the crisis team with information that the crisis team may use in assessing or revising the district’s All-Hazard School Safety Plan.

Adopted on: _____

Revised on: _____

Reviewed on: _____

3041

Crisis Team Duties

The crisis team is responsible for planning for the safety and security of the school, staff, and students. The teams will respond to and manage any safety or security incident that occurs in the school setting or which has the potential to disrupt the orderly operation of the school system.

1. Membership on and Chair of Team

The superintendent will appoint members to serve on the crisis team.

If the superintendent does not serve on the crisis team personally, he/she shall appoint an individual to serve as the chair of the crisis team. The chair of the crisis team shall have the responsibility of scheduling crisis team meetings, documenting crisis team actions and reporting to the board at least annually on the district's All-Hazard School Safety Plan and other activities of the crisis team.

2. Meetings of the Crisis Team

The crisis team will meet at least twice annually with representatives from local law enforcement and local fire and rescue personnel. At these meetings, the team will coordinate with local agencies to prepare for and communicate about a variety of real world scenarios.

The crisis team will meet at such additional times as necessary to fulfill the duties given to it pursuant to this policy.

3. School Self-Assessment

The crisis team shall conduct the self-assessment created by the Nebraska Department of Education as part of its School Safety and Security Standards. This assessment shall be conducted for each school building. The team shall report the results of this self-assessment to the superintendent and to the board of education.

Either the superintendent or the chair of the safety committee will also report the results of the self-assessment to the Nebraska Department of Education.

4. All-Hazard School Safety Plan

The crisis team will create an All-Hazard School Safety Plan. The plan must be customized to the needs of each of the school district's buildings. The plan must include all of the components required by the School Safety and Security Standards adopted by the Nebraska Department of Education, and shall meet at least the minimum indicators set by those Standards.

The crisis team shall share a copy of the district's All-Hazard School Safety Plan with local authorities and first responders.

The chair of the crisis team shall provide a copy of the district's All-Hazard School Safety Plan to the NDE Security Assessor at least one-week prior to the assessor's scheduled visit to the district.

5. Standard Response Protocol (SRP)

Crisis team shall be knowledgeable about the Standard Response Protocol promoted by the "I love u guys" Foundation.

The crisis team will coordinate with members of the administrative team to arrange for all students, employees and other individuals who routinely use the district's facilities to receive SRP training and guidance.

The crisis team will assess the need for SRP to be implemented at off campus locations where students may be present for school activities.

The crisis team will confer with individuals knowledgeable about students, staff or patrons who may have special needs in order for those individuals to be able to understand and implement the SRP.

6. Consultation With Building Principals

The crisis team shall confer with the principal of each building within the district to ensure that visible signage is present in each building which meets the needs of local emergency responders

The crisis team will review the utility of non-required drills in light of the needs and unique circumstances present within each building within the district. Non-required drills recommended by NDE include lock-down, lock out, evacuation, shelter and reunification process. The

crisis team will consult with building principals to review both required and non-required drills.

7. Consultation with Threat Assessment Team

The crisis team will consult with members of the threat assessment team to determine if the district’s All-Hazard School Safety Plan has been appropriately implemented and if it should be modified or updated.

8. Review of Training

The crisis team shall review the training which the school system provides for specified employees in required areas to comply with local, state, and federal regulations.

The crisis team shall also review any non-required training which could be provided to appropriate staff to increase the safety and security of the school district and its students, staff and patrons. If the team believes such non-required training would be beneficial, it shall recommend to the superintendent that the training be provided to the identified staff member at district expense.

9. Communication with School Community and Stakeholders

The crisis team will work continuously to improve communication with the school community and relevant stakeholders. This communication shall include, but not be limited to, the communication strategies and protocols identified in the district’s All-Hazard School Safety Plan.

10. Communication with the Board of Education

The crisis team will report to the board at least annually on its activities. This report may be included as part of the superintendent’s report at a regular board meeting.

Adopted on: _____
Revised on: _____
Reviewed on: _____

3046 Animals at Schools

Animals are not allowed in school district buildings or on school district property without the written permission of the building principal/superintendent or his or her designee, except as provided in this policy or as otherwise required by law.

I. USE OF ANIMALS FOR INSTRUCTIONAL PURPOSES

Animals that support a district program or curriculum or that are used for instructional purposes are allowed in school district buildings or on school district property with the written permission of the superintendent or building principal.

II. SERVICE ANIMALS

The school district does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. An individual with a disability is permitted to be accompanied by his/her service animal on school property when required by law, subject to the conditions of this policy.

Service Animal. A "service animal" is a dog that has been individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Work or tasks **do not** include the crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship. The work or tasks performed by a service animal must be directly related to the handler's disability or necessary to mitigate a disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this definition. **See also**, Miniature Horses below.

School District Inquiries. School officials **may** ask the owner or handler of an animal whether the animal is required because of a disability and what work or task the animal has been trained to do **unless** the answers to these inquiries are readily apparent. School officials **may not** ask about the nature or extent of a person's disability and may not require documentary proof of certification or licensing as a service animal.

Procedural Requirements. The following requirements must be satisfied **before** a service animal will be allowed in school buildings or on school grounds:

Request. A person who wants to be accompanied by his/her service animal must submit a written request form to a principal or superintendent. The request form is attached to this policy. These requests must be renewed each school year or whenever a different service animal will be used. When a request to be accompanied by a service animal is submitted by, or on behalf of, a student who has an Individualized Education Program (IEP) and/or a Section 504 Plan, then the request shall be promptly referred to the student's respective IEP Team and/or 504 Team for its consideration and/or input.

Health and Vaccination. The owner or handler must have proof of current licensure from the local licensing authority including proof of the service animal's current vaccinations and immunizations required by law.

Service animals will not be allowed in school buildings or other school property until the school has approved the request.

Control. A service animal must be under the control of its handler at all times. The service animal must have a harness, backpack, vest identifying the dog as a trained service dog, leash, or other tether. If the handler is unable to use a harness, backpack, vest, leash, or other tether, because of a disability or the use of a harness, backpack, vest, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, the use of these items is not required. However, the service animal must be otherwise under the handler's control.

Exclusion or Removal from School. A service animal may be excluded from school property and buildings if a school administrator determines that:

- (1) A handler does not have control of the service animal;
- (2) The service animal is not housebroken;
- (3) The service animal presents a direct and immediate threat to others in the school; or
- (4) The animal's presence fundamentally alters the nature of the service, program, or activity.

The handler or the student's parent or guardian shall be required to remove the service animal from school premises immediately upon such a determination. If the service animal is removed, the individual with a disability shall be provided with the opportunity to participate in the service, program, or activity without the service animal.

Allergic Reactions. If any student or school employee assigned to a classroom or mode of transportation in which a service animal is permitted suffers an allergic reaction to the service animal, the person having custody and control of the animal will be required to remove the animal to a different location designated by an administrator. The school will arrange a meeting between school personnel, the individual with the disability, and the parents or guardian(s) of the person with the disability if that person is a student to develop an alternate plan.

Supervision and Care of Service Animals. The owner or handler of a service animal is solely responsible for the supervision and care of the animal, including any feeding, exercising, and clean up while the animal is in a school building or on school property. The student's parent or guardian is responsible for providing for the supervision and the care of the animal in the event that his or her student is not able to do so. The school district is not responsible for providing any care, supervision, or assistance for a service animal.

Extra Charges. The owner or handler of a service animal will not be required to pay an admission fee or a charge for the animal to attend events for which a fee is charged.

Damage to School Property and Injuries. The owner or handler of a service animal is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the animal.

Miniature Horses. Requests to permit the use of a miniature horse by an individual with a disability will be addressed on a case-by-case basis by considering the following factors:

- (1) The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- (2) Whether the handler has sufficient control of the miniature horse;
- (3) Whether the miniature horse is housebroken; and
- (4) Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

All additional requirements outlined in this policy, which apply to service animals, shall apply to miniature horses.

Service Animal in Training. This policy shall also be applicable to service animals in training that are accompanied by a bona fide trainer.

Denial of Access and Grievance. If a school official denies a request for access of a service animal, the disabled individual or parent or guardian can file a written grievance with the school’s Section 504 Coordinator.

II. THERAPY ANIMALS

A “therapy animal” is an animal that has been individually trained and certified to work with its owner to provide emotional support, well-being, comfort, or companionship. Therapy animals are not “service animals” as that term is used in the Americans with Disabilities Act.

Therapy animals will not be allowed on school grounds or school property except as otherwise required by law.

Adopted on: _____

Revised on: _____

Reviewed on: _____

3047 Data Breach Response

I. Preparation

A data breach is an instance in which personal information as defined by state law or personally identifiable information as defined by federal law is released or accessed in an unauthorized manner. The district will implement and maintain reasonable security procedures and practices that are appropriate to the nature and sensitivity of the personal information handled by the district. In order to ensure compliance with state and federal law; in the event of a breach the following preparatory steps shall be taken.

A. Data Governance

The superintendent, or their designee, will create an annually updated data directory that will include:

1. Computing devices purchased by the district,
2. Software that is installed on district devices,
3. Approved vendors/contractors that have access to personal information or personally identifiable information,
4. Staff members with access to district devices,
5. Staff members with active usernames and passwords for any district software.

B. New Devices and Software

Any new software or device that is used in a district building for district purposes will be submitted to the superintendent or their designee for inclusion in the directory.

II. Incident Response Plan

A. Assessment and Investigation

1. If the District becomes aware of a data breach it will make every reasonable effort to remedy the cause of the breach as soon as possible.

2. The District will contact its cyber or relevant data breach insurance provider in the event of a suspected breach.
3. The District will conduct a good faith, reasonable, and prompt investigation to determine the likelihood that personal information has been or will be used for an unauthorized purpose.
4. This investigation will include, but not be limited to, an assessment of what software, hardware, and physical documents were accessed; which District personnel had access to the compromised data; and what specific data was compromised.

B. Notification of Affected Individuals

1. If the investigation determines that the use of information about a Nebraska resident for an unauthorized purpose has occurred or is reasonably likely to occur, the district shall give notice to the affected Nebraska resident.
2. Notice shall be made as soon as possible and without unreasonable delay, consistent with the legitimate needs of law enforcement and consistent with any measures necessary to determine the scope of the breach and to restore the reasonable integrity of the computerized data system.

C. Notification of Law Enforcement and Outside Organizations

1. Should notice of the breach be required to any individual, notice of the breach will be simultaneously sent to the Nebraska Attorney General's office.
2. The Superintendent will determine if the Family Policy Compliance Office will be notified of the breach.
3. The Superintendent will determine if the Privacy Technical Assistance Center will be notified of the breach.

Adopted on: _____

Revised on: _____

Reviewed on: _____

3048 Communicable Disease

The school district strives to provide a safe environment for both students and staff while safeguarding the rights of all students and employees, including those with communicable diseases.

Communicable Diseases. Communicable diseases are defined by the Nebraska Department of Health and Human Services in Title 173 Nebraska Administrative Code Chapter 1 and include but are not limited to: HIV/AIDS, Hepatitis (A, B, and E), Measles, Mumps, and Tuberculosis.

School Attendance and Participation in School Sponsored Activities.

A student who has been diagnosed with a communicable disease shall be provided with educational services in accordance with state law and board policy. Generally, individuals with a communicable disease will be restricted only to the extent necessary to prevent the transmission of the disease, to protect their health and rights of privacy, and to protect the health and safety of others. The decision regarding a student's education program and placement shall be made on an individual basis in light of current medical and educational information and recommendations. These will be determined by the superintendent, the student's Section 504 or Individualized Education Program (IEP) team, or the district's Crisis Team. In addition, participation in Nebraska School Athletic Association (NSAA) events will be subject to its rules and procedures, if any.

Infection and Exposure Control Procedures/Universal Precautions.

The district will monitor the information available through the Federal Centers for Disease Control, the Nebraska Department of Health and Human Services, the Occupational Safety and Health Administration, and PPHD Panhandle Public Health District. This policy and any procedures, universal precautions, or exposure control plan will be modified, if appropriate, based upon the best new medical information provided by the above sources.

The superintendent will take appropriate measures if there is an epidemic or outbreak of a communicable disease which may include, but is not limited to, the emergency exclusion or alternative placement of students or the closure of a school building or the entire school district.

Confidentiality. The existence of an individual's communicable disease shall be treated as confidential and will be limited to school staff on a "need-to-know" basis. If it is necessary to inform a person of another's condition (due to exposure, for instance), the person will be notified of the confidentiality of that disclosure. In addition, any communication about a

student's communicable disease shall be consistent with that student's IEP or Section 504 Plan, if any.

Staff Training. Staff will receive training regarding communicable diseases and the requirements of this policy and any adopted procedures as part of the training received under the Workplace Injury Prevention and Safety Committee policy.

Reporting. School staff who learn that an individual has a communicable disease will report it to the proper authority as required by Title 173 Nebraska Administrative Code Chapter 1

Adopted on: _____

Revised on: _____

Reviewed on: _____

3049

Drones and Unmanned Aircraft

Drones, Unmanned Aircraft Systems, and any other such vehicles (“drones”), which are not operated for purposes of district programs or activities, may not be operated on or above district property without the prior written permission of the superintendent or designee. Any authorized use of drones must comply with all state and federal regulations governing the operation of drones, including FAA regulations.

Drones owned by the district or operated on or above district property with permission must be operated:

1. In compliance with this policy and all other district policies;
2. Only outside the school building(s) in the area authorized or designated by the superintendent or designee;
3. Under the direct supervision of an individual fully trained and skilled in the system’s operation;
4. By an individual with the requisite skill and training to safely operate the drone; and
5. Consistent with any other limitations imposed by the superintendent or designee.

Any monitoring or recording of picture, video, or audio by a drone must have the prior written permission of the superintendent or designee and comply with all board policies governing recordings, data, and records.

Any unauthorized use of a drone is strictly prohibited. Devices used in a manner that does not comply with this policy or applicable state and federal law may be confiscated and the operator may be subject to discipline, civil liability, or criminal liability.

Adopted on: _____

Revised on: _____

Reviewed on: _____

3050 Technology in the Classroom

I. In General

The district desires to use technology in a way that aides in the education of students. New devices and applications offer a number of helpful tools that can improve the student experience and increase learning. Many of these devices and applications also create concerns about student privacy. It is the goal of the district to embrace the helpful elements of technological advancement while remaining mindful of potential student privacy issues.

II. Devices

A. Non-district issued electronic devices may be provided by teachers for use in their classroom, so long as the use of such devices is supervised by a staff member and subject to the conditions set forth below.

Teachers who wish to bring a device into the classroom should inform the principal before deploying the device. The building principal may at his or her discretion prohibit the use of such devices or otherwise limit their use. The building principal may at any time direct that a teacher discontinue use of a given device.

1. Smart speakers such as Google Home, Amazon Echo, Apple HomePod, and similar devices may be approved for use in the classroom. The device must be registered to an account linked to the classroom teacher's school email address. The district will not maintain any records created by use of the smart speaker device. Any record of use will be considered non-record communications pursuant to Nebraska's Records Management Act, and not be maintained by the district.
2. All other electronic devices that connect to the internet that a staff member wishes to use for the education of students should be disclosed to the administration prior to use.

B. Assistive technology may be used in district classrooms. Any assistive technology, such as an AngelSense device, that actively

or passively create or transmit audio or video recordings must have that function disabled while the student uses the device in a district classroom unless required by law. No assistive technology devices will be permitted to record or transmit the classroom activity of other students unless required by law.

- C. Any classroom recordings made by a staff member will be made pursuant to district policy.

III. Applications

- A. School as Agent. The school will serve as an agent for parents/guardians in the collection of information within the school context. The school's use of student information is solely for education purposes.

- B. District Applications. The district uses various software applications to record, track, and store student data. Each application selected by the district is in compliance with federal and state law, to the best of the administration's knowledge. Should the district become aware that an application used by the district has suffered a data breach, or been found to be out of compliance with federal or state law, the district will investigate the scope of the violations and notify students, parents, and staff in accordance with district policy.

- C. Staff-Selected Applications.

1. Staff are permitted to select applications for use in the classroom.
2. Staff must perform basic due diligence to ensure that the application is safe for students and serves a pedagogical purpose. Staff must notify their supervising administrator of the application they plan to use as part of their lesson plan prior to their use in the classroom. The district may at any time direct that a teacher discontinue use of a given application. The district will provide training on the relevant student privacy laws to staff members who are selecting and deploying applications in the classroom.

Adopted on: _____

Revised on: _____

Reviewed on: _____

3051 Opioid Overdose Prevention and Response

The district will maintain an opioid antagonist in its schools, specifically naloxone, otherwise known by its brand name Narcan. Pursuant to Nebraska law and the Naloxone Standing Order issued by the Nebraska DHHS, Division of Public Health, the board will permit school nurses, trained school staff, or other individuals qualified by law to administer naloxone to any person at school or a school event displaying symptoms of an opioid overdose.

This policy shall not create a duty on the part of the school district and/or its personnel to administer naloxone. School representatives will not administer naloxone under the following circumstances:

- a. Naloxone is not available during the overdose emergency;
- b. There is no individual available who is qualified to administer naloxone; or
- c. School representatives are uncertain as to whether an opioid overdose is occurring.

Nothing in this policy is intended to regulate, restrict or otherwise deter a law enforcement officer, emergency medical technician, volunteer fire fighter, licensed medical professional or other authorized individual from administering his/her own supply of naloxone when responding in good faith to a suspected drug overdose occurring on school district property or at a school-sponsored event.

Procurement and Storage. The superintendent, in consultation with the school's nursing staff, will make the necessary arrangements to obtain naloxone. The naloxone will be stored in the high school AED box outside of the new gym doors. The superintendent, in consultation with the school's nursing staff, will reorder naloxone.

Naloxone that is nearing its expiration date will be replaced. The school nurse shall maintain a log of naloxone supplies consistent with the district's practices for logging other medications.

Training. Licensed health care professionals and school resource officers employed on the high school and middle school levels shall all complete an annual approved naloxone training prior to carrying and/or administering naloxone. Other school staff members may be trained as determined by the administration. Once trained, staff

members shall review the DHHS standing order and applicable naloxone administration protocols as needed.

Recordkeeping and Reporting. Any individual who administers naloxone on behalf of the school district will promptly notify the building principal and superintendent of the facts and circumstances surrounding the drug overdose incident. The administration of naloxone to any student will be documented in his/her cumulative health record. The administration of naloxone to any staff member will be documented in his/her personnel file.

Adopted on: _____

Revised on: _____

Reviewed on: _____

3053 Nondiscrimination

The School District does not discriminate on the basis of prohibited factors in employment and educational programs/activities. The School District affirmatively strives to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, or national origin

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40

The Equal Pay Act of 1963 as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions

The Pregnant Workers Fairness Act (PWFA) – requires covered employers to provide reasonable accommodations to qualified employee’s or applicant’s known limitations related to, affected by, or arising out of pregnancy, childbirth, or related medical conditions.

The Uniformed Services Employment and Reemployment Rights Act (USERRA) – provides job protections and reemployment rights to military reservists and National Guard members called to active duty

The Boy Scouts of America Equal Access Act which prohibits discrimination against groups that wish to access district facilities

The Nebraska Fair Employment Practice Act (FEPA) – prohibits employment discrimination on the basis of race, color, national origin, religion, sex (including pregnancy), disability, marital status, and retaliation

Nebraska Age Discrimination in Employment Act (Age Act) – prohibits employment discrimination on the basis of age for those individuals who are over 40 years of age

The Equal Pay Act of Nebraska – prohibits discriminatory wage practices based on sex

The Nebraska Equal Opportunity in Education Act – prohibits discrimination on the basis of sex (including pregnancy) by any educational institution

Veterans Preference Law (NEB. REV. STAT §§ 48-225 to 48-231) - stipulates categorical preferences for employment for military veterans and for the spouses of disabled veterans

Additional School Board policies prohibit harassment and/or discrimination against students, employees, or patrons on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, age, pregnancy, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

Any person who believes she or he has been discriminated against, denied a benefit, or excluded from participation in any district education program or activity may file a complaint using the district's complaint procedures.

Inquiries regarding compliance with any of the laws referred to in this policy may be directed to the superintendent or to the district's Title IX and/or Section 504/ADA Coordinator.

Adopted on: _____
Revised on: _____
Reviewed on: _____

3054
Law Enforcement Unit

The board is committed to providing a safe environment conducive to learning for members of the school community. In furtherance of this commitment, the board designates Bayard Police Department, and/or the Morrill County Sheriff's Department, and/or Nebraska State Patrol to act as the district's Law Enforcement Unit.

Authority of the Law Enforcement Unit. The law enforcement unit is officially authorized to:

- Enforce any local, State, or Federal law, or refer to appropriate authorities a matter for enforcement of any local, State, or Federal law against; *and*
- Maintain the physical security and safety of the district

In maintaining the physical security and safety of the district, the law enforcement unit may employ surveillance or other safety or security equipment in compliance with state and federal law. The law enforcement unit is responsible for the maintenance and security of any such equipment.

Records of the Law Enforcement Unit. All records created and maintained by the law enforcement unit for a law enforcement purpose are considered law enforcement unit records. This would include any records produced by surveillance or other safety or security equipment employed by the law enforcement unit to maintain the physical security and safety of the district.

Law enforcement unit records must be maintained by the law enforcement unit until the unit determines the records may be destroyed. The law enforcement unit is responsible for maintaining law enforcement unit records separate and apart from the student records maintained by the district pursuant to the board's policy regarding student records.

Law enforcement unit records may only be disclosed with the authorization of the Superintendent or his/her designee. Only copies of law enforcement unit records may be disclosed, and the original must be retained by the law enforcement unit and will continue to be considered a law enforcement unit record.

Adopted on: _____
Revised on: _____
Reviewed on: _____

3055 School Resource Officers

The school district must have in effect a memorandum of understanding (MOU) with any law enforcement agency or any security agency prior to using the services of a school resource officer (SRO) or security guard. The MOU shall comply with all state law requirements.

Employer. The SRO or security guard are employees of the law enforcement agency or security agency.

Required Training. Each SRO and security guard and at least one administrator in each elementary or secondary school where an SRO or security guard is assigned must attend a minimum of twenty hours of training focused on school-based law enforcement, including, but not limited to, coursework focused on school law, student rights, understanding special needs students and students with disabilities, conflict de-escalation techniques, ethics for school resource officers and security guards, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, and preventing violence in school settings.

Prosecution Referral Records. The district must create and maintain records on each student referral for prosecution from an SRO in response to an incident occurring at school, on school grounds, or at a school-sponsored event. The records must allow for analysis of related data and must include the reason for the referral and the federally identified demographic characteristics of each student.

Parent or Guardian Notification. School officials are not required to notify a parent or guardian or give them an opportunity to be present if the student is subjected to questioning or interrogation by a school official. School officials will notify a parent or guardian or give them an opportunity to be present if the student is subjected to questioning or interrogation by an SRO or security guard operating in conjunction with a school official as provided in the school's separate policy regarding investigations, arrests, and other student contact by law enforcement, Health and Human Services, or other child welfare agencies.

Rights Advisement. School officials will not advise students of any constitutional rights before student questioning or interrogation. The advisement, if any, shall be made by the SRO or security guard as provided by their agencies' policies and procedures.

Referral to Law Enforcement for Prosecution. The school district's student discipline policy is the school policy required by state law that addresses the student conduct or actions that will be referred to law enforcement for prosecution and the type of student conduct or actions that will be resolved as a disciplinary matter by a school official and not referred to law enforcement.

Restraint and Seclusion. The school district's restraint and seclusion policy applies to the use of restraint and seclusion on students by school district employees. SROs and security guards that are not employees of the school district are not governed by the school district's restraint and seclusion policy. Instead, they will be governed by the restraint and seclusion policies, practices, and procedures implemented by their employers.

Filing and Posting the MOU. The superintendent shall provide a copy of any initial MOU entered into under this policy to the Nebraska Department of Education (Department) or post a copy on the school district's website within three months of its adoption. The superintendent shall thereafter file any changes to the MOU with the Department or post it on the school district's website no later than January 1st of each year.

Complaint Process. Any student or parent who wishes to express a concern or file a complaint about an SRO or security guard and the practices of the SRO or security guard must follow the school district's complaint procedure.

Adopted on: _____

Revised on: _____

Reviewed on: _____

3056 Guest Speakers

The school board recognizes that guest speakers with demonstrated expertise in areas of interest to the school district and its students may enrich the students' educational experiences. The school district has adopted this policy to ensure that the messages provided by outside speakers do not conflict with school district policies, the fundamental values of a public school education, or the legal limitations placed on public school districts. Individuals who wish to invite a guest speaker must follow the procedures outlined below.

Classroom or School-Sponsored Activity Guest Speakers. Teachers or activity sponsors who desire to invite a guest speaker to address his or her class or activity members must:

1. Research the guest speaker, have a clear understanding of the guest speaker's purpose and message, and determine that the speaker's message complies with the school district's policies and fundamental values.
2. Complete a Guest Speaker Request Form and submit it to the building principal at least five days prior to the proposed appearance.
3. Notify the main office of name, time, and date of the guest speaker's appearance (if the request is approved).
4. Notify parents of the name, time, date, and topic and summary of the presentation at least three days before the presentation (if the request is approved).
5. Require the guest speaker to submit a copy of any visual or written materials to the employee at least 24 hours prior to any presentation. The employee shall submit the materials to the principal upon receipt.
6. Prepare students in advance for the experience.
7. Inform the guest speaker that students or employees may ask challenging questions or offer differing viewpoints.
8. Terminate the presentation if the speaker fails to limit his or her remarks to the subject on which he or she has been invited to speak.
9. Remain with the speaker and students to facilitate and monitor the discussion.

10. Provide appropriate follow-up activities and education.

Assembly Speakers. Employees who desire to invite a guest speaker to address staff or students at an assembly must follow the identical procedures outlined above. In addition, the employee must submit the Guest Speaker Request Form to the superintendent at least 30 days prior to the proposed appearance and the speaker submitted materials upon receipt.

Request Consideration. The administrator(s) must research the guest speaker and determine that the speaker's message complies with the school district's policies and fundamental values. If it does not comply, the administrator will reject the request. If it does comply, the administrator shall then consider the following factors when approving or denying the request:

1. The guest speaker's ability to appropriately and adequately address the topic with the students based upon the speaker's education, training, expertise, or other qualifications.
2. The materials submitted by the guest speaker.
3. The educational value to students of the presentation.
4. The relevance of the presentation to the class, activity, or school's educational mission.
5. Whether the topic of the presentation is appropriate for the students' ages and level of maturity.
6. Whether the speaker has a history of providing factual information in a fair and balanced manner or if he or she has previously advocated for a particular position or espoused personal opinion, bias, or partisanship.
7. Whether the speaker's proposed presentation is consistent with the fundamental values of a public school education and/or encourages the fundamental values, habits, or manners of civility.
8. Whether the speaker's proposed presentation will satisfy the Nebraska Department of Education's accreditation, curriculum, or standards requirements or recommendations.

The administrator shall notify the employee of his or her decision.

Controversial Issues. If the employee or administrator determine that the guest speaker's topic or presentation is partisan or controversial but will

still be of benefit to the students, (1) the employee and administrator will work with the guest speaker to develop a plan that will allow the issue to be presented in an objective and unbiased manner and/or (2) the employee and administrator will develop a plan that will allow opposing viewpoints to be presented. The employee will notify students and their parents at least 10 days in advance of the nature of the presentation. If a student does not wish to attend a controversial presentation, the employee will either excuse the student from attending or provide an alternative assignment.

Other Requirements. The inviting employee or appropriate administrator may interrupt or stop the presentation if it violates this or any other school policy.

Adopted on: _____

Revised on: _____

Reviewed on: _____

3057
Title IX Policy

As required by Title IX of the Education Amendments of 1972, it is the policy of the district that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any of the district's programs or activities, or in regards to admission or employment. Any person may report sex discrimination, including sexual harassment. This report must be made by any means to the district's Title IX Coordinator whose contact information can be found on the district's website and in the district's student and staff handbooks. Any other inquiries regarding the application of this policy should be referred to the Title IX Coordinator.

Adopted on: _____

Revised on: _____

Reviewed on: _____

3058

Naming School Facilities and Property

The purpose of this policy is to establish the criteria and procedures for naming and renaming school district facilities or property.

Authority. The board shall have the authority to name all school district facilities or property. The board reserves the right to refuse to name any facility or piece of property and to make name changes at any time.

Definition. "Facilities or property" means any physical structure owned by the school, including any new, existing, or leased building; a wing of a building; any room; or other significant features or portion thereof such as a fountain, monument, plaza, garden, landscaped area, street, running course, running track, playing field, practice field, playing court, practice court, bench, memorial, or stage.

Committee or Administrative Review. Prior to formal naming action by the board, the matter may be referred to the superintendent or a school committee for consideration, review, and recommendation to the board.

Naming Criteria. The district may name facilities or property after the community, subdivision, or street on which the school is located; the geographic location of the school; or any significant landmark. The district may name facilities or property for an individual, family, or entity meeting at least one of the following criteria:

1. A faculty member, staff member, board member, alumni, volunteer, or other community member who has made an outstanding contribution to education, humanity, or community; or have displayed outstanding leadership; or be a person of historical significance; and who has been deceased for at least five years;
2. Financial donors who make a significant financial contribution to the school generally or to a specific school activity or program; and
3. Financial donors who make a significant financial contribution toward the construction of a new facility/property or facility/property renovation.

The district will not grant a naming right without the informed consent of the named party or his/her/its authorized representative.

Due Diligence Review. The board or its designee shall conduct a due diligence review of any proposed facility or property name to consider whether it is and will continue to be a positive and appropriate reflection on

the school, whether the name conforms with the purpose and mission of the school, and whether there are any conflict of interest issues. The board or its designee shall also consult with district legal counsel to ensure that any proposed name complies with applicable policies, laws, and regulations and to determine if any proposed name would have an adverse impact on existing or future tax-exempt bond issues.

Renaming Facilities. Once established, the name of school district facilities or property generally shall not be changed absent compelling reason to do so as determined by the board. Compelling reasons include, but are not limited to, the person or entity or any of its officers, agents, or employees committing any act or doing anything which might tend to bring the person or entity or any of its officers, agents, or employees into public disrepute, contempt, scandal, or ridicule, or which might tend to reflect unfavorably on the district or if the continued use of the name is contrary to the educational mission of the district. The named party may, without refund of any consideration paid or provided, terminate his/her/its acceptance of the naming rights prior to the scheduled termination date upon request to and approval of the board. If the request is granted, the named party shall be solely responsible for all costs of removal of the names.

Current Facilities or Property. Facility and property names that exist at the time this policy is adopted shall remain in effect, subject to future renaming consistent with this policy.

Adopted on: _____

Revised on: _____

Reviewed on: _____

3059 Audio and Video Recording

Students, staff, parents/guardians, and patrons should assume that any class or activity in the school may be recorded by the school district for legitimate educational purposes. There is no reasonable expectation of privacy within classrooms, common areas of the school building or on school grounds outside of the building. Recordings permitted pursuant to this policy may only be used for authorized purposes and may not be republished without additional, written consent from a school administrator. For purposes of this policy "recording" includes still photographs, video, audio, and other similar data captured in any medium.

Secret Recordings. No person is permitted to make surreptitious recordings on school grounds unless authorized by the superintendent.

Recordings Made by The District. The district may use cameras or other devices for purposes of making security, safety, or other recordings when such recordings are deemed necessary or appropriate by an authorized representative of the district. The district will not maintain recordings unless the recording is purposefully copied and saved. Any recording not copied and maintained separately may only be accessible by the authorized representative for a limited time. Recordings made by the district may be destroyed by an authorized representative at any time unless retention is required by law.

Recordings Made by Parents/Guardians and Patrons. Parents/guardians and patrons may make recordings of school activities in a non-disruptive manner including things like athletic contests and school board meetings to the extent permitted by law unless otherwise lawfully restricted by the administration. Parents/guardians or patrons may not make recordings if they are volunteering or visiting school during the school day without permission of the administration or supervising staff member and subject to this policy, such as recording their child's classroom activities or recess. Parents may not record meetings with administrators or staff, including meetings related to a student's IEP or 504 plan. Violation of this policy will result in immediate termination of any meeting that is being recorded and may be grounds for exclusion from school property, loss of volunteer privileges, or other restrictions deemed appropriate by the administration.

Recordings Made by Staff. Staff members may make recordings of

classroom instruction, student behavior or performance, and school activities without prior administrative approval only for legitimate educational purposes. Staff members may not make secret recordings while on duty, even if those recordings do not violate state or federal criminal or privacy laws. Staff members who violate this provision may be subject to consequences up to termination for classified staff and cancellation of contract for certificated staff.

Recordings Made by Students. This policy applies to students during the school day on school grounds; when being transported to and from school activities or programs in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or by his or her designee; or at a school-sponsored activity or athletic event. Students may make recordings of school activities in a non-disruptive manner including things like athletic contests and other extracurricular performances to the extent permitted by law. Students generally are not permitted to record classroom instruction or members of the school community during the school day without the express consent of a staff member or as required by the student’s education plan. Student use of assistive technology that has the capacity to record and/or transmit recordings (*e.g.*, AngelSense) must be approved by the student’s education team or administration. Students remain subject to all other district policies and rules. In no event shall recordings be taken or made in restrooms, locker rooms, or other areas where there is a reasonable expectation of privacy.

Adopted on: _____
Revised on: _____
Reviewed on: _____

4002 Drug Free Workplace

It is vitally important to have a healthy workforce that is free from the effects of illegal drugs. The use or possession of unlawful drugs in the workplace has a very detrimental effect upon safety and morale of the affected employee, coworkers, and the public at large; and on productivity and the quality of work.

Federal law requires this school district, as a recipient of federal funds, to maintain a drug-free workplace. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in the district's workplace is prohibited. The term "workplace" includes every location where district employees may be found during their working hours or while they are on duty, regardless of whether the location is within the geographic boundaries of the district. Any employee who violates this policy will be disciplined with measures up to and including discharge. The district may, in its sole discretion, require or allow an employee who violates this policy to participate in and satisfactorily complete a drug abuse assistance or rehabilitation program.

The district shall provide every current employee with a copy of this policy, and shall provide each newly hired employee with a copy upon hiring. Every employee shall be required to signify receipt of a copy of the policy in writing. All district employees must abide by this policy, including those who are not directly engaged in the performance of work pursuant to a federal grant.

An employee must notify his/her supervisor of any conviction of a criminal drug statute for a violation occurring in the workplace within five days. The failure to report such a conviction will be grounds for dismissal. If the employee convicted of such an offense is engaged in the performance of work pursuant to the provisions of a federal grant, the district shall notify the grant agency within 10 days of receiving notice of a conviction from the affected employee or of receiving actual notice of such a conviction.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4003 Drug Policy Regarding Drivers

Policy Statement. Drivers for the school district must be free from drug and alcohol abuse, and the use of illegal drugs or improper use of alcohol is prohibited. The overall goal of drug and alcohol testing is to ensure a drug-free and alcohol-free transportation environment, and to reduce accidents, injuries and fatalities.

Designated Contact. The school district has designated the superintendent of schools as the individual any driver may contact with questions about this policy or the school district's drug testing program and procedures for drivers. This individual further maintains and will provide drivers informational materials concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or a controlled substances problem (the driver's or a co-worker's); and available methods of intervening when an alcohol or controlled substances problem is suspected, including confrontation, referral to any employee assistance program and/or referral to management.

The superintendent may be contacted at Bayard High School 308-586-1325.

Covered Drivers. Any person who operates a commercial motor vehicle on behalf of the school district is covered by this policy and the school district's drug testing program and procedures for drivers. All covered drivers must provide the school district a signed statement certifying that he or she has received a copy of this policy and related materials.

Covered Workday. A driver is required to comply with this policy and the terms of the school district's drug testing program and procedures for drivers at all times they are assigned, or may be assigned, to perform safety-sensitive functions. This includes all time from the time a driver begins to work or is required to be in readiness to work until the time he/she is relieved from work and all responsibility for performing work. Safety-sensitive functions include: (1) all time at a school district facility or property, contractor facility or property, or on any public property, waiting to be dispatched, unless the driver has been relieved from duty by the school district; (2) all time inspecting equipment as required by state or federal law or regulation and any and all other time inspecting, servicing, or conditioning any commercial motor vehicle; (3) all time spent at the driving controls of a commercial motor vehicle in operation; (4) all time, other than driving time, in or upon any commercial motor vehicle; (5) all time loading or unloading a vehicle, supervising, or assisting in the loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the

vehicle, or in giving or receiving receipts for shipments loaded or unloaded; and (6) all time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

Prohibited Conduct. No driver shall: (1) report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater; (2) use alcohol while performing safety-sensitive functions; (3) perform safety-sensitive functions within four hours after using alcohol; or (4) refuse to submit to a pre-employment controlled substance, a post-accident alcohol or controlled substance test, a random alcohol or controlled substances test, a reasonable suspicion alcohol or controlled substance test, a return-to-duty alcohol or controlled substances test, or a follow-up alcohol or controlled substance test required under state or federal law or this policy. No driver required to take a post-accident alcohol test shall use alcohol for eight hours following the accident, or until he/she undergoes a post-accident alcohol test, whichever occurs first.

No driver shall: (1) report for duty or remain on duty requiring the performance of safety sensitive functions when the driver uses any drug or substance identified in 31 CFR 1308.11 Schedule 1; (2) report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any non-Schedule I drug or substance that is identified in the other Schedules in 21 CFR part 1308 except when the use is pursuant to the instructions of a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that the substance will not adversely affect the driver's ability to safely operate a commercial motor vehicle; or (3) report for duty, remain on duty or perform a safety-sensitive function, if the driver tests positive or has adulterated or substituted a test specimen for controlled substances.

Types of Testing. Pursuant to regulations promulgated by the Department of Transportation (DOT), the district has implemented four types of testing: (1) pre-employment testing, (2) reasonable cause testing, (3) post-accident testing and (4) random testing.

Refusal to Submit to Testing. A driver shall not refuse to submit to testing. A driver will be considered to have refused to submit to testing if the driver fails to provide a sample or specimen necessary for testing upon a lawful request, consistent with the required testing protocols. The refusal to submit to the testing used by the district will be grounds for refusal to hire driver applicants and to terminate the employment of existing drivers.

Consequences for Violations. Any driver who becomes unqualified on the basis of violation of the terms of this policy will be subject to disciplinary action which may include termination of the driver's employment, and shall include the immediate removal from safety-sensitive functions in compliance with federal law. No driver tested pursuant to this policy and the school district's drug testing program and procedures who is found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform or continue to perform safety-sensitive functions until the start of the driver's next regularly scheduled duty period, but not less than 24 hours following administration of the test.

Return to Duty Process. A driver who has violated this policy or the school district drug testing program and procedures cannot again perform any safety-sensitive functions until and unless the employee completes the return-to-duty process, including the substance-abuse professional's (SAP) evaluation, referral, and recommended education or treatment. The school district will provide employees the relevant contact information for available and acceptable SAPs as necessary, but the school district is not required under the law to provide a SAP evaluation or any subsequent recommended education or treatment for a driver. Any driver completing the return-to-duty process must complete a return-to-duty test and test negatively.

Disqualification. Any applicant who tests positive for the presence of the following drugs is medically unqualified to drive and will not be considered for the position of driver: (1) marijuana, (2) cocaine, (3) opiates, (4) amphetamines, or (5) phencyclidine (PCP). Any district driver who tests positive shall be medically unqualified and removed from service immediately.

Pre-employment Testing. All applicants for employment must submit to drug and alcohol tests as a condition of being considered for employment.

Reasonable Cause Testing. The district shall have reasonable cause to require a driver to submit to drug testing when a driver manifests physical or physiological symptoms or reactions commonly attributed to the use of controlled substances or alcohol.

Post-Accident Testing. A driver who has been involved in a reportable accident must submit to drug and alcohol testing as soon as possible. A reportable accident includes any accident in which there is a fatality, a person is injured and must be treated away from the accident site, the driver receives a citation for a moving violation, or a vehicle is towed from the

scene. The driver must notify the district immediately regarding any reportable accident.

Serious Injury to the Driver. If a driver is so seriously injured that he or she cannot submit to testing at or immediately after the time of the accident, the driver must provide the necessary authorization for the district to obtain hospital reports or other documents that would indicate whether there were controlled substances or alcohol in the driver's system.

Random Testing. All drivers will be subject to unannounced random testing for drugs and alcohol. The district or its agents will periodically select drivers at random for testing. A district official will notify a driver when his or her name has been selected and will instruct the driver to report immediately for testing. By its very nature, random selection may result in one driver being tested more than once in a 12-month period, while another driver may not be selected at all during the same 12 months.

Frequency of Random Testing. Under DOT regulations, the district must test at least 50 percent of its average number of driver positions for drugs and 25 percent of its average number of driver positions for alcohol each year. The tests must be unannounced and spread evenly throughout the year. DOT regulations also require that every driver selected at random must have his or her name placed back in the random pool for the next selection period.

Testing Procedure. All urine and blood specimens collected under the policy will be submitted to an approved laboratory for testing. Specimens that initially test positive for drugs will be subjected to a subsequent confirmation test before being reported by the laboratory as positive. All such specimens collected and submitted will be maintained securely to safeguard the validity of the test results and maintain the integrity of the testing process while ensuring the results are attributed to the correct driver.

Medical Review Officer. All laboratory test results will be reported by the laboratory to a medical review officer (MRO) designated by the district. Negative test results will be reported as such by the MRO to the district. Before reporting a positive test result to the district, the MRO will attempt to contact the driver to discuss the test result. If the MRO is unable to contact the driver directly, the MRO will contact a district official designated in advance by the district, who shall in turn contact the driver and direct the driver to contact the MRO. Upon being so directed, the driver shall contact the MRO immediately or, if after the MRO's business hours and the MRO is unavailable, at the start of the MRO's next business day. If required by DOT regulations, personal information collected and maintained pursuant to this

policy shall be reported to the Clearinghouse by the MRO in the event of: (1) a verified positive, adulterated, or substituted drug test result; (2) an alcohol confirmation test with a concentration of 0.04 or higher; (3) a refusal to submit to any test required by this policy and the school district's drug testing program and procedures; (4) an employer's report of actual knowledge that a driver has used alcohol or controlled substances based on the employer's direct observation of the employee, information provided by the driver's previous employer(s), a traffic citation for driving a CMV while under the influence of alcohol or controlled substances or an employee's admission of alcohol or controlled substance use; (5) on duty alcohol use as prohibited above; (6) pre-duty alcohol use as prohibited above; (7) alcohol use following an accident as prohibited above; (8) controlled substance use as prohibited above; (9) a substance abuse professional report of the successful completion of the return-to-duty process; (10) a negative return-to-duty test; and (11) an employer's report of completion of follow-up testing.

Confidentiality. Pursuant to DOT regulations, individual test results for applicants and drivers will be released to the district and will be kept confidential unless the tested individual consents to their release or release is required by law (such as the release of information to the Clearinghouse.) Any person who has submitted to drug testing in compliance with this policy is entitled to receive the results of such testing upon timely written request.

Retesting. An individual who tested positive for the presence of drugs may request that the original sample be retested. The request for a retest must be submitted in writing on a form provided by the district within 3 working days of the district's notification to the individual that he or she has a positive test result. The individual making the request must pay all costs associated with the retest and transfer of the sample to another laboratory before the retest will be performed.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4004 Employment of Relatives, Domestic Partners and Significant Others

It is in the school district's best interest to hire the best qualified candidate for employment. However, the district must use sound judgment in hiring and placing employees who are closely related, reside together as domestic partners, or are involved in close relationships for the following reasons: avoiding conflict of interest and the appearance of a conflict of interest; avoiding favoritism and the appearance of favoritism; promoting collegiality among employees; minimizing lost productivity; easing the task of managing employees; avoiding friction and conflict when marriages or relationships break down; and avoiding claims of sexual harassment.

For the purposes of this policy, the term "relative" refers to a spouse, child, parent, sibling, grandparent, grandchild, aunt, uncle, first cousin, or corresponding in-law or "step" relation. "Domestic partner" refers to individuals who reside in the same household and are involved in a relationship, who may hold themselves out to the public as marital partners, but who are not legally married. "Significant others" refers to individuals who are dating or engaged to be married but may or may not reside together. This policy applies to all categories of employment including regular, temporary, and part-time classifications.

Generally, an employee's relative, domestic partner, or significant other should not be hired to work in the same department as the employee or in any other position in which the district believes a conflict or the appearance of a conflict may exist. Relatives, domestic partners, and significant others are permitted to work at the district provided one does not report directly to, supervise, or manage the other. The superintendent and/or board may make exceptions to this general rule.

Employees in a supervisory-subordinate relationship or employed in the same department who marry, become domestic partners, or become significant others while employed will be treated in accordance with these guidelines, and one of the employees will be transferred at the earliest practicable time. The transfer will be voluntary when possible. When a voluntary transfer is not possible, the superintendent will make the decision based upon the importance of each job, the needs of the district, and the availability of candidates to fill either position. The district shall endeavor to place the transferred employee

in a position which is similar in terms of pay and benefits. The superintendent and/or board may make exceptions to this general rule.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4005

Communication Between the Board and District Employees

Employees have the same right to communicate with the board about matters of public concern as other patrons of the district. Regarding employment-related issues, employees must follow the applicable board policies and/or contractual procedures regarding the administrative chain of command, complaints, grievances and other applicable processes.

When appropriate, the superintendent shall inform employees of official board policies, directives, actions and concerns.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4006
Workers' Compensation Insurance

The school district shall provide workers' compensation insurance for the protection of the district and its employees, and such other insurance as the board deems appropriate or has agreed to provide pursuant to a contract or collective bargaining agreement.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4007
Personnel Records

The district shall maintain a personnel file regarding each employee. All materials in a personnel file, except for employment references and information that was gathered in the process of assessing an applicant for hiring, shall be available to the employee for review within a reasonable period of time of the employee's request. Employees (or individuals to whom employees have given written authorization) may inspect the contents of their personnel files only in the presence of an administrator or a person designated by the administration.

An employee may respond to any document(s) in his or her personnel file by submitting a written response to the person responsible for keeping the file, who shall attach the response to file copies of the disputed document.

No person other than school officials engaged in their professional duties shall be granted access to employees' personnel files, and the contents of such files shall not be divulged in any manner to any unauthorized person. An attorney acting on behalf of the board of education or administration is deemed to be a school official.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4008
Outside Employment

1. An employee's responsibilities to the district take precedence over personal responsibilities during school hours. Employees may not engage in other employment business activity during assigned duty hours.
2. Tutoring
 - a. Teachers are expected to assist students who are having learning problems as part of the teachers' employment. Such assistance is expected both in the classroom and at other times during the school day.
 - b. A teacher shall not solicit a student or parent to retain the teacher as a tutor and shall not act as a tutor for pay or other remuneration for any student who is then enrolled in any class taught by that teacher.
 - c. In all other cases during the school year, a teacher may act as a tutor for pay or other remuneration upon prior approval of the building principal and superintendent or designee.
3. Employees shall attend to personal matters outside their assigned duty hours with the district whenever possible.
4. Employees may conduct business on behalf of the district during assigned duty hours, but at times that do not disrupt or interfere with teaching responsibilities or student activities.
5. Employees shall not misrepresent, either expressly or by implication, that any activity, solicitation, or other endeavor is sponsored, sanctioned, or endorsed by the district.
6. In any written or verbal presentation by an employee that might be perceived as being sanctioned, sponsored, or endorsed by the district, other than district-related instruction or presentation to district students or personnel, the employee shall communicate to the audience or recipients that the views expressed are those of the employee and not necessarily those of the district or board.

7. Sale of goods or services by employees.
 - a. Employees shall not sell, solicit or promote the sale of goods or services to students.
 - b. Employees shall not sell, solicit or promote the sale of goods or services to parents of students when the employee's relationship with the district is used to influence any sale or may be reasonably perceived by parents as attempting to influence any sale.
 - c. Employees with supervisory or managerial responsibilities shall not sell, solicit or promote the sale of goods or services to employees over whom they have such responsibilities in any manner that could reasonably be perceived as coercive by the subordinate employee(s).
 - d. Employees shall not use employee, student, or parent directories in connection with the solicitation, sale, or promotion of goods or services and shall not provide any such directory to any person or entity for any purpose without the prior knowledge or approval of the building principal.
8. No school board member, administrator, teacher, or other employee shall use the personnel, facilities, resources, equipment, property, or funds of the district for personal financial gain or business activities.
9. All written or artistic works, instructional materials, inventions, procedures, ideas, innovations, systems, programs, or other work product created or developed by any employee in the course and scope of performance of his or her employment duties on behalf of the district, whether published or not, shall be the exclusive property of the district; and the district has the sole right to sell, license, assign, or transfer any and all right, title, or interest in and to such property.
10. Staff may not exploit their professional relationships for personal gain.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4009
Restrictions on Employees Receiving Gratuities

An employee who, because of his or her employment by the school district, receives any bonus merchandise or gift with a value over \$50.00 must disclose the receipt of such gift to the superintendent, who will then report that gift to the board. The superintendent, at his or her discretion, may require that the gift become the property of the district. No certificated staff member may accept any gift which will impair the professional judgment of the recipient.

Employees are directed to discourage merchants from offering bonus paraphernalia in exchange for the school's patronage.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4010
Inclement Weather

Unless the superintendent directs otherwise, staff shall not be required to report when school is canceled due to inclement weather.

If school is canceled during the day because of inclement weather, classified and certified personnel may be released after students have been excused and safely on their way home. Classified and certified personnel who miss work due to inclement weather when school is in session will not be paid for time missed or will be charged an applicable leave day.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4011
Employee Leave Under the Family and Medical Leave Act
(FMLA)

The school district shall provide leave to its employees in accordance with the Family and Medical Leave Act ("FMLA"). The terms used herein shall have the meaning ascribed to them under the FMLA. Employees may also qualify for leave under the Nebraska Family Military Leave Act, which is covered under the district's policy for that law. If an employee qualifies for leave under both the Family and Medical Leave Act and the Nebraska Military Leave Act, any leave taken by the employee will count concurrently toward the leave limits of both acts.

I. Qualifying for Leave

A. Qualified Employees

1. To be eligible for *unpaid* leave under this policy, an employee must:
 - a. Make the request for leave at a time when the school district employs 50 or more workers;
 - b. Have been working for the school district for at least 12 months prior to the request; and
 - c. Have worked a minimum of 1,250 hours during the 12-month period immediately preceding the commencement of the leave.
2. The applicable 12-month period for computing an employee's entitlement to FMLA leave shall be "rolling" 12-month period measured backward from the date an employee uses any FMLA leave.
3. Employees ineligible for FMLA leave for any reason may be eligible for leave under the Nebraska Family Military Leave Act and should consult policy 4011.1.

B. Qualified Circumstances Necessitating Leave

1. The school district will grant an eligible employee up to a total of 12 workweeks of **unpaid** leave under the following conditions:
 - a. For birth of a son or daughter, and to care for the newborn child;
 - b. For placement of a son or daughter with the employee for adoption or foster care;
 - c. To care for the employee's spouse, son, daughter, or parent with a serious health condition;
 - d. Because of a serious health condition that makes the employee unable to perform the functions of his or her job; or
 - e. Because of any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a Military Member on Covered Active Duty (or has been notified of an impending call or order to Covered Active Duty) in National Guard, Reserves, and/or Regular Armed Forces in support of a contingency operation

2. The school district will grant an eligible employee who is the spouse, son, daughter, parent or next of kin of a Covered Servicemember a total of 26 workweeks of **unpaid** leave during a 12-month period to care for the service member as permitted under the FMLA. The leave described in this paragraph shall only be available during a single 12-month period.

For purposes of this provision and this policy, "Covered Servicemember" includes both Military

Members and covered Veterans, so long as the covered Veteran 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.

3. During the single 12-month period described in paragraph I(B)(2), an eligible employee shall be entitled to a combined total of 26 workweeks of leave under paragraphs I(B)(1) and I(B)(2). Nothing in this paragraph shall limit the availability of leave under paragraph I(B)(1) during any other 12-month period.

C. Limitations on Leave

1. Leave for birth or placement for adoption or foster care must conclude within 12 months of the birth or placement.
2. In any case in which a husband and wife both employed by the school district are entitled to FMLA leave:
 - a. The aggregate number of workweeks of FMLA leave to which both are entitled is limited to 12 during any 12-month period if such leave is taken (i) because of the birth of a son or daughter of the employee and in order to care for such son or daughter; (ii) because of the placement of a son or daughter with the employee for adoption or foster care; or (iii) to care for a sick parent who has a serious health condition; and
 - b. The aggregate number of workweeks of FMLA leave to which both that husband and wife are entitled is limited to 26 during the single 12-month period in which leave is taken to care for a Covered Servicemember and the husband and wife employees are both

either the son, daughter, parent, or next of kin of such Covered Servicemember, if the leave is taken for this reason or a combination of this reason and one of the three reasons described in paragraph I(C)(2)(a). If the leave taken by the husband and wife includes leave described in paragraph I(C)(2)(a), the limitation in paragraph I(C)(2)(a) shall apply to the leave described in I(C)(2)(a).

D. Qualifying Notice and Certification

Employees seeking to use FMLA leave will be required to provide:

1. 30-day advance notice when the need to take the leave is foreseeable; provided, if (a) the leave is for needed treatment which is required to begin in less than thirty days or (b) the leave is for the reason set forth in paragraph I(B)(1)(e), the employee shall provide such notice to the school district as is reasonable and practical;
2. Medical certification supporting the need for leave due to a Serious Health Condition affecting the employee or family member or to care for a Military Member, and/or due to a Serious Injury or Illness to care for a Veteran;
3. Second or third medical opinions and periodic re-certifications (at the school district's expense);
4. Certification supporting the need for leave because of a qualifying exigency arising out of the fact that the employee's spouse, son, daughter or parent is a Military Member on Covered Active Duty (or has been notified of an impending call or order to Covered Active Duty) in the National Guard, Reserves, and/or

Regular Armed Forces in support of a contingency operation;

5. Certification supporting the need for leave to care for 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; and
6. Periodic reports during leave, at a frequency reasonably requested by the superintendent, regarding the employee's status and intent to return to work.

E. Scheduling Leave

When leave is needed to care for a family member, for the employee's own illness, or to care for a Covered Servicemember, and such leave is foreseeable based on planned medical treatment, the employee must attempt to schedule treatment so as not to unduly disrupt the school district's operations.

II. Relationship with District During Leave

A. Leave to Be Unpaid

All leave provided to employees under the provisions of the FMLA and this policy shall be unpaid leave.

B. Substitution of Paid Leave

1. The school district requires employees to substitute any accrued paid vacation leave, paid personal leave, paid family leave, paid medical leave or paid sick leave for FMLA leave. However, nothing in this policy shall require the school district to provide paid sick or medical leave in any situation in which the

school district would not normally provide such paid leave.

2. If an employee uses paid leave under circumstances which do not qualify as FMLA leave, the leave will not count against the number of workweeks of FMLA leave to which the employee is entitled.
3. Any paid leave which is substituted for FMLA leave will be subtracted from the number of workweeks of unpaid leave provided by the FMLA and this policy.

C. Group Health Plan Benefits

1. The school district will continue group health plan benefits on the same basis as coverage would have been provided if the employee had been continuously employed during the FMLA leave period.
2. Any share of health plan premiums which have been paid by the employee prior to FMLA leave must continue to be paid by the employee during the FMLA leave period.

D. Intermittent or Reduced-Schedule Leave

1. Leave may be taken under this policy intermittently or on a reduced-leave schedule under certain circumstances.
 - a. When leave is taken because of a birth or because of a placement of a child for adoption or foster care, an eligible employee may take leave intermittently or on a reduced-leave schedule only with the agreement of the school district. In such a case, the superintendent shall have the authority to approve or disapprove such intermittent or reduced leave schedule, in the superintendent's sole discretion.

- b. When leave is taken to care for a sick family member, for an employee's own serious health condition, or to care for a covered Veteran or Military Member, an eligible employee may take leave intermittently or on a reduced-leave schedule when medically necessary.
- c. When leave is taken by an eligible employee because of any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a Military Member on Covered Active Duty (or has been notified of an impending call or order to Covered Active Duty) in National Guard, Reserves, and/or Regular Armed Forces in support of a contingency operation, the employee may take leave intermittently or on a reduced-leave schedule.
- d. When leave is taken by an eligible employee to care for a Covered Servicemember, including 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
- e. Intermittent or reduced leave shall not result in a reduction in the employee's total amount of leave beyond the amount of leave actually taken.
- f. When an instructional employee seeks to take intermittent leave in connection with a family or personal illness (e.g. physical therapy or periodic care for a sick relative) or to care for a covered Veteran

or Military Member, and when such leave would constitute at least 20 percent of the total number of working days in the period during which the leave would extend, the school district may require the employee to elect to take leave in a block, instead of intermittently, for the entire period or to transfer to an available alternative position within the school system that is equivalent in pay, for which the employee is qualified, and which better accommodates the intermittent leave.

2. If an eligible employee requests intermittent leave or leave on a reduced-leave schedule that is foreseeable based on planned medical treatment, including during a period of recovery from a serious health condition, the school district may require the employee to transfer temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position. Such alternative position must have equivalent pay and benefits as the employee's permanent position.
3. Leave taken on an intermittent or reduced-schedule basis will be tracked hourly.

III. Return from Leave

A. Restoration to Position

1. On return from FMLA leave, an employee is entitled to be returned to the same position the employee held when leave commenced, or to an equivalent position with equivalent benefits, pay, and other terms and conditions of employment.
2. Any leave taken under this policy will not result in the loss of any employment benefits accrued

prior to the date on which the leave commenced.

3. An eligible employee is not entitled to accrual of any seniority or employment benefits during any period of leave, or any right, benefit, or position of employment other than to which the employee would have been entitled had the employee not taken leave.

B. Denial of Restoration

1. The school district reserves the right to deny restoration to any eligible employee who is a "key employee" (that is an employee who is salaried and among the highest paid 10% of the employees of the school district) if such denial is necessary to prevent substantial and grievous economic injury to the operations of the school district.
2. If the school district intends to deny restoration to such an employee, it will:
 - a. notify the employee of his/her status as a "key employee" in response to the employee's notice of intent to take FMLA leave;
 - b. notify the employee as soon as the school district decides it will deny job restoration and explain the reasons for this decision;
 - c. offer the employee a reasonable opportunity to return to work from FMLA leave after giving this notice; and
 - d. make a final determination as to whether reinstatement will be denied at the end of the leave period if the employee then requests restoration.

C. Failure to Return from Leave

If an employee fails to return from FMLA leave after the period of leave to which the employee is entitled has expired, the employee shall reimburse the district for any premiums the employer paid for maintaining health insurance coverage for the employee during the employee's FMLA leave unless the reason the employee does not return is due to: (1) the continuation, recurrence, or onset of the serious health condition which entitled the employee to FMLA leave and the employee provides the district with sufficient certification from the proper health care provider of such continuation, recurrence, or onset of the serious health condition or (2) other circumstances beyond the employee's control.

IV. Notice to Employees

- A. The school district will post in conspicuous places where employees are employed notices explaining the FMLA and providing information concerning the procedures for filing complaints of FMLA violations with the U.S. Wage and Hour Division.

- B. To the extent that any provision in this policy is in any manner inconsistent with the provisions of the Act or the regulations promulgated thereunder, the Act and regulations shall prevail over the provisions of this policy. The school district reserves the right to modify this policy from time to time in its sole discretion.

- C. Employees may direct any questions or concerns regarding FMLA leave to the superintendent.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4011.1

Employee Leave Under the Nebraska Family Military Leave Act

The school district shall provide leave to its employees in accordance with the Nebraska Family Military Leave Act (NFMLA). The terms used herein shall have the meaning ascribed to them under the NFMLA. Employees may also qualify for leave under the Family and Medical Leave Act (FMLA), which is detailed in the district's FMLA policy. If an employee qualifies for leave under both the FMLA and NFMLA, any leave taken by the employee will count concurrently toward the leave limits of both.

I. Qualifying for Leave

A. Qualified Employees

To be eligible for unpaid leave under the NFMLA, an employee must:

1. Have been working for the school district for at least 12 months prior to the request; and
2. Have worked a minimum of 1,250 hours during the 12-month period immediately preceding the commencement of the leave.

B. Qualified Circumstances for Requesting Leave

The school district will grant a qualified employee up to a total of 30 days of unpaid leave if:

1. The employee is the spouse or parent of a person called to military service lasting 179 days or longer with the state or United States pursuant to orders of the Governor or the President of the United States and;
2. The leave is scheduled to be taken during the time federal or state deployment orders are in effect.

C. Qualifying Notice and Certification

Employees seeking to use the NFMLA will be required to provide:

- a. A consultation with the District to schedule leave so as not to unduly disrupt the operations of the school.
- b. Certification from the proper military authority to verify the employee's eligibility for the family military leave requested.
- c. 14-day advance notice of the intended date upon which the leave will begin, if leave will consist of five or more work days.
- d. As much advance notice as possible of the intended date upon which the leave will commence, if leave will consist of less than five work days.

II. Relationship with District During Leave

A. Leave to Be Unpaid

All leave provided to employees under the provisions of the NFMLA and this policy shall be unpaid leave.

B. Benefits

1. Taking leave under the NFMLA shall not result in the loss of any employee benefit accrued before the date on which the leave commenced.
2. Any employee who takes leave under the NFMLA will be permitted to continue their benefits at their own expense.
3. Payment for benefits must be made to the district in advance of the date on which they are due. For example, if health insurance premiums are paid to the carrier by the district on the 1st of the month, the employee taking leave under the NFMLA must

provide the full cost of the premium to the district prior to that date. Failure to provide the full costs for all benefits the employee wishes to continue in advance of their due date may result in cancellation of benefits as permitted by law.

III. Return from Leave

A. Restoration to Position

1. Any employee who exercises the right to leave under the NFMLA shall be restored by the district to the position held by the employee when the leave commenced or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment.
2. This section does not apply if the district proves that the employee was not restored because of conditions unrelated to the employee's exercise of rights under the NFMLA.

B. Failure to Return

If an employee fails to return after the period of leave to which the employee is entitled has expired, and no additional qualifications for leave exist, the employee will be subject to the district's policies governing unexcused absences up to and including termination of employment.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4012 Staff Internet and Computer Use

Internet access is an important tool for communicating, keeping up-to-date with current developments in education, and for conducting research to enhance management, teaching and learning skills. The following procedures and guidelines are intended to ensure appropriate use of the Internet at the school by the district's faculty and staff. Staff should also refer to the district's policy on Staff and District Social Media Use.

I. Staff Expectations in Use of the Internet

A. Acceptable Use While on Duty or on School Property

1. Staff shall be restricted to use the Internet to conduct research for instructional purposes.
2. Staff may use the Internet for school-related e-mail communication with fellow educators, students, parents, and patrons.
3. Staff may use the Internet in any other way which serves a legitimate educational purpose and that is consistent with district policy and good professional judgment.
4. Teachers should integrate the use of electronic resources into the classroom. As the quality and integrity of content on the Internet is not guaranteed, teachers must examine the source of the information and provide guidance to students on evaluating the quality of information they may encounter on the Internet.

B. Unacceptable Use While on Duty or on School Property

1. Staff shall not access obscene or pornographic material.
2. Staff shall not engage in any illegal activities on school computers, including the downloading and reproduction of copyrighted materials.

3. Staff shall not use school computers or district internet access to use peer-to-peer sharing systems such as BitTorrent, or participate in any activity which interferes with the staff member's ability to perform their assigned duties.
4. The only political advocacy allowed by staff on school computers or district internet access is that which is permitted by the Political Accountability and Disclosure Act and complies with district policy.
5. Staff shall not share their passwords with anyone, including students, volunteers or fellow employees.

II. School Affiliated Websites

Staff must obtain the permission of the administration prior to creating or publishing any school-affiliated web page which represents itself to be school-related, or which could be reasonably understood to be school-related. This includes any website which identifies the school district by name or which uses the school's mascot name or image.

Staff must provide administrators with the username and password for all school-affiliated web pages and must only publish content appropriate for the school setting. Staff must also comply with all board policies in their school-affiliated websites and must comply with the board's policy on professional boundaries between staff and students at all times and in all contexts.

Publication of student work or personality-identifiable student information on the Internet may violate the Federal Education Records Privacy Act. Staff must obtain the consent of their building principal or the superintendent prior to posting any student-related information on the Internet.

III. Enforcement

A. Methods of Enforcement

The district owns the computer system and monitors e-mail and Internet communications, Internet usage, and patterns of Internet usage. Staff members have no right of privacy in any

electronic communications or files, which are stored or accessed on or using school property and these are subject to search and inspection at any time.

1. The district uses a technology protection measure that blocks access to some sites that are not in accordance with the district's policy. Standard use of the Internet utilizes a proxy server-based filter that screens for non-curriculum related pages.
2. Due to the nature of technology, the filter may sometimes block pages that are appropriate for staff research. The system administrator may override the technology protection measures that blocks or filters Internet access for staff access to a site with legitimate educational value that is wrongly blocked.
3. The district will monitor staff use of the Internet by monitoring Internet use history to ensure enforcement of this policy.

B. Any violation of school policy and rules may result in that staff member facing:

1. Discharge from employment or such other discipline as the administration and/or the board deem appropriate;
2. The filing of a complaint with the Commissioner of Education alleging unprofessional conduct by a certified staff member;
3. When appropriate, the involvement of law enforcement agencies in investigating and prosecuting wrongdoing.

IV. Off-Duty Personal Use

School employees may use the internet, school computers, and other school technology while not on duty for personal use as long as such use is (1) consistent with other district policies, (2) consistent with the provisions of Title 92, Nebraska Administrative Code, Chapter 27 (Nebraska Department of Education "Rule 27"), and (3) is reported as compensation in accordance with the Internal Revenue Code of 1986,

as amended, and taxes, if any, are paid. All of the provisions of Rule 27 will apply to non-certificated staff for the purposes of this policy. In addition, employees may not use the school's internet, computers, or other technology to access obscene or pornographic material, sext, or engage in any illegal activities.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4013 Grievance Procedure

Definition of Grievance. A grievance is an allegation by an employee or group of employees that there has been a violation of a provision of the negotiated agreement or a policy of the board of education.

Procedural Steps. The procedure for handling grievances is as set forth below.

Step 1 - Oral Notice to Principal. The grievant shall initiate the grievance by presenting it to his or her principal or immediate supervisor within seven (7) days from the date that the grievant knew or should have known of the incident giving rise to the grievance.

Step 2 - Written Grievance to the Principal. If the grievance is not resolved to the satisfaction of the grievant within five (5) days of the meeting with the principal, the grievant representative may present the grievance in writing to the principal.

The principal shall schedule a meeting within three (3) days of receipt of the written grievance to discuss the elements of the grievance. The principal shall submit his or her determination in writing to the grievant within five (5) days of the meeting.

Step 3 - Written Appeal to the Superintendent of Schools. If the determination of the principal is not satisfactory to the grievant, the grievant may appeal it to the superintendent of schools or his or her designated representative. Said appeal shall be presented, in writing, to the office of the superintendent of schools within five (5) days of receipt of the principal's determination.

The superintendent of schools or a designee shall hold a formal meeting within seven (7) days of receiving the written appeal. The superintendent of schools or a designated representative shall make a written determination regarding the grievance within five (5) days of the date of the meeting.

Step 4 - Appeal to the Board of Education. If the determination of the superintendent of schools is not satisfactory

to the grievant, the grievant may appeal it to the board within five (5) days of receipt of the superintendent's decision. The board shall hear the grievance within thirty (30) days in open or closed session in accordance with the law. The board shall notify the grievant of its decision within five (5) days of hearing the grievance.

Written Presentation. All grievances presented at Step 2 and subsequent steps of the procedure shall set forth in writing all facts giving rise to the grievance, the provision(s) of the Agreement or policy alleged to have been violated, the names of the grievant(s), the names of all witnesses, and the remedy sought by the grievant. All grievances at Step 2 and appeals at Step 3 and Step 4 shall be signed and dated by the aggrieved employee. All written answers submitted by the district shall be signed and dated by the appropriate district representative.

Grievance Meetings or Hearings. All meetings and hearings conducted under this procedure up to and including Step 3 shall be conducted in private and shall include only the administration's representatives, the grievant, the grievant's representatives, and witnesses as necessary.

Association Representation. A grievant shall have the right to have an Association representative present to represent the grievant at each level of the grievance procedure.

Reprisals. No reprisals of any kind shall be taken against any employee who uses this grievance procedure in good faith.

Withdrawal of a Grievance. A grievant may withdraw his or her grievance at any level of the procedure without fear of reprisal from any party.

Advanced Step Filing. A grievance shall be filed initially at the level at which the decision resulting in the grievance was made.

Time Limitations. Time limitations herein are critical. All references to days are to calendar days. No grievance shall be accepted by the district unless it is submitted or appealed within the time limits set forth in this Agreement. If at any time during the grievance process, it is discovered that the grievance was not filed or appealed in a timely manner, the grievance shall be dismissed. If the grievance is not submitted in a timely manner at Step 1 or Step 2, it shall be deemed

to be waived. If the grievance is not appealed to Step 3 in a timely manner, it shall be deemed to have been settled in accordance with the district's Step 2 determination. If the district fails to answer within the time limits set forth in this Agreement, the grievance shall automatically proceed to the next step.

When the deadline for taking an action falls on a Saturday, a Sunday or a legal holiday, the time for taking the action shall be extended to the next working day.

Requirement to Grieve. This grievance procedure is not discretionary and cannot be waived except through the express written consent of the board. No administrator or board member, individually, has the authority to waive the requirements of this procedure. Any grievance covered by this procedure but not raised pursuant to the requirements herein, including any grievance abandoned, will be forfeited.

Bad Faith or Serial Filings. The purpose of the grievance procedure is to resolve complaints and grievances regarding covered matters at the lowest level possible within the chain of command. Grievances filed without any intention to attempt to resolve the issues raised; for the purpose of adding administrative burden; or for purposes inconsistent with the professional obligations of district staff members may be dismissed by the superintendent without providing final resolution other than noting the dismissal on a basis in this section.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4015
Prohibition Against Employment of Board Members

Nebraska statutes prohibit board members from serving as a teacher on a regular teaching contract.

The board will allow a member of the board of education to be employed by the school district in a non-teaching capacity, including substitute teaching. Board members who are also employed by the district are strictly prohibited from discussing any issue with students, staff or parents in their capacity as an employee that may come before the board.

This policy does not prohibit the board from contracting with members of the board for services or products when the relationship is not one of employer/employee and such contracts are in compliance with the requirements of statute and board policy regarding conflicts of interest.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4015
Prohibition Against Employment of Board Members

Nebraska statutes recognize the inherent conflict of interest that is created when a member of the board of education serves as a certificated employee of the district. Consequently, section 79-544 of the statutes prohibits a board member from being engaged in a contract to teach pursuant to sections 79-817 through 79-821 with the school district where he or she also serves on the board.

A conflict of interest is also created when a board member serves simultaneously as both a board member and an employee in any capacity, whether certified or non-certified. Therefore, a board member shall not be employed by the school district when serving on the board. If an employee is elected or appointed to the board, his or her employment shall be terminated upon being seated on the board. Because of the conflict that is created by a board member applying for employment while sitting on the board, a board member who wishes to apply for employment shall be required to resign from the board before applying.

This policy does not prohibit the board from contracting with members of the board for services or products when the relationship is not one of employer/employee and such contracts are in compliance with the requirements of statute and board policy regarding conflicts of interest.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4016
Jury Duty or Service as Witness in Court

An employee who has been called to serve as a juror will be granted paid leave. Employees must sign over to the district the compensation they receive for jury duty, but not compensation for expenses.

An employee who has been subpoenaed to testify as a witness in a court proceeding shall be entitled to one day of paid leave. To receive paid leave, the employee must sign over to the district his or her witness fee.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4017

Relations with Employee Collective Bargaining Associations

The board of education recognizes the right of staff members to belong to organizations for bargaining purposes pursuant to state statutes. The board will negotiate with employee associations that have been established in accordance with public employee bargaining statutes and will negotiate with local collective bargaining unit representatives at mutually agreeable times.

To facilitate an amicable relationship between the district and any local employee associations, the district will allow associations to make reasonable use of district facilities for meetings outside the school's and the employees' work hours. With administrative approval, associations may use district resources, post notices of meetings and other information on bulletin boards designated for this purpose, and use district e-mail and mail boxes for delivery of employment-related information. Associations must pay for all supplies used, damage caused, or the loss or theft of borrowed property.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4018
Corporal Punishment

Corporal punishment, defined as the infliction of bodily pain as a penalty for disapproved behavior, is prohibited. Some physical contact is inevitable, and most of it is appropriate. Therefore, physical contact, short of corporal punishment, is acceptable to promote personal interaction with students, to maintain order and control, and to protect persons and property.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4019
Workplace Injury Prevention and Safety Committee

The school district is committed to providing and maintaining a safe work environment, and to taking reasonable precautions for the safety of the students, employees, visitors, and all others having business with this school district. Every employee should show concern for the safety of fellow employees, students, and members of the public. The district shall have a safety committee as required by Nebraska law. Members of the safety committee shall be established through the collective bargaining process.

The committee shall adopt and maintain a written injury prevention program. The committee shall participate in the development of safety education, training, and the establishment of safety rules, policies and procedures pursuant to this policy, the district's written injury prevention program, or as otherwise provided by law. Training for employees shall be conducted annually.

The workplace injury prevention and safety committee shall maintain minutes of all meetings and file them in the district office. The committee shall implement accident investigation, record keeping procedures, safety rules, safety and health training, and policies. The district shall maintain records for at least three years, or longer if directed by the Department of Labor.

The committee shall meet at least once every quarter or more frequently in the event of an employee complaint or of a job-related injury or death. The workplace injury prevention and safety committee shall keep written minutes of all meetings, and provide a copy to the superintendent or designee who shall maintain the minutes in the district's administrative offices for a period of at least three years, unless otherwise instructed by the Department of Labor.

The workplace injury prevention and safety committee shall develop an injury prevention plan and present it to the board. The plan should be developed and presented in the spirit of employees working together in a cooperative, non-adversarial effort to promote safety at the work sites within the district.

The superintendent or designee shall assure that the safety training for employees is reviewed annually or more frequently, if needed. He or she shall provide the following, as set forth in the initial written Employer's Injury Prevention Plan:

1. Initial safety orientation on rules, policies, and job specific procedures for new employees or employees who are assuming new and different duties within the school district, if appropriate.
2. Job specific training for employees before they perform potential hazardous work.
3. Periodic refresher training and dissemination of information on an annual basis, or more frequently if so designated by the administrator, for employees regarding the injury prevention plan of the unit and safety rules, policies, and procedures pertaining to safety within the school district.

In the event of a death in the workplace, the workplace injury prevention and safety committee shall forward to the Department of Labor within 15 working days a copy of any review of the matter made by the workplace injury prevention and safety committee.

The superintendent or designee shall establish or cause to be established record-keeping procedures to control and maintain all accident and injury records pertaining to accidents and injuries within the district or activities under the control of the district. Such records shall be kept for at least three years, or longer if so advised by the Department of Labor.

The workplace injury prevention and safety committee will confer with the district's crisis team and shall review the district's All-Hazard School Safety Plan upon its adoption by the crisis team.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4020
Ownership of Copyrighted Works

Works created by district employees in the course and scope of their employment remain the property of the district. The board may enter into a written agreement with a staff member allowing the staff member to share ownership of a copyright in the covered work. The board will only enter into such an agreement if the written work was created apart from, and in addition to, what the district requires and if the district will not incur an expense to replace the work.

The board hereby expressly grants to other educational entities located within Nebraska a non-exclusive license to use the district's copyrighted works for educational purposes within Nebraska when those works have been placed onto collaborative learning systems within the State.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4022
Certification and Endorsements

All educators must be duly certified by the Nebraska Department of Education in accordance with the Department's rules and the laws of Nebraska. They must file copies of their teaching certificates, including endorsements, with the superintendent of schools, and must promptly file any changes in certification or endorsements. Certified employees are required to maintain all their endorsements, and may not permit any endorsement to lapse or remove it from their certificates. The board or superintendent may require a certified employee to obtain a new endorsement when it is deemed necessary for the benefit of the school district and/or to comply with federal or state requirements.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4023
Professional Ethics

The Regulations and Standards for Professional Practices Criteria, commonly known as Rule 27 of the Nebraska Department of Education, are the minimum standards for all certificated staff members of the school district. All certificated employees are responsible for reading, understanding, and complying with these standards.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4024

Teachers' Rights, Responsibilities and Duties

All certificated employees shall assume the duties and responsibilities assigned by the superintendent or designee. Teachers' professional responsibilities involve considerably more than merely classroom instruction. They include, but are not limited to, study and research to keep abreast of new knowledge and instructional techniques; assessment of students' work; record-keeping; lesson planning and preparation; conferences with students, parents and administrators; in-service meetings; and supervision of pupils outside the classroom.

Teachers must be in their classrooms or assigned areas as instructed by the building principal. All duty time is necessary for educational planning, preparation, and conferences with students, parents and faculty members.

All teachers must maintain a standard of dress, personal appearance, general decorum, moral standards and behavior that reflects their professional status in the community.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4028
Substitute Teachers

A substitute teacher is an educator who possesses the required certification from the Nebraska Department of Education and is employed to fill a teaching position on a temporary basis. The board shall establish the pay and benefits for substitute teachers.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4029
Salary Schedule for Certificated Employees

The board of education recognizes the "salary schedule" and related provisions for compensation currently in effect resulting from negotiations between the board and the education association. This policy is intended to supplement the terms and conditions contained in the collective bargaining agreement. If there is any conflict between the terms of this policy and the collective bargaining agreement, the terms of the negotiated agreement shall control.

Horizontal Advancement. Teachers who wish to advance horizontally on the salary schedule must notify the superintendent in writing prior to June 1 of the preceding school year. The teacher must furnish the superintendent with college transcripts by September 10 for the teacher to qualify to move horizontally on the salary schedule. If an institution will not issue an official transcript by September 10, the teacher must provide the superintendent with written confirmation by September 10 from a college official attesting that the teacher has satisfactorily completed the courses.

Movement Past the BA Column. Teachers who wish to advance beyond the BA column must be accepted in a Masters Program that relates to their teaching field, as determined by the superintendent. Teachers must inform the superintendent of their enrollment prior to the beginning of their class to discuss its work-related objectives.

Superintendent's Review. The superintendent shall review all requests for advancement on the salary schedule resulting from a teacher's acquiring additional teaching experience or for completion of college courses, and shall report all changes to the board of education annually.

Vertical Advancement. A teacher may advance only one step vertically on the schedule in any year.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4030 Evaluation of Certificated Employees

All certificated employees to be evaluated shall be notified annually in writing of the evaluation process. A certificated administrator, with the exception of the local board of education when it is evaluating the superintendent, will observe and evaluate each probationary certificated 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 on: _____

Revised on: _____

Reviewed on: _____

4031

Evaluation of Probationary Certified Employees

A certificated administrator will observe and evaluate each probationary certified employee for a full instructional period once each semester. The administrator will provide each employee with a written list of deficiencies, concrete suggestions for improvement, and sufficient time to improve.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

Entire Instructional Period. For certified 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 certified employee in any activities in a classroom setting. When a certified employee does not have classroom responsibility (e.g., administrators or librarians), the requirement of "actual classroom observation" will be satisfied by observing the certified employee performing activities that are typical of his or her position.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4034
Staff Handbook

The superintendent or designee shall annually formulate, review and revise a staff handbook that will contain information about the district's employment policies and practices. The staff handbook is an extension of these policies and has the force and effect of board policy when approved by the board of education.

Adopted on: _____

Revised on: _____

Reviewed on: _____

3021
Operation of School Business Office

The central office of the school district shall generally be open for business from 8:00 a.m. to 4:00 p.m. weekdays during the regular school year. Summer office hours may vary. The office will not be open on days when school is cancelled due to inclement weather. The Superintendent shall be responsible for ensuring that the central office is appropriately staffed when the district is open for business and shall be responsible for supervising all staff employed in the central office.

Adopted on: _____

Revised on: _____

Reviewed on: _____