

**Board of Education Regular Meeting  
Monday, February 8, 2021 7:00 PM**

**Bayard High School Library  
726 4th Ave.  
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, February 8, 2021 at 7:00 PM in the Bayard High School Library located at 726 4<sup>th</sup> 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 4<sup>th</sup> Avenue, Bayard, NE 69334.

**AGENDA**

- I. Opening the Meeting
  - I.A. Call to Order
  - I.B. Open Meetings Act
  - I.C. Notice of Meeting
  - I.D. Roll Call
  - I.E. Status of Absent Board Members
- II. Approval of Agenda
- III. Introduction of Guests
- IV. Public Comments
- V. Recognition of Student Achievements
- VI. Student Board Representative Report
- VII. Invited Presentations and Discussions with Presenters
  - VII.A. Strategic Plan Progress Presentation and Discussion
    - VII.A.1. Presentation Regarding the Following Strategy: Provide effective college/career preparation to support the long-term success of all students districtwide. (Specifically a presentation by Dr. Kelley Rice on research and ideas to explore STEAM implementation in the Jr./Sr. High School)
- VIII. Board Committee Reports and Recommendations
- IX. Action Items
  - IX.A. Consent Agenda
    - IX.A.1. Minutes of Previous Meeting
    - IX.A.2. Bills
    - IX.A.3. Board Member Reports
    - IX.A.4. Reports and Correspondence Requiring No Action
      - IX.A.4.a. General Reports and Financial Reports
      - IX.A.4.b. Reports for Information Only
    - IX.A.5. Adoption of the Following Revised Policies on First Reading: POLICY NO. 5084 - Vehicles on School Property, Policy No 5134 High School Credit for Middle School Courses, Policy NO 8101 Committee on American Civics, POLICY NO. 8201 - Limitations of Board Members, Policy NO 8202 Reimbursement for Travel Expenses
    - IX.A.6. Approval of Contracts within Policy Guidelines
  - IX.B. Discuss, Consider, and Take All Necessary Action in Regard to Review of Curriculum Offerings and Approval of the 2021-2022 Course Catalog

- IX.C. Discuss, Consider, and Take All Necessary Action in Regard to Establishing Compensation of Principals and Directors for the 2021-2022 School Term
- IX.D. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Purchase of Chromebooks.
- IX.E. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Certificated Staff Resignations
- X. Discussion Items
  - X.A. Review and Discussion of Policies 8305 through 8474 in the 8000 series.
  - X.B. Discussion Regarding Draft 2021-2022 School Calendar
  - X.C. Discussion Regarding State Standards
  - X.D. Discuss, Consider, and Take All Necessary Action in Regard to Joining a Federal Lawsuit against Juul.
- XI. Reports
  - XI.A. Principals and District Administrators
  - XI.B. Superintendent
- XII. Set Next Meeting Date
- 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.**



# Student Board Representative Board of Education Report

Submitted February 4, 2021

By: Madison Oliverius, Student Board Representative

## 1. Student Activities:

- a. Basketball Games-WTC- Girls lost to Mitchell. Boys beat Hemingford
- b. Wrestling- Girls State: Sharon 0-2 and Laisha 2-2, she was 1 match away from getting a medal.  
Sub districts will be this weekend, MAC champions
- c. On Wednesday there was an FFA contest: Food Science-4th. Ag Mechanics-3rd. Farm Business Management-12th
- d. Cheerleading went to Lexington. Didn't place well but it was a learning experience.
- e. Esports won against Kearney Catholic on Monday, they are now 1-0
- f. Speech- Matt and TruLee placed 5th at Scottsbluff meet

## 2. Other Pertinent Student Information:

- a. There was an FFA contest held in person which was extremely appreciated by the students.
- b. Many students really like the new computers.

## 3. Progress on Student Board Representative Initiative

- a. Making plans

**Initiative - Hall Decor**

# Hallway with Sport Murals



Tiger mouth over doorway



Home of the Bayard Tigers and a tiger laying across the doorway



Have a trophy case on the one side so both sides look the same.



For the wall in between the doors have old school pictures.



On the open walls beside the ones talked about in 2 slides before this slide have one with a choir mural and one with a band mural



In the open space in the hallway have tables and chairs for kids to sit at

## **Board of Education Regular Meeting**

Monday, January 11, 2021 7:00 PM

Bayard High School Library  
726 4th Ave.  
Bayard, NE 69334

### **I. Opening the Meeting**

**Time 07:01p.m.**

#### **I.A. Call to Order**

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

#### **I.B. Open Meetings Act**

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

#### **I.C. Notice of Meeting**

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

#### **I.D. Recognition of Lisa Ouderkirk for her four years of service on the Bayard Public Schools Board of Education**

The board recognized Lisa Ouderkirk for her four years of service on the Bayard Public Schools Board of Education and presented her with a Chimney Rock photograph.

#### **I.E. Administer Oath of Office for New and Re-Elected Board Members**

Mrs. Bobbie Stuart gave the oath of office to the following board member: Joe Applegate (new), Kim Burry (re-elected), and Carolyn Applegate(re-elected).

#### **I.F. Administer Oath of Office for Student Board Representative**

Mrs. Bobbie Stuart gave oath of office to Student Board Representative Madison Oliverius.

#### **I.G. Roll Call**

The following members were present: Carolyn Applegate, Kim Burry, Becky Henkel, Kim Kildow, Joe Applegate, Donna Stuart, Board Representative Madison Oliverius. Administrators present: Superintendent Miller, Principals McLaughlin and Rice, Directors Miller and Foreman

#### **I.H. Status of Absent Board Members**

### **II. Approval of Agenda**

**Motion Passed:** Motion to approve the agenda passed with a motion by Donna Stuart and a second by Becky Henkel.

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Becky Henkel: Yea, Kim Kildow: Yea, Donna Stuart: Yea

### **III. Introduction of Guests**

### **IV. Public Comments**

### **V. Recognition of Student Achievements**

Mr. McLaughlin recognized the Elementary Students of the Week: Easton Eirich, Cutler Schmaltz, Martha Acosta, Aubrei Miller, Alayni Nesbitt, Zoe Mascher, Emilee Houchin, Illias Leham

Dr. Rice the following students for NCPA Award for Academic and Performing Excellence: Boys Cross Country -Zachary Araujo and Lawrence Miller, Girls Cross Country- Laura Albro and Cambree Schmaltz, Football- Christian Leonard and Trevor Reish, Girls Golf -Megan Cawley, Play Production- TruLee White and Candace Wolfe, Volleyball- Grace Burry and Hallie Cochran. Dr. Rice also recognized the Lincoln Journal Star All State Honorable Mention Football players Jack Kildow and Christian Leonard.

### **VI. Student Board Representative Report**

Madison presented her report to the board. Student Activities: Basketball games were at Alliance and the boys lost, girls won.. On Wednesday there will be an FFA contest held virtually. Cheerleading has been practicing for a competition that they will be competing at in Lexington on the 30th. Hope Squad will start up with their meetings again starting Wednesday. On January 16<sup>th</sup>, the speech team will attend their first meet. Other Pertinent Student Information: Many students dislike not being allowed to be on their cell phone since they use them when given spare time and since they use their own data and not the school wifi. Some students are having a hard time with contests being held virtually making it so they don't want to participate since it isn't as fun of an experience as when they were held in person. Going along with what I just said, students are having a hard time being excited for school since we aren't given as many opportunities as before. Progress on Student Board Representative Initiative: I am making plans and finalizing them.

### **VII. Invited Presentations and Discussions with Presenters**

#### **VII.A. Strategic Plan Progress Presentation and Discussion**

##### **VII.A.1. Presentation Regarding the Following Strategy: Develop processes to ensure a positive and conducive environment for student learning. (Specifically, Staff Recruitment Strategy/Process).**

Mr. McLaughlin presented the hiring process protocol and checklists for Bayard Public Schools that he created.

### **VIII. Board Committee Reports and Recommendations**

### **IX. Action Items**

#### **IX.A. Consent Agenda**

**Motion Passed:** Motion to approve the Consent Agenda passed with a motion by Becky Henkel and a second by Kim Burry.

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Becky Henkel: Yea, Kim Kildow: Yea, Donna Stuart: Yea

#### **IX.A.1. Minutes of Previous Meeting**

#### **IX.A.2. Bills**

### **IX.A.3. Board Member Reports**

### **IX.A.4. Reports and Correspondence Requiring No Action**

#### **IX.A.4.a. General Reports and Financial Reports**

#### **IX.A.4.b. Reports for Information Only**

##### **IX.A.4.b.a. Report Required by State Statute 79-506 Regarding Board Members Purchase of Health Insurance**

### **IX.A.5. Adoption of Policy on Second Reading: Proposed Revised POLICY NO. 4119 – PROFESSIONAL BOUNDARIES BETWEEN EMPLOYEES AND STUDENTS**

### **IX.A.6. Approval of Contracts within Policy Guidelines**

## **IX.B. Organize the 2021 Board of Education**

### **IX.B.1. Nominate and Elect President of the Board of Education**

Nomination for Kim Kildow as President of the Board of Education was made by Donna Stuart and second by Becky Henkel

**Motion Passed:** Motion to cease nominations and elect Kim Kildow as President of the Board of Education passed with a motion by Carolyn Applegate and a second by Donna Stuart.

Votes: Kim Kildow: Abstain (With Conflict), Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Becky Henkel: Yea, Donna Stuart: Yea

### **IX.B.2. Nominate and Elect Vice President of the Board of Education**

Nomination for Carolyn Applegate as Vice President of the Board of Education was made by Becky Henkel and second by Joe Applegate

Nomination for Kim Burry as Vice President of the Board of Education was made by Donna Stuart

Votes were cast by paper ballot

1. Votes for Carolyn Applegate- 3 Votes for Kim Burry-3. Tied 3-3
2. Votes for Carolyn Applegate- 3 Votes for Kim Burry-3. Tied 3-3
3. Votes for Carolyn Applegate- 3 Votes for Kim Burry- 3 Tied 3-3
4. Votes for Carolyn Applegate- 3 Votes for Kim Burry- 3 Tied 3-3
5. Votes for Carolyn Applegate- 4 Votes for Kim Burry 2 Carolyn Applegate succeeds 4-2 over Kim Burry.

### **IX.B.3. Nominate and Elect Secretary of the Board of Education**

Nomination for Becky Henkel as Secretary of the Board of Education was made by Carolyn Applegate and a second by Joe Applegate.

**Motion Passed:** Motion to cease nominations and elect Becky Henkel as Secretary of the Board of Education passed with a motion by Donna Stuart and a second by Carolyn Applegate.

Votes: Becky Henkel: Abstain (With Conflict), Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Kim Kildow: Yea, Donna Stuart: Yea

### **IX.B.4. Nominate and Elect Treasurer of the Board of Education**

Nomination for Donna Stuart for Treasurer of the Board of Education was made by Kim Burry and second by Carolyn Applegate

**Motion Passed:** Motion to nominate and elect Donna Stuart for Treasurer of the Board of Education passed with a motion by Becky Henkel and a second by Kim Burry.

Votes: Donna Stuart: Abstain (With Conflict), Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Becky Henkel: Yea, Kim Kildow: Yea

**IX.C. Discuss, Consider, and Take All Necessary Action in Regard to Designation of Rauner and Associates as Auditors for the District**

**Motion Passed:** Motion to designate Rauner and Associates as Auditors for the District passed with a motion by Donna Stuart and a second by Kim Burry.

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Becky Henkel: Yea, Kim Kildow: Yea, Donna Stuart: Yea

**IX.D. Discuss, Consider, and Take All Necessary Action in Regard to Designation of Simmons Olsen Law Firm as Legal Firm for the District**

**Motion Passed:** Motion to designate Simmons Olsen Law Firm as Legal Firm for the District passed with a motion by Kim Burry and a second by Donna Stuart.

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Becky Henkel: Yea, Kim Kildow: Yea, Donna Stuart: Yea

**IX.E. Discuss, Consider, and Take All Necessary Action in Regard to Designating Western States Bank and Platte Valley Bank as the Depositories of the District**

**Motion Passed:** Motion to designate Western States Bank and Platte Valley Bank as the Depositories of the District passed with a motion by Kim Burry and a second by Becky Henkel.

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Becky Henkel: Yea, Kim Kildow: Yea, Donna Stuart: Yea

**IX.F. Discuss, Consider, and Take All Necessary Action in Regard to Appointment of Dr. Travis Miller as Designated Official of the Board of Education With Authority to Apply for Elementary and Secondary Education Act Grants and to Testify before Legislative Committees**

**Motion Passed:** Motion to Appoint Dr. Miller as Designated Official of the Board of Education with Authority to Apply for Education Act Grants and to Testify before Legislative Committees passed with a motion by Donna Stuart and a second by Kim Burry.

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Becky Henkel: Yea, Kim Kildow: Yea, Donna Stuart: Yea

**IX.G. Discuss, Consider, and Take All Necessary Action in Regard to Approval of the Board Policy Manual**

**Motion Passed:** Motion to approve the Board Policy Manual passed with a motion by Kim Burry and a second by Donna Stuart.

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Becky Henkel: Yea, Kim Kildow: Yea, Donna Stuart: Yea

**IX.H. Discuss, Consider, and Take All Necessary Action in Regard to Bids Received for Installation of a Generator at Bayard Jr./Sr. High School**

**Motion Passed:** Motion to not take action until we have further information from NEMA/FEMA passed with a motion by Becky Henkel and a second by Donna Stuart.

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Becky Henkel: Yea, Kim Kildow: Yea, Donna Stuart: Yea

Snell Services had the lowest base bid \$394,320.00 (keep in mind Snell's base bid was based on alternative 2 as part of the base bid)

If you take alternate 1 only, Snells is the lowest bidder (\$384,210.00)

If you take alternate 2 only, Adams Electric is the lowest bidder (\$393,875.00)

If you take both alternates 1 and 2, Snells is the lowest bidder (\$384,210.00)

### **IX.I. Discuss, Consider, and Take All Necessary Action in Regard to Voluntary Extension of Families First Coronavirus Response Act (FFCRA) Leave Provisions to Employees of the Bayard Public School District Through March 31, 2021**

**Motion Passed:** Motion to voluntarily extend the expiration date of FFCRA leave provisions to employees of Bayard Public Schools through March 31, 2021 passed with a motion by Carolyn Applegate and a second by Kim Burry.

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Becky Henkel: Yea, Kim Kildow: Yea, Donna Stuart: Yea

### **IX.J. Discuss, Consider, and Take All Necessary Action in Regard to a Proposal to Return to Limited In-Person Operation of the Pathfinders Program (21<sup>st</sup> Century Community Learning Center) when the PPHD COVID-19 Risk Dial is “Orange”**

**Motion Passed:** Motion to return to limited in person operation for the Pathfinder Program when in the PPHD Covid-19 Risk Dial is in Orange passed with a motion by Kim Burry and a second by Donna Stuart.

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Becky Henkel: Yea, Kim Kildow: Yea, Donna Stuart: Yea

## **X. Discussion Items**

### **X.A. Review and Discussion of Policies 8001 through 8301 in the 8000 series.**

Dr. Miller discussed board policies 8001 through 8301.

### **X.B. Discussion Regarding Board Committee Assignments for 2021**

**Committee on American Civics:** Becky Henkel Donna Stuart, **Budget and Audit:** Joe Applegate, Kim Burry, **Curriculum :** Carolyn Applegate Becky Henkel, **Building and Insurance:** Joe Applegate Donna Stuart, **Policy:** Carolyn Applegate, Kim Burry, **Teacher and Staff:** Carolyn Applegate, Becky Henkel, **Transportation:** Kim Burry Donna Stuart

### **X.C. Discussion and Review of Accountability and Disclosure Commission Conflict of Interest Reporting Forms**

### **X.D. Discussion and Review of Board Code of Ethics**

The board reviewed the Board Member Code of Ethics

## **XI. Reports**

### **XI.A. Principals and District Administrators**

Mr. McLaughlin provided his report to the board. Academics: NWEA testing will be going on this month. Our expectation is that our students will continue to grow at or beyond their projected rate. We will continue

making our NWEA test a big deal for students and using that data along with Maps Skills to continue to help grow our students. PLC meetings will start up next semester in order for our teachers to continue to have formal discussions on student achievement and program implementation. MTSS is an area I hope to continue to clarify so that what we do on a daily basis is clear to all stakeholders. This document will include curriculum, assessment, testing results and provide information to our staff on what we can do when a student is at, above and below their grade level. January 19th and 20th will be spent completing this document. Leadership: Our leader in me coaching day was a complete success. We reviewed our Lighthouse rubric and the components of the online items. We also completed a coaching day that was centered around the strategic planning item of individual learning goals. We were very lucky to have our student council as well as our student leaders and staff for the annual Christmas caroling, social distancing and masks were used and we were still able to have a great time. Mrs. Rawlings and Ms. Schmidt are commended for their help making it a success. STEAM class has been an incredible success for our entire district, we have students using great technology in order to create. Engagement: Enrollment numbers as of January K-6 169 and pre k 19 (2 all day). Staff continues to work with families through remind. Staff continues to work on engagement norms in their lessons especially with the kids who are online, the use of whiteboards and pair sharing are great tools for us to use in the quest for highly engaging classrooms. Community: The Elk's Lodge is to be commended for their work in supplying our families with close to 20 holiday meals during the Christmas break. The Community also supplied enough donations so that we could have a free pizza party through the Tiger Paws store donations.

Dr. Rice provided her report to the board. Academics: Students will begin NWEA testing in 2 weeks. Students have begun utilizing the On to College modules as we prepare for Spring ACT test dates. Currently we have 43 students enrolled for the February 6th date hosted at Bayard High School. All Juniors will be taking the ACT with the writing component on March 23rd. At the end of the semester, 71% of students were in good academic standing with 7th grade achieving 88% and 12th grade achieving 83%. Overall semester Course Success Rate was at 91%. Leadership: Teachers worked with Evett Barham on January 5th. The HS staff spent time reviewing paradigms and worked on student portfolios. We will meet again with Evett on January 18th to continue this work. We are currently working with the LEAD team to add additional STEAM opportunities at the HS level and how to best organize and create a space to utilize it effectively. Engagement: We are working with Bob Hessler to develop an emergency scenario sometime this spring to finish the CERT certification for our Sophomores and Juniors. Enrollment as of January 8, 2021 is 177 students. Community: I am continuing to work with our ALICAP representative to fix the water issues in our building. The custodians worked to replace damaged and discolored ceiling tiles over the break.

Mr. Miller provided his report to the board. Academics: Our Semester 1 accountability report has been submitted and accepted by NDE. This report highlights our progress toward our 5 goals listed in the SFI grant. These goals are: Intervention/Strategy Goal 1: By May 2021 We will have purchased adopted, and Aligned our Amplify Science Curriculum and will show have shown 70 percent proficiency on the NSCAS assessment. Intervention/Strategy Goal 2: By May 2021 we will have hired and implemented activities by a school psychologist and family liaison to met the needs of our community in regards to engagement. Intervention/Strategy Goal 3: By May 2021 we will have developed a STEAM room and completed staff PD to enhance the learning outcomes of our students in these areas. Intervention/Strategy Goal 4: By May 2021 67 Percent of our students will be proficient in ELA according to the NSCAS assessment and our school will have implemented a comprehensive approach. Intervention/Strategy Goal 5: By May 2021 70 percent of our students will be proficient in Math and Science according to NSCAS, our teaching staff will have fully aligned all content areas with standard-based instruction. On January 20th, I will have a scheduled Region Meeting for our SFI grant. Leadership: I would like to take this opportunity to congratulate Jack Kildow and Christian Leonard on being named to the Lincoln Journal Star All State Honorable Mention list. I would like to Honor these students for being recognized as NCPA Academic All State Recipients: Bayard Boys Cross-Country Zachary Araujo and Lawrence Miller, Girls Cross-Country Laura Albro and Cambree Schmalz, Football Christian Leonard and Trevor Reish, Girls Golf Megan Cawley, Play Production TruLee White and Candace Wolfe, Volleyball Grace Burry and Hallie Cochran. Engagement: We currently have 87 students involved in Speech, Wrestling, Girls Basketball, Boys Basketball, and Junior High Boys Basketball. This is roughly 42% of our student body. If we include JH Girls Basketball the number increases to 105 students, which is 59% of our student body. We are currently looking at piloting a Country Swing dance club at the high school this

semester. This opportunity would allow us to follow our strategic plan, by offering an enrichment opportunity for our students. We have begun the planning process for hosting the Winter Royalty dance. Community: I am excited that the NSAA has allowed us to move to 50% capacity. The game against Potter-Dix was a welcoming experience! I would like to thank Joe Foland, Tammy Tillman, Cindy Korell, Barbara Pieper, Kylie Stuart, Pat Korell, and Roger Korell for the countless hours that they have put in to help with this year's basketball season!

Mrs. Foreman provided her report to the board. Academics: Staff and students came back rested and ready to improve their skills. It is good to see different accommodations and the use of technology to assist students. One of my favorites is the Google Classroom where students can access and turn in assignments electronically. Leadership: The Multi-Tiered Systems of Support team (MTSS) will attend training January 19 and 20 to refine our plan. The Office of Special Education Reporting Training for Early Childhood will also happen this spring. I look forward to having experts to help make it easier for us to file our reports. Engagement: Program numbers as of January. We have 69 identified special education students. Community: One of the most common recent educational trends is being able to provide what is needed for students during this pandemic. In Bayard we are no different and it has been a unique experience for our staff, teachers and students. What will the history books say about education during this time? I think educators have stepped up big time and do more than just teach. They are everything to many families.

### **XI.B. Superintendent**

Dr. Miller provided his report to the board. Students are preparing for the ACT Test which we are hosting on February 6th. Every student in the high school has access to test preparation materials online (which they can work on from home), in addition to the opportunities that are provided by our staff during the school day. Staff members have registered for the ESU 13 Winter Conference which will be held on President's Day. Teacher in-service on January 5th included Leader in Me training with Evett Barham along with other building-specific meetings. We are at the point of the school year where cash flow begins to become a challenge. Timing of tax payments significantly impacts our cash on hand during the winter and spring. This is exacerbated by delays in grant reimbursement at NDE due to the pandemic. I am beginning the process of looking at options for implementation of new salary schedules to continue to provide equitable and comparable compensation for our staff within the confines of our limited resources. Our counseling staff is working hard to implement BIMAS II social emotional screening and communication with parents. Mental health continues to be a heightened concern during the pandemic. I would like to commend Mrs. Barker on her work transitioning to a new role for the second semester. She is teaching the science curriculum to grades 4, 5, and 6. Mrs. Barker holds a science endorsement at the secondary level along with elementary credentials; her qualifications are a strong fit for the needs of our students. She is commended for her leadership for learning for our students. We have made a request to NEMA/FEMA for consideration of additional funding for the generator project, given the significant gap between allocated funding and the bids we received. We continue to seek another full-time bus driver. If you know anyone who would be interested, please have them contact Mr. Richard Pieper. I would like to work with the Policy Committee to schedule our next meeting prior to the regular board meeting in February. The 90-day "long" Legislative session has commenced. Bill introduction will occur through January 20th. Committee chairs have been elected and committee assignments have been made. Both of the senators representing our school district (Senator Steve Erdman – Morrill County and Senator John Stinner – Scotts Bluff County) are on the Appropriations Committee. Continuation of adequate state funding will be essential for our operation. We continue working within state and regional parameters to provide opportunities for students to participate in a variety of activities and learning opportunities. We have been in communication with Twin Cities Development regarding the possibility of community collaboration as TCD works with the University of Nebraska and the current owners of Bayard Grocery on efforts to continue having a grocery store operating in our community. We are extending the concept of "unfinished learning" for students who have struggled academically during the pandemic. Students have experienced a variety of challenges including quarantine, internet connectivity issues, attendance challenges, and motivational challenges learning since the beginning of the pandemic. Mrs. Candace Ehler (TigerCARE) and the Elementary Do-Gooders are commended on their contributions to the community through their fund raising

and food security contributions. Mrs. Linde Rafferty and the Jr./Sr. High Student Council are commended on their contributions to the community through the gift tree program.

**XII. Set Next Meeting Date**

Next meeting is set for February 8, 2021 at 7:00 p.m.

**XIII. Adjournment**

**Motion Passed:** Motion for adjournment at 8:50p.m. was made by Donna Stuart and a second by Becky Henkel

Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Becky Henkel: Yea, Kim Kildow: Yea, Donna Stuart: Yea

---

Secretary

**Bayard Public Schools**

**02/08/2021**

**GENERAL FUND**

<b>Vendor Name</b>	<b>GL Acct #</b>	<b>Description</b>	<b>Amount</b>
ALARM SECURITY TECHNICIANS	01 2620 352 002 002 2	ast monthly monitoring	28.95
	01 2620 352 001 001 1	ast monthly monitoring	28.95
	<b>Total</b>		<b>57.90</b>
BAYARD PUBLIC SCHOOLS - LUNCH	01 1160 610 000 000	jan 21 staff meals	809.88
	<b>Total</b>		<b>809.88</b>
Bayard Tiger Paws	01 2710 626 000 000	jan21 fuel	2,277.23
	01 2710 626 000 000	jan 21 discount	(55.71)
	01 2712 626 000 000 0	jan 21 sped fuel	508.14
	01 2610 626 001 001 1	jan 21 fuel	12.10
	01 2610 626 001 001 1	jan 21 discount	(0.24)
	<b>Total</b>		<b>2,741.52</b>
BENZEL PEST CONTROL	01 2610 350 001 001 1	pest control	110.78
	01 2610 350 002 002 2	pest control	110.77
	<b>Total</b>		<b>221.55</b>
BLACK HILLS ENERGY	01 2610 621 001 001 1	#242155 jan 21 heating fuels	5,172.52
	01 2610 621 000 000 0	# 267959 jan 21 heating fuels	491.20
	01 2610 621 002 002 2	# 462419 jan 21 heating fuels	1,982.01
	<b>Total</b>		<b>7,645.73</b>
BOX LIGHT INC	01 1100 610 000 000 0	return shipping for replacement project	18.34
<b>Total</b>		<b>18.34</b>	
BROAD REACH	01 2220 640 001 001 1	Dealing with Anxiety Disorders	29.18
	01 2220 640 001 001 1	Dealing with Bipolar Disorders	29.18
	01 2220 640 001 001 1	Dealing with Eating Disorders	29.18
	01 2220 640 001 001 1	Dealing with Gender Dysphoria	29.18
	01 2220 640 001 001 1	Dealing with Psychotic Disorders	29.18
	01 2220 640 001 001 1	Dealing with Self-Injury Disorders	29.18
	01 2220 640 001 001 1	What is ADHD?	29.18
	01 2220 640 001 001 1	What is Autism?	29.18
	01 2220 640 001 001 1	What is Borderline Personality Disorder?	29.18
	01 2220 640 001 001 1	What is Gaming Disorder?	29.18
	01 2220 640 001 001 1	What is Substance Use Disorder?	29.18
	01 2220 640 001 001 1	The Invisible War: A World War I TALE on	20.89
	01 2220 640 001 001 1	Lizard in a Zoot Suit	22.79
	01 2220 640 001 001 1	handling	10.00
	<b>Total</b>		<b>374.66</b>
	Cadwallader, Deb	01 1292 591 003 000 0	jan 21 resource teacher
<b>Total</b>		<b>559.74</b>	
CANNON FINANCIAL SERVICES	01 1100 810 001 001 1	jan 21 copier rental	142.45
	01 1100 810 002 002 2	jan 21 copier renta	142.45
	<b>Total</b>		<b>284.90</b>
CARDMEMBER SERVICE	01 2510 382 001 001 1	1 mo cell phone minutes	39.26
	01 1100 610 002 002 2	candy canes	11.00
	01 2510 810 000 000 0	mailchimp reoccurring, world herald journ	341.90
	01 2510 531 000 000 0	postage	48.40
	<b>Total</b>		<b>440.56</b>
CENTURY LINK	01 2510 382 001 001 1	#0450 telephone	174.94
	01 2510 382 001 001 1	#1785 telephone	516.82
	01 2510 382 002 002 2	#7931 telephone	191.89
	01 2510 382 002 002 2	#1510 telephone	134.65
	<b>Total</b>		<b>1,018.30</b>
CITY OF BAYARD	01 2610 621 000 000 0	#31200 electric	37.00
	01 2610 621 002 002 2	#75600 electric	2,852.75
	01 2610 410 002 002 2	#75600 utilities	1,062.74
	01 2610 621 001 001 1	#75400 electric	5,014.59

	01 2610 410 001 001 1	#75400 utilities	546.74
	<b>Total</b>		<b>9,513.82</b>
CULLIGAN WATER CONDITION	01 2610 610 001 001 1	jan 21 r/o	23.50
	01 2610 610 002 002 2	jan 21 r/o	101.90
	<b>Total</b>		<b>125.40</b>
DAS STATE ACCOUNTING - CENTRAL	01 1100 382 000 000 0	dec 2020 network	232.49
	<b>Total</b>		<b>232.49</b>
DENNIS SUPPLY CO.	01 2620 610 000 000 0	assortment sizes	1,547.88
	<b>Total</b>		<b>1,547.88</b>
DUEKER, NEAL	01 2710 332 000 000 0	mileage reimb	148.58
	<b>Total</b>		<b>148.58</b>
EDUCATIONAL SERVICE UNIT #13	01 2190 591 000 000 0	therapeutic behavior/mental health	300.00
	01 1100 382 001 001 1	dl consortium	747.00
	01 1100 382 001 001 1	erate	350.00
	01 1160 320 000 000 0	neva	708.33
	01 2190 591 000 000 0	mips clerical service	175.00
	01 2141 591 003 002 2	elem sped psych counseling	808.53
	01 2141 591 003 001 1	secondary sped psych counseling	2,005.16
	01 2141 591 003 002 2	elem psych assessment sped	1,249.53
	01 2141 591 003 001 1	secondary sped psych counseling	792.97
	01 1200 591 003 000	sped inservice	86.10
	01 1292 591 003 000 0	0-2 sup of esu programs	25.94
	01 1291 591 003 000 0	3-5 sup of esu programs	38.92
	01 1200 591 003 000	sup of esu programs school age	733.82
	01 6408 591 004 000 0	meridan b	2,850.60
	01 6408 591 004 000 0	lifelink	3,927.00
	01 2181 591 003 002 2	elem low vision	162.00
	01 1200 591 003 002 2	sup elem low vision	12.96
	01 2162 591 003 000	3-5 ot	254.70
	01 1291 591 003 000 0	sup 3-5 ot	20.38
	01 2161 591 003 002 2	elem ot	1,867.50
	01 1200 591 003 002 2	sup elem ot	149.40
	01 2171 591 003 002 2	elem pt	20.00
	01 1200 591 003 000	sup elem pt	1.60
	01 2190 591 000 000 0	panhandle beginnings	965.70
	01 2153 591 003 000 0	0-2 speech	324.30
	01 2152 591 003 000 0	3-5 speech	486.45
	01 2151 591 003 002 2	elem speech	4,121.86
	01 2151 591 003 001 1	secondary speech	108.64
	01 2140 591 001 001 1	secondary non sped psych counseling	959.46
	01 2140 591 002 002 2	elem non sped psych counseling	359.35
	01 6408 591 004 000 0	meridan a	1,178.10
	01 2171 591 003 001 1	secondary pt	93.60
	01 1200 591 003 001 1	sup secondary pt	7.49
	<b>Total</b>		<b>25,892.39</b>
FOLLET SOFTWARE CO.	01 2220 643 001 001 1	library software renewal	943.83
	01 2220 643 002 002 2	library software renewal	744.83
	<b>Total</b>		<b>1,688.66</b>
FranklinCovey	01 2410 330 000 000 0	Facilitator Kit	425.00
	01 2410 330 000 000 0	shipping	20.83
	<b>Total</b>		<b>445.83</b>
IDEAL LINEN SUPPLY	01 2610 610 001 001 1	mops mats towels	363.60
	01 2610 610 002 002 2	mops mats	291.11
	<b>Total</b>		<b>654.71</b>
IDEAL/BLUFFS FACILITY SOLUTIONS	01 2610 610 002 002 2	terry cloth cleaning towels	54.96
	01 2610 610 001 001 1	paper towels toilet paper	1,062.84
	01 2610 610 001 001 1	NABC, gloves can liners concrete sealer	903.02
	01 2610 610 001 001 1	concrete sealer	291.98

	01 2610 610 002 002 2	dissinfectant	212.97
	<b>Total</b>		<b>2,525.77</b>
J W PEPPER & SON INC.	01 1100 610 000 000 0	Where Go the Boats, Wolfe, SAB	36.90
	01 1100 610 000 000 0	Africa, Porcaro, 3part mixed	40.50
	01 1100 610 000 000 0	shipping handling	10.99
	01 1100 610 000 000 0	Duets for All Conductor	7.99
	01 1100 580 001 001 1	Duets for All Flute	7.99
	01 1100 610 000 000 0	Duets for All Clarinet	15.98
	01 1100 610 000 000 0	Duets for All Alto	15.98
	01 1100 610 000 000 0	Duets for All Tenor	15.98
	01 1100 610 000 000 0	Duets for All Trumpet	15.98
	01 1100 610 000 000 0	Duets for All Trombone	15.98
	01 1100 610 000 000 0	Duets for All Snare	15.98
	01 1100 610 000 000 0	Trios for All Conductor	7.99
	01 1100 610 000 000 0	Trios for All Alto	15.98
	01 1100 610 000 000 0	Trios for All Tenor	15.98
	01 1100 610 000 000 0	It Is What It Is	40.00
	01 1100 610 000 000 0	It Is What It Is additional Score	21.00
	01 1100 610 000 000 0	Fat Burger	40.00
	01 1100 610 000 000 0	A Distant Light additional Score	18.00
	01 1100 610 000 000 0	shipping	26.99
	01 1100 610 000 000 0	fat burger, good life, hillside march	170.00
	<b>Total</b>		<b>556.19</b>
JOHNSON CONTROLS	01 2620 352 001 001 1	service agreement 1/1/21-6/30/21	6,065.16
	01 2620 352 002 002 2	service agreement 1/1/21-6/30/21	6,065.15
	<b>Total</b>		<b>12,130.31</b>
JOSTENS	01 2310 610 000 000 0	diplomas 2021	168.67
	<b>Total</b>		<b>168.67</b>
JUNIOR LIBRARY GUILD	01 2220 640 001 001 1	CTHp Category - Current Trends High	249.90
	01 2220 640 001 001 1	MMp Category - Mystery & Adventure	249.90
	01 2220 640 001 001 1	GMp Category - Graphic Novels Middle	242.20
	01 2220 640 001 001 1	GHp Category - Graphic Novels High Plus	249.90
	<b>Total</b>		<b>991.90</b>
KNOW BUDDY RESOURCES	01 2220 640 002 002 2	The story of the Tampa Bay Buccaneers	28.95
	01 2220 640 002 002 2	The story of the Washington Redskins	28.95
	<b>Total</b>		<b>57.90</b>
LINGO COMMUNICATIONS	01 2510 382 000 000 0	jan21 telephone	151.81
	<b>Total</b>		<b>151.81</b>
MATHESON TRI-GAS INC.	01 1100 610 001 001 1	grinder bronze haz material charge	312.41
	01 1100 610 001 001 1	s argon refill bottle	60.00
	<b>Total</b>		<b>372.41</b>
MCI COMM SERVICE	01 2510 382 000 000 0	jan21 telephone	35.93
	<b>Total</b>		<b>35.93</b>
MENARDS	01 1100 610 001 001 1	perlite/watering wand	40.85
	<b>Total</b>		<b>40.85</b>
MIDAMERICA BOOKS	01 2220 640 001 001 1	Patrick Mahomes	25.95
	01 2220 640 001 001 1	Lebron James	25.95
	01 2220 640 001 001 1	Jose Altuve	25.95
	01 2220 640 001 001 1	Tiger Woods	25.95
	01 2220 640 001 001 1	Serena Williams	25.95
	01 2220 640 001 001 1	Kylian Mappen	25.95
	01 2220 640 001 001 1	Growing up LGBTQ	25.95
	01 2220 640 001 001 1	Being transgender in America	25.95
	01 2220 640 001 001 1	shipping	20.76
	<b>Total</b>		<b>228.36</b>
MNJ TECHNOLOGIES INC	01 1200 610 003 001 1	sped chromeboxes	1,037.96
	<b>Total</b>		<b>1,037.96</b>
MORRILL COUNTY CLERK	01 2310 810 000 000 0	2020 election costs	316.34

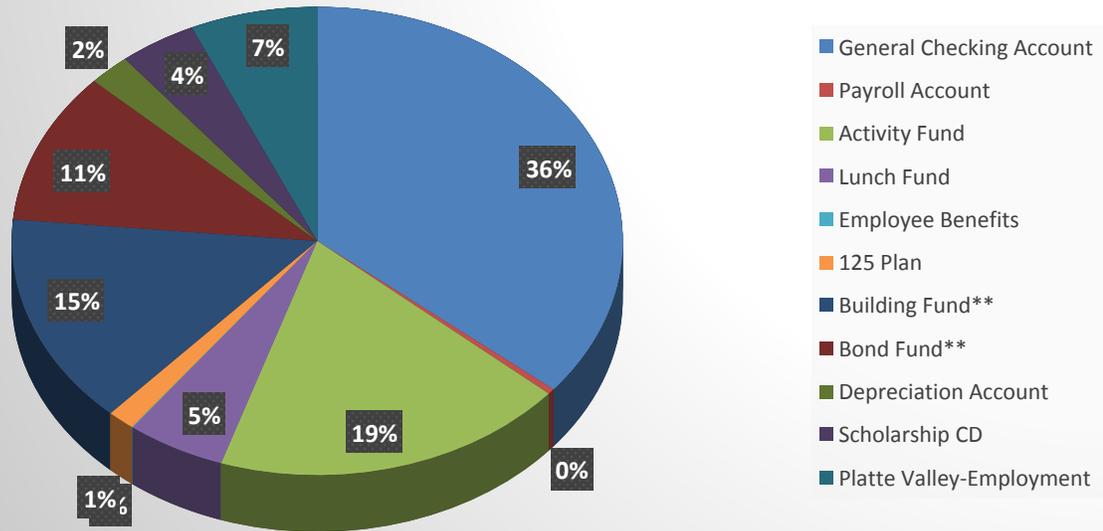
	<b>Total</b>		<b>316.34</b>
NE COLORADO CELLULAR, INC	01 1100 382 000 000 0	striv and hudl	236.92
	<b>Total</b>		<b>236.92</b>
NEBRASKA ASSOCIATION OF SCHOOL	01 2320 610 000 000 0	new ed law books	66.00
	01 2310 810 000 000 0	policy update service	395.00
	01 2310 330 000 000 0	burry 2020 virtual new board membership	100.00
	01 2410 330 002 002 2	mclaughlin LIC monday program	55.00
	01 2320 330 000 000 0	miller LIC monday program	55.00
	01 2310 330 000 000 0	lic monday program henkel stuart applega	220.00
	<b>Total</b>		<b>891.00</b>
NSASSP Region V	01 2410 810 001 001 1	Dues Region V-Rice	60.00
	01 2410 810 001 001 1	Duesmiller	30.00
	01 2410 810 002 002 2	Duesmiller	30.00
	<b>Total</b>		<b>120.00</b>
Oriental Trading Company, Inc.	01 1100 610 002 002 2	Patriotic Water Bottles, promo	139.93
	<b>Total</b>		<b>139.93</b>
PANHANDLE PARTNERSHIP	01 2320 810 000 000 0	2021 dues	100.00
	<b>Total</b>		<b>100.00</b>
PRINT EXPRESS INC.	01 2510 610 000 000 0	activity checks	187.65
	01 2510 610 000 000 0	general checks	234.65
	01 2710 610 000 000 0	bus request forms	168.00
	<b>Total</b>		<b>590.30</b>
QUADIENT FINANCE USA, INC	01 2510 531 000 000 0	postage	20.30
	01 2510 531 000 000 0	lease postage	131.97
	<b>Total</b>		<b>152.27</b>
REGION V ELEMENTARY PRINCIPALS	01 2410 810 002 002 2	mclaughlin Region dues	60.00
	<b>Total</b>		<b>60.00</b>
ROANCO SPRINKLERS	01 2620 352 001 001 1	misc parts case hunter heads	474.00
	<b>Total</b>		<b>474.00</b>
SCHOLASTIC INC.	01 1100 610 001 001 1	science world	103.33
	<b>Total</b>		<b>103.33</b>
SCOTTSDLUFF SCREEN PRINTING & EMB,	01 2310 610 000 000 0	staff backpacks that were missed on prev	503.00
	<b>Total</b>		<b>503.00</b>
SIMMONS OLSEN LAW FIRM P.C.	01 2330 317 000 000 0	legal services	55.50
	<b>Total</b>		<b>55.50</b>
SOAR PEDIATRIC THERAPY, LLC	01 2173 591 003 000 0	0-2 pt	83.75
	01 2172 591 003 000 0	3-5 pt	468.03
	01 2171 591 003 002 2	school age pt	703.50
	<b>Total</b>		<b>1,255.28</b>
SOLIANI HEALTH	01 6212 591 053 002 2	school psych	1,230.00
	01 6212 591 053 002 2	school psych	1,230.00
	01 6212 591 053 002 2	school psych	820.00
	01 6212 591 053 002 2	school psych	820.00
	01 6212 591 053 002 2	school pysch	984.00
	01 6212 591 053 002 2	school pysch	902.00
	01 6212 591 053 002 2	school pysch	1,394.00
	01 6212 591 053 002 2	school pysch	1,640.00
	01 6212 591 053 002 2	school psych	1,148.00
	01 6212 591 053 002 2	school psych	1,435.00
	<b>Total</b>		<b>11,603.00</b>
STAPLES ADVANTAGE	01 6212 610 050 002 2	wireless head phones	799.80
	01 1100 610 000 000 0	Alcohol Wipes credit	(7.46)
	<b>Total</b>		<b>792.34</b>
STAPLES	01 2510 610 000 000 0	Label Maker Tape	75.98
	01 1100 610 001 001 1	Insten Canon BP-808	13.79
	01 1200 610 003 000 0	CE410A Black cartridge	81.99
	01 2510 610 000 000 0	Brother LC 20 black	41.98
	01 2510 610 000 000 0	Brother LC 20 Magenta	12.99

	01 2510 610 000 000 0	Brother LC 20 Cyan	25.98
	01 2510 610 000 000 0	Brother LC20 Yellow	12.99
	<b>Total</b>		<b>265.70</b>
STAR-HERALD	01 2310 540 000 000 0	publication notice to bidders	63.50
	<b>Total</b>		<b>63.50</b>
STERLING COMPUTERS CORP	01 6212 610 059 002 2	Google Chrome OS Management Console	1,500.00
	<b>Total</b>		<b>1,500.00</b>
SYNCB/AMAZON	01 2610 610 001 001 1	mop bucket	134.00
	01 2710 610 000 000 0	Antifo A13 Wired Camera	69.99
	01 1100 610 000 000 0	LEATBUY RJ45 Crimp Tool Set for	34.85
	01 1100 610 001 001 1	Power adapter	13.49
	01 3535 610 000 000 0	Led Strip Light Connectors Kit, Right Co	92.66
	<b>Total</b>		<b>344.99</b>
TEACHER SYNERGY, LLC	01 1100 610 002 002 2	Wonders McGraw Hill 4th Grade Close	5.00
	01 1100 610 002 002 2	Wonders McGraw Hill 4th Grade Close	5.00
	01 1100 610 002 002 2	Wonders McGraw Hill 4th Grade Close	5.00
	01 1100 610 002 002 2	Wonders McGraw Hill 4th Grade Close	5.00
	01 1100 610 002 002 2	Wonders McGraw Hill 4th Grade Close	5.00
	<b>Total</b>		<b>25.00</b>
TIME MANAGEMENT SYSTEMS	01 2510 610 000 000 0	timeclock	162.50
	<b>Total</b>		<b>162.50</b>
CARDMEMBER SERVICE	01 1100 610 002 002 2	The City of Ember book for 4th grade nov	19.56
	<b>Total</b>		<b>19.56</b>
VERIZON	01 2710 610 000 000 0	jan 21 gps	210.47
	<b>Total</b>		<b>210.47</b>
WINDFALL	01 2220 640 002 002 2	Bean	14.76
	01 2220 640 002 002 2	Eagle	14.76
	01 2220 640 002 002 2	Koala	14.76
	01 2220 640 002 002 2	Penguin	14.76
	01 2220 640 002 002 2	Atlanta Braves	14.76
	01 2220 640 002 002 2	Baltimore Orioles	14.76
	01 2220 640 002 002 2	Detroit Tigers	14.76
	01 2220 640 002 002 2	Los Angeles Angels	14.76
	01 2220 640 002 002 2	Los Angeles Dodgers	14.76
	01 2220 640 002 002 2	Antonov An-225 Mriya	13.48
	01 2220 640 002 002 2	Krupp Digging Machine	13.48
	01 2220 640 002 002 2	Mil Mi-26	13.48
	01 2220 640 002 002 2	Nimitz Aircraft Carrier	13.48
	01 2220 640 002 002 2	Oasis of the Seas	13.48
	01 2220 640 002 002 2	Overburden Conveyor Bridge F60	13.48
	01 2220 640 002 002 2	shipping	10.00
	<b>Total</b>		<b>223.72</b>
WPCI	01 2710 340 000 000 0	random pool	60.00
	<b>Total</b>		<b>60.00</b>
BUDGET DRAIN SERVICES LLC	03 4700 720 000 000	augured drain line boys restroom	565.00
	<b>Total</b>		<b>565.00</b>
JOHNSON CONTROLS	03 4700 720 000 000	kitchen exhaust fan	642.79
	03 4700 720 000 000	replace filters and condensation floats	1,335.87
	<b>Total</b>		<b>1,978.66</b>
MENARDS	03 4700 720 000 000	Supplies for Trophy Case Project	1,062.36
	<b>Total</b>		<b>1,062.36</b>
RICE CONSTRUCTION COMPANY	03 4700 720 000 000	deductible portion of window vandalism	500.00
	<b>Total</b>		<b>500.00</b>
		General Fund Total	<b>\$92,989.55</b>
		Building Fund	<b>\$4,106.02</b>
		Payroll	<b>\$420,567.01</b>

BAYARD PUBLIC SCHOOL  
 TREASURER REPORT  
 BANK STATEMENT BALANCES as of January 31, 2021

General Checking Account	\$	638,823.68	
Payroll Account	\$	6,872.88	
Activity Fund	\$	333,874.62	
Lunch Fund	\$	92,942.45	
Employee Benefits	\$	794.06	
125 Plan	\$	26,013.33	
Building Fund**	\$	260,159.24	
Bond Fund**	\$	186,634.52	
Depreciation Account	\$	39,336.42	
Scholarship CD	\$	72,693.00	
Platte Valley-Employment	\$	119,830.21	
	\$		1,777,974.41

**Account Percentages**

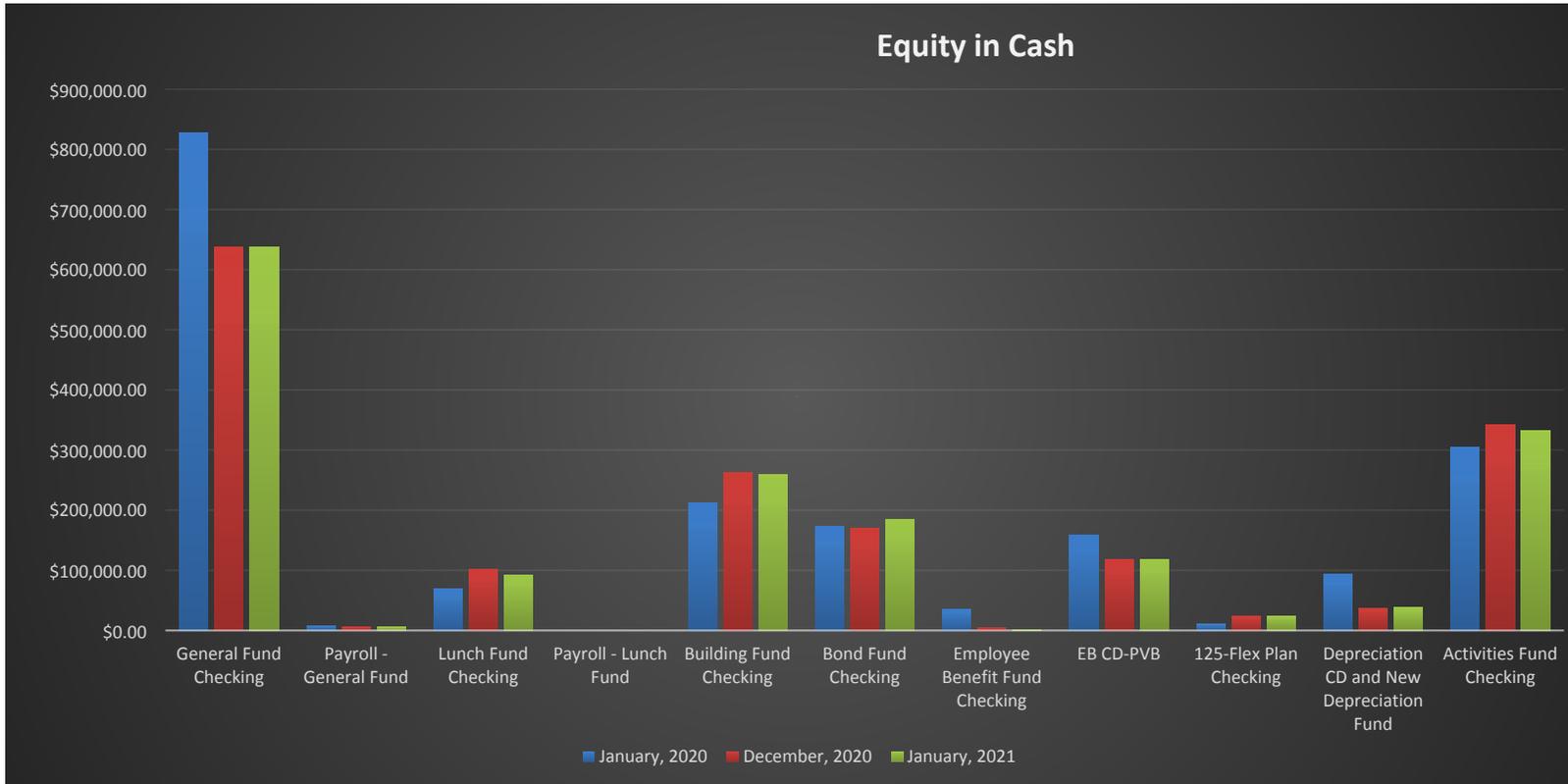


# Bayard Public Schools

## Equity in Cash

January 31, 2021

Fund	Fund #	January, 2020 PRIOR YEAR BALANCE	December, 2020 PRIOR MONTH BALANCE	January, 2021 REVENUES	January, 2021 EXPENSES	January, 2021 ENDING BALANCE
General Fund Checking	01-101	\$828,081.10	639,478.99	501,332.05	(501,987.36)	\$638,823.68
Payroll - General Fund	01-104	\$9,567.68	6,871.75	407,068.32	(407,067.19)	\$6,872.88
Lunch Fund Checking	02-101	\$70,540.71	103,367.31	1,968.84	(12,393.70)	\$92,942.45
Payroll - Lunch Fund	02-104	\$0.00	0.00	6,331.75	(6,331.75)	\$0.00
Building Fund Checking	03-101	\$212,851.86	263,407.50	10,091.19	(13,339.45)	\$260,159.24
Bond Fund Checking	04-101	\$175,216.71	171,954.14	14,680.38	0.00	\$186,634.52
Employee Benefit Fund Checking	05-101	\$36,441.54	6,205.47	1,800.77	(7,212.18)	\$794.06
EB CD-PVB	05-106-1000	\$160,450.73	119,589.07	241.14	0.00	\$119,830.21
125-Flex Plan Checking	05-107	\$12,487.66	25,289.82	4,368.89	(3,645.38)	\$26,013.33
Depreciation CD and New Depreciation Fund	06-101	\$94,480.05	39,144.55	191.87	0.00	\$39,336.42
Activities Fund Checking	07-101	\$305,319.70	343,594.90	14,131.69	(23,851.97)	\$333,874.62
Scholarship CD	07-114	\$79,060.16	72,693.00	0.00	0.00	\$72,693.00
<b>TOTAL</b>		<b>\$1,984,497.90</b>	<b>\$1,791,596.50</b>	<b>\$962,206.89</b>	<b>\$(975,828.98)</b>	<b>\$1,777,974.41</b>



JOIN NEBRASKA STRONG RECOVERY PROJECT

# RANDOM ACT OF KINDNESS DAY

ACROSS THE PANHANDLE

FEBRUARY 17TH, 2021

Help create a community of hope and support during these challenging times with random acts of kindness! Nebraska Strong Recovery Project will be out in the panhandle and we invite you to join in and show your communities we are Nebraska Strong Together! Not only do random acts of kindness make some one's day, but they have a proven impact on society.

We are all in this  
**TOGETHER**

#StayNEStrong



FREE & CONFIDENTIAL  
ASSISTANCE

NEBRASKA FAMILY HELPLINE  
1-888-866-8660

NEBRASKA RURAL RESPONSE HOTLINE  
1-800-464-0258

**Ways to participate:**

- Text a friend and tell them why you're grateful for them
- Buy coffee for the car behind you
- Put a positive note somewhere around town
- Call someone and see how they are doing during the pandemic
- Leave a kind note to your mail carrier
- Pay for someones meal
- Have kids make cards for a nearby nursing home
- Be kind to yourself. Spend 10 minutes doing self care



---

**NASB Monthly Update for Board Meetings - Agenda Item: February 2021**

*View the Monthly Update in video form now at:*

<http://members.nasbonline.org/index.php/news-resources/videos>

**[January Board Notes - Newsletter](#)**

**“NASB Update”**

As a board, some items you should doing, or have on the agenda for February include:

<http://members.nasbonline.org/index.php/resources>

**MISSION, VISION, & GOALS**

- Strategic Plan Update; District Goals Update;

**POLICY GOVERNANCE**

- Review, update, and adopt policy;

**ADVOCACY**

- Review 2021 Legislative Calendar, discuss NASB Legislative Updates and Legislative Committee Report;

**DISTRICT/ESU RESOURCES [BUDGET]**

- Collective Bargaining. On or before March 25 (or within 25 days after certification of amounts, whichever occurs last in time). Negotiations, mediation, and fact-finding shall end. If no agreement is reached by this date, either party may, within fourteen days after such date, file a petition with the commission. § 48-818.01
- Board Finance Committee Report;

**REPORTS**

- Board Committees; Superintendent; Administrators;

**BOARD PROFESSIONAL DEVELOPMENT**

- NASB Legislation Committee Meeting & Legislative Issues Conference;
- NASB President’s Retreat
- NASB Budget Finance Workshop

**LEARNING COMMUNITY**

- Diversity plan; limitations; school building maximum capacity; attendance areas; school board; duties. The board shall provide notice to parent whose student is currently attending a school outside of the attendance area stating what school the student shall be allowed to attend as a continuing student. § 79-2110

**NASB’s Video Resources: <http://members.nasbonline.org/index.php/news-resources/videos>**

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

**Networking & Events: <http://members.nasbonline.org/index.php/events>**

**Advocacy/2021 Legislative Session:**

- The 2021 legislative session began January 6. Keep tabs with all things pertinent to your school at NASB’s Govt Relations page at <http://members.nasbonline.org/index.php/government-relations>



- 
- Stay engaged during the Session and follow along with the bills NASB is tracking at: <https://nasb.envisiams.com/legislative-bills> and through NASB's **Legislative Notes** e-updates.

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

Watch all of the NASB videos at <http://members.nasbonline.org/index.php/news-resources/videos>

To see a quick glimpse at the various items the NASB is involved in, check out pages 10 & 11 each month in the **Board Notes newsletter** for "This Month In ...". To access the latest newsletter, click here:

<http://members.nasbonline.org/index.php/news-resources/board-notes>

## **POLICY NO. 8201 - LIMITATIONS OF BOARD MEMBERS**

The decisions and actions of a single member of the Board of Education cannot be binding on the entire Board. As an individual, he/she has no legal status. He/She has no right to commit the other members of ~~his~~the Board or the administration to any request made directly to him/her.

The Board can exercise its powers and duties only in properly called meetings where a majority of the Board constitutes a quorum to transact business.

Adopted: 8-17-76

Reviewed: 8-9-10, 3-13-17

Revised:

## **POLICY NO. 8202 - REIMBURSEMENT FOR TRAVEL EXPENSES**

Recognizing that travel to certain educational conferences and conventions provides school personnel with an opportunity to keep abreast of the latest developments and trends in the field of education which ultimately result in an improved program of instruction for the local school system, and that in the course of conducting school business, certain expenses are incurred, the Board of Education authorizes the reimbursement of expenses incurred therein.

Reimbursement regulations shall be as follows:

A. Meals and Lodging

1. Cost of meals must be itemized by date
2. Hotel bills should be filed with expense report
3. Reimbursement for tips will be allowed

B. Transportation

1. When school representatives are attending a conference or conducting school business and a private car is used mileage will be allowed at the current IRS Mileage Rate.
2. Parking and storage charges will be allowed
3. Transportation by public carrier will be reimbursed at the actual cost of the fare minus the federal tax. (Travel or school district business by public carrier is exempt from Federal Tax.)

Adopted: 8-17-76

Revised: 1-14-80, 7-13-81; 9-13-10

Reviewed: 8-9-10, 3-13-17

## **POLICY NO. 8101 - ~~AMERICANISM~~ COMMITTEE ON AMERICAN CIVICS**

At the beginning of each ~~school~~ calendar year a committee on American Civics ~~Americanism~~ shall be chosen from the Board.

Adopted: 8-17-76

Reviewed: 8-9-10, 3-13-17

Revised:

## **POLICY NO. 5134 - HIGH SCHOOL CREDIT FOR MIDDLE SCHOOL COURSES**

High school credit may be awarded to students in a middle grades course if the course content and requirements are equivalent to a course offered in the high school. For the purposes of this policy, 6<sup>th</sup> grade is considered to be included in the middle grades (in alignment with Nebraska Department of Education reporting requirements).

Legal Reference: NDE Rule 10.003.05B

Adopted: 8-11-14

## **Proposed Revised POLICY NO. 5084 - VEHICLES ON SCHOOL PROPERTY PUPILS DRIVING CARS**

Pupils driving cars to school are required to park them in the designated area upon arrival at school.

The school assumes no liability for pupils driving motor vehicles.

It shall be the responsibility of all faculty and school employees to report any violation of traffic laws or any improper conduct of student drivers to the principal. ~~Based on the nature of the violation, the principal (with a signed complaint from the school employees) will (a) require the student to check in his/her keys at the Principal's office from 8:30 a.m. — 3:30 p.m. for one week, or (b) file a civil complaint with the Bayard Police Department for legal action to be brought against the student.~~

The Board adopts the following rules regarding parking and driving on School District property.

### **Parking**

1. The Superintendent may designate certain areas of the parking lots as staff only parking. Any areas designated as staff only parking may not be used by students or visitors.
2. Only one vehicle may be parked in a parking stall. Vehicles must be parked in a stall front-end first.
3. Administration may request that any vehicle parked in violation of this policy be towed at the vehicle owner's expense.
4. Students shall have no expectation of privacy regarding vehicles they bring on to School District property. School personnel may search the contents of any vehicle driven or parked on School District property by a student.

### **Driving/Vehicles**

1. All vehicles on School District property must be licensed, registered, and insured according to law. The Administration may report to law enforcement any vehicle suspected to be unlicensed, unregistered or uninsured according to law.

2. Anyone operating a vehicle on School District property must hold the requisite license to operate such vehicle and be covered by insurance as required by law. The Administration may report to law enforcement any suspected violations.
3. No ATVs, UTVs, golf carts, dirt bikes, or similar vehicles may be operated on School District property, unless they meet all of the requirements in item 1 above except by school employees in the course of their employment or as specifically authorized in advance by the Superintendent.
4. Operating a vehicle beyond the established parking lots and driveways of the school is prohibited.
5. Operating a vehicle in an unsafe or reckless manner is prohibited.
6. Anyone operating a vehicle on School District property shall follow all general traffic and driving laws and regulations.
7. Vehicles driven or parked on School District property shall not display images or messages that contain profanity, that are sexual in nature, or that are obscene, vulgar, or offensive. This shall include, but not be limited to decals, bumper stickers, flags, accessories, and license plates.

Any student, staff member, or patron who repeatedly violates this policy may lose his or her right to drive and/or park on School District property. Any student or staff member who violates this policy may be disciplined in the discretion of the Superintendent.

Adopted: 8-17-76

Revised: 1-14-80; 7-13-81

Reviewed: 6-14-10

**BAYARD PUBLIC SCHOOLS**

**SECONDARY SCHOOL**

**COURSE HANDBOOK**

**2021-2022 SCHOOL TERM**



**MISSION STATEMENT**

The mission of the Bayard Public Schools is to work in partnership with parents to provide a successful educational experience for all students to meet and exceed their potential through challenging and integrated curriculum, innovative technology, and diverse opportunities.



## TABLE OF CONTENTS

<b>Nondiscrimination in Education Policy</b> .....	4
<b>Grade Level Courses</b>	
Courses Offered .....	5
Graduation Requirements .....	6
Freshman Courses .....	7
Sophomore Courses .....	8
Junior Courses .....	9
Senior Courses .....	10
<b>Course Descriptions</b>	
<b>Agricultural &amp; Mechanical</b>	
Animal Science .....	11
Farm & Business Management .....	11
Introduction to Agriculture .....	11
Plant & Soil Science .....	11
Power, Structure, and Technical Foundations .....	11
<b>Business</b>	
Principles of Accounting I .....	12
Principles of Accounting II .....	12
Business Law .....	12
Business Math .....	12
Introduction to Business .....	12
Personal Finance .....	12
<b>Career &amp; Technical Education (CTE)</b>	
Basic Nurse’s Aid (BNA) .....	13
Career Development .....	13
Work Based Learning .....	13
<b>Computer Technology</b>	
Broadcast Technology .....	13
Digital Design .....	13
Introduction to Computer Science .....	14
Introduction to Computer Science (WNCC Version) .....	14
Introduction to Python Coding .....	14
Introduction to Robotics .....	14
Information Technology Fundamentals .....	14
Java Coding .....	14
<b>Education</b>	
Educational Field Experience .....	15
Introduction to Education .....	15
Teacher’s Aid Program (TAP) .....	15
<b>Family Consumer Science (FCS)</b>	
Child Development .....	15
Infant/Toddler Development .....	16
<b>Fine Arts</b>	
Advanced Guitar .....	16
Art I .....	16

Art II .....	16
Art III.....	16
Art IV.....	16
Beginning Guitar .....	16
High School Band.....	17
Concert Choir .....	17
Foreign Language	
Spanish I .....	17
Spanish II.....	17
Spanish III .....	17
Industrial Art	
CNC Manufacturing .....	17
Woodworking I .....	17
Woodworking II .....	18
Woodworking III.....	18
Woodworking IV.....	18
Language Arts	
English I.....	18
English II .....	18
English III.....	18
English IV.....	18
English Composition I.....	19
English Composition II.....	19
Journalism I .....	19
Journalism II.....	19
Literature .....	19
Speech.....	20
Leadership	
Leading Self (Leadership I).....	20
Career Essentials (Leadership II) .....	20
Leading Others (Leadership III).....	20
College Readiness (Leadership IV).....	20
Math	
Algebra I.....	20
Algebra II.....	21
Applied Statistics.....	21
Business Math .....	21
College Algebra.....	21
Geometry .....	21
Math IV/Pre-Calc .....	21
Pre-Algebra.....	21
Physical Education	
Individual Health & Fitness.....	22
Lifetime Sports .....	22
Physical Education & Health.....	22
Strength.....	22
Science	
Anatomy & Physiology .....	22

Applied Science.....	22
Biology .....	22
Body Structure & Function .....	23
Chemistry .....	23
General Science .....	23
Medical Terminology .....	23
Physical Science .....	23
Physics.....	23
<b>Social Science</b>	
American Government .....	24
American History .....	24
The Decades .....	24
General Economics.....	24
History of the American West.....	24
Introduction to Psychology.....	24
US History to 1877.....	25
US History Since 1877 .....	25
World Geography .....	25
World History .....	25
<b>Miscellaneous</b>	
Edgenuity (Credit Recovery).....	25
Edgenuity (Electives) .....	25
Odysseyware (Credit Recovery).....	25
Odysseyware (Electives) .....	25
Distance Learning.....	26
<b><u>Anticipated 2021-2022 Offerings</u></b>	
Child Development (from Gordon Rushville).....	15
College Algebra (from WNCC) .....	20
College Composition I (from WNCC) .....	19
College Composition II (from WNCC).....	19
Personal Finance (from Gordon Rushville).....	12
United States History Since 1877 (from Banner County).....	25
History of the American West (from Banner County) .....	24
Online Learning.....	26
<b><u>Anticipated 2021-2022 Offerings</u></b>	
Principles of Accounting I.....	12
Principles of Accounting II .....	12
Body Structure and Function.....	23
Business Law.....	12
Business Math .....	12
Infant/Toddler Development .....	16
Introduction to Business .....	12
Introduction to Education (from WNCC).....	15
Medical Terminology .....	23

## **Nondiscrimination in Education Programs and Activities**

It is the policy of the Bayard Public Schools not to discriminate on the basis of race, color, national origin, creed, age, marital status, sex, or disability in its educational programs, activities, or employment policies, as required by Titles VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, the Section 504 Rehabilitation Act of 1973, and the Nebraska Equal Educational Opportunities Act.

Any person who believes she or he has been discriminated against, denied a benefit, or been excluded from participation in any district educational program or activity on the basis of sex, race, or handicap, in violation of this policy, may grieve such matters using the adopted grievance procedures of this district. Such procedures shall provide for prompt and equitable resolution of complaints alleging acts of discrimination.

Inquires regarding compliance with Title IX, Section 504, Title VI of the Nebraska Equal Opportunity in Education Act may be directed to the High School Principal, Bayard High School, (308)586-1700, or in the case of Title IX and Section 504 Rehabilitation Act, to the Director of the Region VII Office for Civil Rights, 10220 North Executive Hills Boulevard, 8<sup>th</sup> Floor, Kansas City, Missouri 64153, or call (816) 891-8026.

### Policy Enforcement:

To ensure compliance with this policy, the superintendent shall:

- I. Designate a member of the administrative staff:
  - a. To coordinate efforts of the district to comply with this policy;
  - b. To develop and ensure maintenance of a filing system to keep records required under this policy;
  - c. To investigate any complaints of violations of this policy;
  - d. To administer the grievance procedure established in this policy;
  - e. To develop affirmative action programs, as appropriate;
- II. Provide for the publication of this policy on an ongoing basis to students, parents, employees, prospective employees, and district employee unions or organizations, with such publication including the name, office address, and telephone number of the compliance administrator designated, pursuant to this policy in paragraph C., 1. above.

### Grievance Procedure

Any student or employee of this district who believes he or she has been discriminated against, denied a benefit, or excluded from participation, in any district education program or activity, on the basis of sex, in violation of this policy, may file a written complaint with the compliance administrator designed in Paragraph C, 1, of this policy, above. The compliance administrator shall cause a review of the written complaint to be conducted and a written response mailed to the complainant within ten (10) working days after receipt of the written complaint. A copy of the written complaint and the compliance administrator's response shall be provided each member of the Board of Education. If the complainant is not satisfied with such response, he or she may submit a written appeal to the Board of Education, indicating with particularity the nature of disagreement with the response and his or her underlying disagreement. The Board of Education shall consider the appeal at its next regularly scheduled board meeting, following receipt of the response.

The Board of Education shall permit the complainant to address the board in public or closed session, as appropriate and lawful, concerning his or her complaint and shall provide the complainant with its written decision on the matter as expeditiously as possible following the completion of the hearing.

The designated administrator for Title IX is: Kelley Rice, 726 4<sup>th</sup> Avenue, Box 607, Bayard, Nebraska 69334. 308-586-1700. A complete copy of Title IX and Assurance of Compliance under Title IX of the Education Amendments of 1972 was posted for the students' use on November 3, 1972.

## COURSES OFFERED

\*Indicates a DL class (DL classes are subject to availability and may change without notice)  
~Indicates an online class (Online classes are offered through WNCC and may change without notice)

### Agriculture

Animal Science  
Farm & Business Management  
Introduction to Agriculture  
Plant & Soil Science  
Power, Structure, and Technical Foundations

### Business

~Principles of Accounting I  
~Principles of Accounting II  
~Business Law  
~Business Math (WNCC)  
~Introduction to Business  
\*Personal Finance

### Career & Technical Education

Basic Nursing Assistant (BNA)  
Career Development  
Work Based Learning

### Computer Technology

Broadcast Technology  
Digital Design  
Introduction to Computer Science  
Intro to Computer Science (WNCC)  
Introduction to Python Coding  
Introduction to Robotics  
Introduction to Technology Fundamentals  
Java Coding

### Education

Educational Field Experience  
\*Introduction to Education  
Teacher's Aid Program (TAP)

### FCS

\*Child Development  
~Infant/Toddler Development

### Fine Arts

Advanced Guitar  
Art I  
Art II  
Art III  
Art IV

Beginning Guitar  
High School Band  
Concert Choir

### Foreign Language

Spanish I  
Spanish II  
Spanish III

### Industrial Arts

CNC Manufacturing  
Woodworking I  
Woodworking II  
Woodworking III  
Woodworking IV

### Language Arts

English I  
English II  
English III  
English IV  
\*English Composition I  
\*English Composition II  
Journalism I  
Journalism II  
Literature  
Speech

### Leadership

Leading Self  
Career Essentials  
Leading Others  
College Readiness

### Math

Algebra I  
Algebra II  
Applied Statistics  
Business Math  
\*College Algebra  
Geometry  
Math IV/Pre-Calc  
Pre-Algebra

### Physical Education

Individual Health & Fitness  
Lifetime Sports

Physical Education & Health  
Strength

### Science

Anatomy & Physiology  
Applied Science  
Biology  
~Body Structure & Function  
Chemistry  
General Science  
~Medical Terminology  
Physical Science  
Physics

### Social Science

American Government  
American History  
The Decades  
General Economics  
\*History of the American West  
Introduction to Psychology  
\*United States History Since 1877  
World Geography  
World History

### Miscellaneous

Odysseyware (Credit Recovery)  
Odysseyware (Electives)  
Distance Learning:

### Anticipated 2021-2022 Offerings

Child Development  
College Algebra  
College Composition I  
College Composition II  
Personal Finance  
History of American West  
US History Since 1877

Online Learning:

### Anticipated 2021-2022 Offerings

Body Structure & Function  
Business Law  
Business Math  
Computer Science I  
Infant/Toddler Development  
Introduction to Business  
Introduction to Education  
Medical Terminology

## GRADUATION REQUIREMENTS

Graduation Requirements for Bayard High School are the successful completion of 260 semester hours.

The total number of credits must include at least the number of semester hours listed in the following areas:

English—40 semester hours

Mathematics—30 semester hours

Science—30 semester hours

Social Science—40 semester hours

American History—10 semester hours required

American Government—10 semester hours required

Physical Education—10 semester hours

Community Service—8 hours Sophomore Year, 8 hours Junior Year, and 8 hours Senior Year

Preferred Sequence of Core and Technical Classes for Graduation Progress:

### Freshman Year

English

\*Math

Physical Science

World Geography

PE/Health

Leadership I (Leading Self)

### Sophomore Year

English II

\*Math

Biology

World History

Leadership II (Career Essentials)

8 hours Community Service

### Junior Year

English III

American History

\*Math

Science (Chemistry, General Science, or Applied Science)

Leadership III (Leading Others)

8 hours Community Service

### Senior Year

English IV or College Composition

American Government

Leadership III (Leading Others)

8 hours Community Service

\*Math is required freshman, sophomore, and junior years. Students will be placed in the appropriate class as freshmen, then work their way through the sequence. Some students will get further in the sequence, depending on whether they took Algebra in junior high. The sequence is as follows:

Pre-Algebra

Algebra I

Geometry

Algebra II

Math IV

Business Math

Applied Statistics (1 semester)/College Algebra (1 semester)

(Math IV, Business Math, Applied Statistics, and College Algebra are upper-level electives and may be taken in any order.)

## GRADE LEVEL COURSES AND COURSE DESCRIPTIONS

Following will be found a list of courses for each grade level. Five semester hours are earned when an academic class meets for one semester. Required classes listed are necessary for graduation.

### FRESHMAN COURSES

#### **Required:**

English I

Math (choose 1 listed below)

PE/Health

Physical Science

World Geography

Leading Self (Leadership I)

#### **Electives:**

##### Agriculture

Introduction to Agriculture (Ag 9)

##### Industrial Arts

Woodworking I

##### Computer Technology

~Broadcasting

Introduction to Computer Science

Introduction to Technology Fundamentals

##### Language Arts

~Literature

~Journalism I

Speech

##### Fine Arts

Art I

Beginning Guitar

High School Band

Mixed Choir

##### Math Options (required to choose 1)

Pre-Algebra

Algebra

Geometry

##### Foreign Language

Spanish I

*~Because of the level of reading/writing or technology necessary for these courses, students must have permission of the instructor and/or principal to take these electives.*

## SOPHOMORE COURSES

\*DL Course—may change without notice

^Online class from WNCC

### **Required:**

Biology

English II

Math (choose 1 listed below)

World History

Career Essentials (Leadership II)

### **Preferred and Highly Recommended:**

Intro to Technology (one semester)

Speech (one semester)

### **Electives:**

#### Agriculture

Plant & Soil Science (Ag 10)

#### FCS

\*Child Development

#### ^Literature

Journalism I

Journalism II

Speech

#### Business

~Principles of Accounting I

~Principles of Accounting II

\*Personal Finance

#### Fine Arts

Advanced Guitar

Art I

Art II

Beginning Guitar

High School Band

Mixed Choir

#### Math

Algebra I

Algebra II

Geometry

#### Career & Technical Education

Basic Nursing Assistant (BNA)

#### Physical Education

Individual Health & Fitness

PE & Health

Strength

#### Computer Technology

^*Broadcasting*

^*Digital Design*

Introduction to Computer Science

Intro to Computer Science

(WNCC)

Introduction to Python Coding

Introduction to Robotics

Introduction to Technology

Fundamentals

#### Foreign Language

Spanish I

Spanish II

#### Industrial Arts

CNC Manufacturing

Woodworking I

Woodworking II

#### Miscellaneous

Online Class from WNCC

Odysseyware/Edgenuity

#### Language Arts

*~Because of the level of reading/writing necessary for these courses, students must have permission of the instructor and/or principal to take these electives.*

Sophomores wanting to take dual-credit, online or DL classes from WNCC must have the permission of Mrs. Rafferty and Mrs. Rice, AND may have to qualify on the ACCUPLACER test. Possible classes may include:

Introduction to Education

Business Law

Business Math

Introduction to Computer Science

General Economics

Infant/Toddler Development

Introduction to Business

Introduction to Psychology

Introduction to Robotics

Principles of Accounting I

Principles of Accounting II

Other courses may be available through WNCC upon request.

## JUNIOR COURSES

\*DL Class—may change without notice  
~Online Class from WNCC—may change without notice

### **Required:**

American History  
English III

Math (choose 1 listed below)

Science (choose 1 listed below)  
Leading Others (Leadership III)

### **Electives:**

#### Agriculture

Animal Science (Ag 11)

#### Business

~Principles of Accounting I  
~Principles of Accounting II  
~Business Law  
~Business Math (WNCC)  
~Introduction to Business  
\*Personal Finance

#### Career & Technical Education

Basic Nursing Assistant (BNA)  
Work Based Learning

#### Computer Technology

Broadcast Technology  
Digital Design  
Intro to Computer Science  
Intro to Computer Science  
(WNCC)  
Introduction to Python Coding  
Intro to Robotics  
Introduction to Technology  
Fundamentals

#### Education

Educational Field Experience  
\*Introduction to Education  
Teacher's Aid Program (TAP)

#### FCS

#### \*Child Development

~Infant/Toddler Development

#### Fine Arts

Advanced Guitar  
Art I  
Art II  
Art III  
Beginning Guitar  
High School Band  
Mixed Choir

#### Foreign Language

Spanish I  
Spanish II  
Spanish III

#### Industrial Arts

CNC Manufacturing  
Woodworking I  
Woodworking II  
Woodworking III

#### Language Arts

Journalism I  
Journalism II  
Literature  
Speech

#### Math

Algebra II  
Applied Statistics

#### Business Math

College Algebra  
Geometry  
Math IV

#### Physical Education

Individual Health & Fitness  
Lifetime Sports  
Physical Education & Health  
Strength

#### Science

Anatomy & Physiology  
Applied Science  
\*Body Structure & Function  
Chemistry  
General Science  
\*Medical Terminology

#### Social Science

The Decades  
General Economics  
\*History of the American West  
Introduction to Psychology  
\*United States History Since 1877

#### Miscellaneous

Odysseyware  
Online course from WNCC  
Online course through  
Odysseyware/Edgenuity

Juniors wanting to take dual-credit, online or DL classes from WNCC must have the permission of Mrs. Rafferty and Mrs. Rice, AND may have to qualify on the ACCUPLACER test. Possible classes may include:

Introduction to Education  
Business Law  
Business Math  
Infant/Toddler Development

Introduction to Business  
Introduction to Robotics  
Principles of Accounting I  
Principles of Accounting II

Other courses may be available through WNCC upon request.

## SENIOR COURSES

\*DL Course—May change without notice

~Online Course from WNCC—May change without notice

### **Required:**

English IV or English Composition I & II  
American Government

College Readiness (Leadership IV)  
8 Hours Community Service

### **Electives:**

#### Agriculture

Farm Business Manag. (Ag 12)  
Power, Structural, and Technical  
Foundations

#### Business

~Principles of Accounting I  
~Principles of Accounting II  
~Business Law  
~Business Math  
~Introduction to Business  
\*Personal Finance

#### Career & Technical Education

Basic Nursing Assistant (BNA)  
Career Development  
Work Based Learning

#### Computer Technology

Broadcast Technology  
Digital Design  
Intro to Computer Science  
Intro to Computer Science  
(WNCC)  
Introduction to Python Coding  
Intro to Robotics

#### Education

Educational Field Experience  
\*Introduction to Education  
Teacher's Aid Program (TAP)

#### FCS

\*Child Development

#### Fine Arts

Advanced Guitar  
Art I  
Art II  
Art III  
Art IV  
Beginning Guitar  
High School Band  
Mixed Choir

#### Foreign Language

Spanish I  
Spanish II  
Spanish III

#### Industrial Arts

CNC Manufacturing  
Woodworking I  
Woodworking II  
Woodworking III  
Woodworking IV

#### Language Arts

Journalism I  
Journalism II  
Literature

#### Math

Algebra II

Applied Statistics

Business Math  
College Algebra  
Geometry  
Math IV

#### Physical Education

Individual Health & Fitness  
Lifetime Sports  
Physical Education & Health  
Strength

#### Science

Anatomy & Physiology  
Applied Science  
\*Body Structure & Function  
Chemistry  
General Science  
\*Medical Terminology  
Physics

#### Social Science

The Decades  
General Economics  
\*History of the American West  
Introduction to Psychology  
\*United States History Since 1877

#### Miscellaneous

Odysseyware/Edgenuity  
Online course from WNCC

Seniors wanting to take dual-credit, online or DL classes from WNCC must have the permission of Mrs. Rafferty or Mrs. Rice, AND may have to qualify on the ACCUPLACER test. Possible classes may include:

Introduction to Education  
Business Law  
Business Math  
Principles of Accounting I

Infant/Toddler Develop.  
Introduction to Business  
Introduction to Robotics  
Principles of Accounting II

Other courses may be available through WNCC upon request.

## COURSE DESCRIPTIONS

### AGRICULTURE & MECHANICAL

#### ANIMAL SCIENCE

Prerequisites: Intro to Ag; Junior standing

Description: Roughly 75% classroom, 25% shop. Classroom covers domestication, digestive systems, reproductive systems, balancing rations and general animal agriculture. Shop covers basics of automotive servicing (tires, oil & brakes).

**Membership in FFA is required.**

#### FARM & BUSINESS MANAGEMENT

Prerequisites: Introduction to Ag; Senior standing

Description: Roughly 75% classroom, 25% shop. Classroom covers topics in Ag management, such as Ag law, Ag measurement, Ag marketing, understanding Ag business, cash flow, balance sheets, understanding the Farm Bill and understanding USDA programs. Shop is independent project work.

**Membership in FFA is required.**

#### INTRODUCTION TO AGRICULTURE

Prerequisites: None

Description: Roughly 50% classroom, 50% shop. Classroom covers the FFA program and introduction to Ag topics. Shop covers safety and intro to arc welding, mig welding and the Torch-Mate plasma cutter. There will be a class project, such as picnic tables.

**Membership in FFA is required. The student is also responsible to purchase FFA official dress (FFA jacket, black skirt/pants, white collared shirt, black footwear and an FFA tie/scarf), as well as protective clothing for welding.**

#### PLANT & SOIL SCIENCE

Prerequisites: Introduction to Agriculture; Sophomore standing

Description: Roughly 50% classroom, 50% shop. Classroom covers irrigation, soil properties, soil origin, plant properties, fertility, soil testing, crop practices and introduction to Agronomy.

**Participation in the district landjudging contest is required.** Students will also work in the school greenhouse to learn basic greenhouse procedures and practices, as well as participate in the spring sale. Shop covers more advanced arc welding and mig welding, intro to oxy-fuel and possibly tig welding. Projects are allowed if all requirements are met in a timely manner.

**Membership in FFA is required, as well as protective clothing for welding.**

#### POWER, STRUCTURE, AND TECHNICAL FOUNDATIONS

Prerequisites: Senior standing

Description: Roughly 25% classroom, 75% shop. This course introduces selected major areas of agricultural mechanics technology including small engine operation and repair, metal fabrication, woodworking, and electrical wiring. Learning activities include basic understanding, skill development and problem-solving. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. **Membership in FFA is required.**

**\*\*This class is structured to be taken as a block (2 period) course. Students must sign up for both periods. Limited to 8 students.**

## BUSINESS

### PRINCIPLES OF ACCOUNTING I

Prerequisite: None

Description: *Online class.* This course is designed to provide introductory knowledge of financial accounting principles, concepts, and practices. Included topics are the balance sheet, the income statement, the statement of equity, the statement of cash flows, worksheets, journals, ledgers, accruals, adjusting and closing entries, internal control, inventories, fixed and intangible assets, liabilities, equity, and financial statement analysis. This course provides a foundation for more advanced work in the fields of accounting and business. **\*Students must pay for this college credit class.**

### PRINCIPLES OF ACCOUNTING II

Prerequisite: Principles of Accounting I

Description: *Online class.* This course is a continuation of Principles of Accounting I. The course covers cost relationship, statement analysis, and other accounting techniques used for management purposes and decision making. **\*Students must pay for this college credit class.**

### BUSINESS LAW

Prerequisites: Junior or Senior standing

Description: *Online class.* This course is designed to be of practical value regardless of the subsequent occupation of the student. The course covers social forces and the law, classes and sources of law, agencies for enforcement, and court procedure. The entire area of contracts—offer, acceptance, consideration, illegality, interpretation, transfer of rights, discharge, and breach of contract—is discussed. **\*Students must pay for this dual-credit class.**

### BUSINESS MATH (WNCC)

Prerequisites: Junior or Senior standing; Must qualify on the ACCUPLACER

Description: *Online class.* This course consists of instruction in the fundamentals of mathematics as applied to business situations. The course includes the study of fundamental mathematics and calculations for finance and accounting. **\*Students must pay for this dual-credit class. This is a business class and does not meet the math requirement.**

### INTRODUCTION TO BUSINESS

Prerequisites: Junior or Senior standing

Description: *Online class.* This course offers an introductory study and overview of the role of business in society as well as a discussion of the various disciplines of business including an overview of business organization, management, marketing, human resource management, and finance. Also a study and discussion of various strategies for success of specific public and private firms as well as small business. Business vocabulary is used to understand, analyze, and interpret business news and information. **\*Students must pay for this dual-credit class.**

### PERSONAL FINANCE

Prerequisites: None

Description: *Distance Learning course.* Course is designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, saving and investing. We will also take a look at budgeting, buying a vehicle, buying or renting a home, and comparative shopping. This course will provide a foundational understanding for making informed personal financial decisions.

## CAREER & TECHNICAL EDUCATION

### BASIC NURSING ASSISTANT

Prerequisites: Must be at least 16. Cannot be convicted of a crime involving moral turpitude.

Description: This course is designed to provide students with the essential knowledge and skills to deliver basic care to residents/clients of healthcare facilities. Topics include: residential rights, communications, safety, observations, reporting and assisting residents/clients in maintaining basic comfort and safety. Upon completion of the course, the student will arrange to take a written or oral examination and will demonstrate skill competency. The course is designed to meet the training requirements of the federal and Nebraska state law for nursing assistants working in licensed facilities.

**\*Students must pay for this college-credit class.**

### CAREER DEVELOPMENT

Prerequisite: Senior standing

Description: This course is designed to help students learn to manage issues in everyday living, prepare for personal life and career responsibilities and develop employability skills. Students learn and apply the career and college planning process using the Nebraska Career Education Model and related resources. Students will identify personal interests, skills and values, then apply this knowledge to both academic and career decision making. Students will demonstrate progress/proficiency in Nebraska Career Readiness Standards of Practice which are current expectations in today's workplace. Includes scholarship guidance and an overview of skills necessary to live on your own for the first time, such as personal finance, and tenant rights and responsibilities.

### WORK BASED LEARNING

Prerequisite: Junior or senior standing; On track to graduate

Description: A class that provides students the opportunity to connect what they learn in school with worksite application. Students are placed in an occupation that best relates to their career interest and aptitude. The school and business community work together to plan activities that will enable each student to apply the knowledge, attitudes and skills learned in the classroom to actual business situations and positions. Students must be on track to graduate and may not participate if credit deficient.

## COMPUTER TECHNOLOGY

### BROADCAST TECHNOLOGY

Prerequisite: None

Description: Students will use the skills developed to create several broadcasting products. This will include informative videos/films, school announcements, advertisements, and live broadcasts. Topics covered may include, but are not limited to: history of mass media, terminology, safety, basic equipment, script writing, production and programming, lighting, recording and editing, and professional ethics. Students will use multiple programs including Wirecast, Photoshop, and iMovie. Students will be responsible to help with live-streaming of school activities during this course. **\*Due to the level of technology knowledge necessary for this class, students may be asked to complete a technology skills assessment prior to acceptance into the course and must have permission from the instructor and/or the principal.**

### DIGITAL DESIGN

Prerequisite: Passing grade on 8<sup>th</sup> grade computers or Intro to Technology Fundamentals

Description: Upper level course on the components of digital design. **\*Due to the level of technology knowledge necessary for this class, students may be asked to complete a technology skills assessment prior to acceptance into the course and must have permission from the instructor and/or the principal.**

### INTRODUCTION TO COMPUTER SCIENCE

Prerequisites: None

Description: The course introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity, and how computing impacts our world. Students will develop the computational thinking skills needed to fully exploit the power of digital technology and help build a strong foundation in core programming and problem-solving.

### INTRODUCTION TO COMPUTER SCIENCE (WNCC)

Prerequisites: None

Description: *Online class.* This course is a study of computer programming, problem solving methods, and accepted software development practices using Java, a high-level programming language. Topics include the fundamentals of Java procedural and object oriented programming and the introduction of some advanced features of Java. **\*Students must pay for this dual-credit class.**

### INTRODUCTION TO PYTHON CODING

Prerequisite: Algebra I

Description: An interactive introductory course for students brand new to programming that teaches the foundations of computer science using the Python language. Not only will this semester- or year-long course prepare students for AP Computer Science A and AP Computer Science Principles, but it will teach students how to think computationally and solve complex problems, skills that are important for every student.

### INTRODUCTION TO ROBOTICS

Prerequisites: Completion of Introduction to Computer Science

Description: This course helps students utilize off the shelf robotic kits to design, build, and program robots to interact with the real world. The course teaches the student how mechanical, electronic, and software components interact within a mechatronic system. No previous experience is required, though INFO-1210, INFO-1360, or previous programming experience is recommended. **\*Students must pay for this dual-credit class.**

### INTRODUCTION TO TECHNOLOGY FUNDAMENTALS

Prerequisite: Sophomore standing

Description: This course focuses on equipping students with real-world technology skills needed to thrive in the 21st century economy. The main focus is learning Microsoft Office software programs, primarily Word, by which students earn their Microsoft Office Specialist certification. Also covered in this class will be basic coding and programming, including the use of Lego robots, Digital citizenship, and webpage design. **\*May be taken for college credit through WNCC. Cost of the dual-credit is the responsibility of the student, not the school district.**

### JAVA COURSE

Prerequisite: Year long, prior coding experience recommended

Description: Students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering. AP Computer Science A teaches

object-oriented programming using the Java language and is meant to be the equivalent of a first semester, college-level course in computer science. It will emphasize problem solving and algorithm development, and use hands-on experiences and examples so that students can apply programming tools and solve complex problems.

## EDUCATION

### EDUCATION FIELD EXPERIENCE

Prerequisite: Junior or Senior Standing; Enrolled in TAP

Description: Students will be afforded the opportunity to be involved in a classroom setting and are expected to meet the expectations of the cooperating teacher while also professionally interacting with students. Our expectation is that students are allowed to engage in meaningful instructional opportunities, e.g., supporting small group work/conversations, leading a review. **It is also very important that you are dependable to be present when expected and engaged.** If your field experience requires you to join via Zoom, you should engage in professional dress and behavior. Students will complete and document **at least 45 hours** over the course of the semester. It is anticipated that the hours are completed throughout the entire semester.

**\*This course is offered for college-credit through Nebraska Wesleyan University. Students must pay for this course. It will be scheduled for the same period as TAP.**

### INTRODUCTION TO EDUCATION

Prerequisite: Junior or senior standing; Must qualify on the ACCUPLACER

Description: *Online course.* This course provides an overview of education in the United States viewed in terms of history, philosophy, finance, and governance. It is designed to encourage critical thought regarding the role of education in a multicultural society, the role of the teacher, and educational practices in schools. The course is designed to help students explore education as a prospective career. **\*Students must pay for this dual-credit class.**

### TEACHER'S AID PROGRAM

Prerequisite: Junior or senior standing, permission of principal and supervising teacher

Description: This course provides students with volunteer experience related to education. Goals are cooperatively set by students and supervising teacher so that students increase their understanding about the roles and responsibilities of a teacher. Opportunities may include experiencing teaching in a controlled setting by designing learning experiences and giving presentations. Classroom instruction could include questioning, developing objectives, safety practices, and technology applications. Teacher's aids are generally not allowed in high school level classes. Students must complete the Title I modules on Project Para prior to being placed in the classroom, unless exempted by the principal and/or counselor.

## FAMILY CONSUMER SCIENCE (FCS)

### CHILD DEVELOPMENT

Prerequisite: None

Description: *Distance Learning course.* The course focuses on how to meet children's developmental needs in each stage of growth. Study centers on physical, intellectual, and social-emotional development from the prenatal stage through the school-age years. Observation and participation with young children may be a practical learning experience for students in this course.

## INFANT/TODDLER DEVELOPMENT

Prerequisite: Junior or senior standing; must qualify on the ACCUPLACER

Description: *Online course.* This course focuses on prenatal development through three years of age. Planning developmentally appropriate curriculum to include all domains of the child—physical, cognitive, emotional, and social—is examined. **\*Students must pay for this dual-credit class.**

## FINE ARTS

### ADVANCED GUITAR

Prerequisites: Beginning Guitar

Description:

### ART I

Prerequisites: None

Description: Students, regardless of ability or experience, are introduced to the elements and principles of art. They will develop a variety of skills and techniques in regards to drawing, painting, clay, etc. Progress will be demonstrated over time through a sketchbook and a portfolio while students learn to develop their personal artistic style.

### ART II

Prerequisites: Art I (must have passed)

Description: Art II is an intermediate level course where students will use the foundation of Art I to develop a greater depth of understanding of art. Students will apply their knowledge of elements and principles of art into a variety of media. Progress will be demonstrated over time through a sketchbook and a portfolio while students hone their personal artistic style.

### ART III

Prerequisites: Art II (must have passed with a C or better)

Description: Art III is an advanced level course that is geared toward the more serious Art student. It will be a more individualized course that will require a greater sense of independence, as well as an increased knowledge of media and techniques. Progress will continue to be demonstrated over time through a sketchbook and portfolio that reflects the personal style of the artist.

### ART IV

Prerequisites: Art III (must have passed with a C or better)

Description: Art IV is designed to help students perfect their artistic talent while building a portfolio. It is an individualized course that will require independence and a large knowledge base of media and techniques. Progress will be demonstrated over time through a portfolio that can be used for college applications and/or professional use.

### BEGINNING GUITAR

Prerequisites: None

Description: Introductory course to guitar skills, music, and composition. Students will learn to play chords, melodies, strum patterns, finger pick patterns, tablature, note reading, improvisation, and ensemble performance. This class will use the Consonus Music Institute blended guitar curriculum that incorporates student workbooks as well as online resources. The curriculum also is multi-leveled so it is appropriate for more experienced guitar players. Various music genres will be explored from folk to rock and country to classical and jazz. Students will also learn to compose music for guitar and play

accompaniment by ear. Guitar ensembles will perform in high school music concerts and other events. Fees may apply. **\*Limited to 10 students**

### HIGH SCHOOL BAND

Prerequisites: Previous participation in band and/or lessons, director approval. Students must be at an appropriate skill level to be in high school band.

Description: Students in band continue to develop their instrument playing abilities, increase their knowledge of music terminology and learn about different styles of music. Students in band represent the school at civil activities and school activities, including games, parades, contests and festivals. Students have the opportunity to perform solos and in small groups. Band demands a reasonable amount of practice, discipline, good health, character and responsibility.

### CONCERT CHOIR

Prerequisite: None

Description: The high school choir teaches proper vocal techniques, sight singing, responsibility to self and team, and work ethic. Musicians will have the opportunity to prepare and perform a variety of different choral music genres and showcase their achievements through various projects through out the year. After school attendance at specified performances is mandatory. The first semester is spent in preparation for WTC Honor Choir, High Plains Honor Choir, All-State Choir and a Christmas concert. The spring season is climaxed with the MAC Music Contest, District Music Contest and spring concert.

## FOREIGN LANGUAGE

### SPANISH I

Prerequisite: None

Description: The course deals with learning basic vocabulary, grammar and cultural concepts, and being able to write and converse at the novice level.

### SPANISH II

Prerequisite: Spanish I

Description: After a brief review of the concepts, grammar, and vocabulary learned in Spanish I, students will enhance their abilities and understanding to be able to write and converse at an advanced novice level.

### SPANISH III

Prerequisite: Spanish II

Description: Students will have the chance to practice vocabulary and grammar structures to amplify their communicative skills at an advanced novice level.

## INDUSTRIAL ARTS

### CNC MANUFACTURING

Prerequisite: Sophomore standing or above and Woodworking I

Description: The goal of this class is to help students set up a business and website through which they will receive orders to manufacture gifts, plaques, etc. **\*Limited to 8 students.**

### WOODWORKING I

Prerequisite: None

Description: Beginning course dealing with planning projects, building projects and the use and care of tools.

### WOODWORKING II

Prerequisite: Woodworking I

Description: An advanced course in woodworking. A continuation in developing skills and concepts learned in Woodworking I.

### WOODWORKING III

Prerequisite: Woodworking II

Description: An advanced course in woodworking. A continuation in developing skills and concepts learned in Woodworking II. More advanced projects are expected.

### WOODWORKING IV

Prerequisite: Woodworking III

Description: More advanced course in woodworking. Students will continue to develop skills and concepts learned in Woodworking III. More advanced projects are expected.

## LANGUAGE ARTS

### ENGLISH I

Prerequisite: None

Description: English I covers reading, writing, spelling, vocabulary, speech, and grammar. Reading covers numerous literary pieces, including short stories, novels, poetry, and nonfiction pieces. The composition portion focuses on narrative, informative, descriptive, and persuasive writing. An emphasis on formal, academic writing dominates the writing portion. Grammar and spelling lessons will be integrated within the writing process. Speaking and listening skills will be practiced during academic conversations and oral presentations.

### ENGLISH II

Prerequisite: English I

Description: English II consists of reading various World Literature pieces, including, but not limited to, novels, short stories, nonfiction, and poetry. Cultural diversity and awareness will be a focal point in the texts. The course will also include a composition portion that focuses on literary analysis, informative, narrative, and argumentative writing. An emphasis on formal, academic writing will permeate the writing portion of the class. Grammar and spelling lessons will be integrated within the writing process.

### ENGLISH III

Prerequisite: English I and II

Description: American Literature engages students in a close reading of influential and representative works of American fiction and non-fiction. This class will provide students the opportunity to expand and polish reading, writing, research, technology, listening, viewing, and speaking skills while studying a variety of genres. Active reading strategies process writing, and higher order/critical thinking skills will be utilized to analyze and interpret reading selections from specific time periods. Students will connect to their own lives while demonstrating proficiency of writing process. Along

with regular reading and discussion, the course includes an extensive unit on writing a great college quality paper, and also one on writing scholarship essays. Students will demonstrate effective use of technology through a variety of presentations formats.

#### ENGLISH IV

Prerequisite: English I, II and III

Description: British Literature will provide students the opportunity to expand and polish reading, writing, research, technology, listening, viewing, and speaking skills while studying a variety of genres. Active reading strategies, process writing, and higher order/critical thinking skills will be utilized to analyze and interpret reading selections from specific time periods. Students will examine how narrative structure, stylistic devices such as figurative language and symbolism, setting, and character development contribute to thematic ideas. Reading assignments are selected from a variety of historical periods and cultures, with a strong emphasis on poetry, drama, and fictional prose. Writing experiences include responses to poetry and prose passages, in-and out-of-class essays, and a personal essay. Students will connect to their own lives while demonstrating proficiency of writing process through narrative, reflective, descriptive, persuasive literary analysis, and research writing. Students will demonstrate effective use of technology through a variety of presentations formats.

#### ENGLISH COMPOSITION I

Prerequisite: English I, II, III and senior standing; Must qualify on ACCUPLACER or by ACT score

Description: Dual credit class (high school English requirement & 3 hours college credit). This course offers instruction and practice in the techniques of good writing, correlated with the reading and analysis of various types of factual literature. **\*Student must pay for this dual-credit course.**

#### ENGLISH COMPOSITION II

Prerequisite: English Comp. I and senior standing; Must qualify on ACCUPLACER or by ACT

Description: Dual credit class (high school English requirement & 3 hours college credit). A continuation of Composition I. This course offers further practice in good writing based on the reading and critical analysis of literature as genre (such as short story, poetry, drama and novel). In addition, the course presents library research techniques and other skills needed for writing research papers. A formal research paper is required. **\*Student must pay for this dual-credit course.**

#### JOURNALISM I

Prerequisite: None

Description: This course introduces students to the concept of newsworthiness and press responsibility; develops students' skills in writing and editing stories, headlines, and captions; and teaches students the basis of production design, layout, and printing of a publication such as school newspapers, year books and literary magazines. **\*Because of the level of reading/writing necessary for this class, freshmen & sophomores must have permission from the instructor and/or the principal.**

#### JOURNALISM II

Prerequisite: Journalism I

Description: This course provides students practice in advanced journalistic techniques and involves them in the formation and/or management of the production team. This course may include the production of a school newspaper, yearbook, or literary magazine and may include elements of photography, photojournalism, and exploration of opportunities for careers in journalism.

## LITERATURE

Prerequisite: None

Description: The focus of the literature class is examining elements of literature and gaining an understanding of story elements in contemporary and classic text. The majority of the class is student lead, with students presenting topics and questions for each story to use in class discussion. **\*Because of the level of reading/writing necessary for this class, freshmen & sophomores must have permission from the instructor and/or the principal.**

## SPEECH

Prerequisite: None

Description: Students will be introduced to a variety of speech and communication activities for the 21st Century. Student will be expected to participate in various assigned projects including creating and delivering speeches. Speaking in front of others will be emphasized throughout the course.

## LEADERSHIP

### LEADING SELF (LEADERSHIP I)

Prerequisite: None

Description: This course is based on the Covey 7 Habits of Highly Effective Teens book and is the basis of the Leadership curriculum. Student will learn the 7 Habits: Be Proactive, Begin With the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand, Synergize, and Sharpen the Saw.

### CAREER ESSENTIALS (LEADERSHIP II)

Prerequisite: None

Description: This course continues the habits learned in Leading Self. Students will focus on career essentials including: Interview Skills, Presentation Skills, Listening Skills, Using Feedback, Emotional Control, Resume Writing, Digital Etiquette, Creativity, and Conversations.

### LEADING OTHERS (LEADERSHIP III)

Prerequisite: None

Description: This course focuses the Covey Habits on leading others. Modules include: 4 Roles of Leadership, Leading Projects, Mentoring 1-to-1, Group Dynamics, Meeting Management, Group Decisions, Leading Families, Coaching, and Leading Work Teams.

### COLLEGE READINESS (LEADERSHIP IV)

Prerequisite: None

Description: This course is the capstone of the Covey Habits curriculum. Modules include: 4 Disciplines, College Test Prep, Prep for College/Life, Study Skills, Weekly Planning, Financial Literacy, Away From Home, Roommates, Taxes, Community Involvement, and Health & Fitness. Completion of this course will provide the student with the information and skills necessary to transition into the adult world.

## MATH

### ALGEBRA I

Prerequisite: None

Description: Algebra is a course in the study of mathematics involving operations on sets of numbers represented by symbols. Algebra I will use the generalization of mathematics in which it uses symbols to solve for the unknown using the known elements. This beginning level course will develop confidence and ability in using variables and functions to represent numerical patterns and quantitative relations. Absolute value, inequalities and quadratic functions will also be introduced. Deductive reasoning will be integrated into the study of Algebra.

### ALGEBRA II

Prerequisite: Algebra I, Geometry

Description: This class is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equation, advanced polynomials, imaginary and complex numbers, and quadratics. It also introduces matrices and their properties. The content of this course is important for students' success on both the ACT and college mathematics entrance exams.

### APPLIED STATISTICS

Prerequisite: Algebra II. Must qualify on the ACCUPLACER test or with ACT score

Description: Applied Statistics is a semester long dual-credit offering that is a standard applied statistics course that applies to a wide variety of academic disciplines; e.g., medicine, biology, engineering, business, psychology, etc. Topics to be covered include descriptive statistics, probability, distribution theory, confidence intervals, test of hypothesis, Chi-squared test, and linear correlation and regression. The course utilizes a robust software page, for selected problems. **\*Student must pay for this dual-credit course.**

### BUISSNESS MATH

Prerequisite: None

Description: This course focuses on mathematical functions using whole numbers, fractions, decimals, and percents that are required to function in today's business world as well as to handle personal finance. The ability to estimate and approximate answers in solving financial problems will be emphasized. Students will work with computer spreadsheets and learn to create and interpret graphic representations of numerical data. Business topics that will be covered include interest rates, job costing, merchandising, payroll, credit, taxes, insurance, and global business.

### COLLEGE ALGEBRA

Prerequisite: Senior standing; Must qualify on the ACCUPLACER test or with ACT score

Description: This course is a preparation for trigonometry and calculus. Topics included are: graphs, functions, equations and inequalities, polynomial and rational functions, and exponential and logarithmic functions, systems of equations and inequalities, and selected discrete mathematical topics. **\*Student must pay for this dual-credit course.**

### GEOMETRY

Prerequisite: Algebra I

Description: This class will consist of basics of geometry, inductive and deductive reasoning, proofs, plane figures, parallel and perpendicular lines in congruent and similar figures, transformations, trigonometry, area and volume, circles, arcs, and angles by description and construction.

### MATH IV/PRE-CALCULUS

Prerequisite: Have to have passed Algebra I, II and Geometry

Description: This course is an extension on Algebra II with the emphasis in trigonometry, limits, and introductory calculus topics. All major areas covered in Algebra II are reinforced at a greater depth with additional applications aided by the use of calculators and computers.

### PRE-ALGEBRA

Prerequisite: None

Description: Pre-Algebra involves addition, subtraction, multiplication, and division of integers and rational numbers. Other topics covered include; solving of simple equations by properties of equality, strategies of solving word problems and solving linear equations by addition, subtraction, and substitution.

## PHYSICAL EDUCATION

### INDIVIDUAL HEALTH AND FITNESS

Prerequisite: None

Description: The study of achieving lifetime fitness. The course will study the fitness advantages of lifetime individual fitness such as walking, jogging and weightlifting. Also individual sports, such as golf, may be covered.

### LIFETIME SPORTS

Prerequisite: Junior or Senior standing

Description: Deals with all types of sports that can be played after graduating from school. Some of the sports that may be played are tennis, golf, badminton, ping-pong, basketball, racket ball, whiffle ball, and others. Rules and regulations will be taught as well as techniques to play the game.

### PHYSICAL EDUCATION AND HEALTH

Prerequisite: None

Description: The emphasis is not so much on exercise for the sake of exercise as it is on having the student acquire skills and understanding that will stay with him/her as a permanent part of his/her life interests. To name a few: basketball, volleyball, archery, badminton, weightlifting, and horseshoes.

### STRENGTH

Prerequisite: None

Description: Will learn the proper techniques and forms for weight lifting using all of the muscle groups.

## SCIENCE

### ANATOMY & PHYSIOLOGY

Prerequisite: Junior standing or above

Description: This course is for those interested in science or health-related fields. Anatomy and physiology is a study of the human body. The study will range from cells, body system (organs, skeletal, muscular, etc.), and processes. Related career opportunities, such as athletic training, physical therapy, and personal training may also be discussed. Dissection of various animals and animal organs may occur to complement course work. This course is designed for college preparation, especially for biology and health career majors.

### APPLIED SCIENCE

Prerequisite: Physical Science and Biology; Junior standing or above

Description: A discipline dealing with applying scientific knowledge to practical problems, and explanation of our world. This class will stress problem solving, critical thinking, and hands-on science.

### BIOLOGY

Prerequisite: Sophomore standing or above

Description: Study of living things from unicellular organisms (virus, bacteria) to multi-cellular organisms (man). Covers the science of life and the Biological Principles that govern our ecosystem.

### BODY STRUCTURE & FUNCTION

Prerequisite: Junior standing or above, plus qualify on the ACCUPLACER test.

Description: This course is planned to give the practical nursing student a working knowledge of body structure and function from the cell to the body systems. (Description per the WNCC course catalog).

Class will meet four days a week. Students will be TAP students during their non-class day unless other arrangements are made with the principal. **\*Student must pay for this dual-credit course.**

### CHEMISTRY

Prerequisite: Algebra I or II taken concurrently. Junior standing or above.

Description: Elementary concepts of Chemical Laws and practical applications thereof (lab). Types of solutions and calculations of their concentrations, including ion concentration, pH, percent solution, molarity, and other approaches dealing with formula-based chemical problem solving.

### GENERAL SCIENCE

Prerequisite: Physical Science and Biology. Junior standing or above.

Description: A course emphasizing the general principles of the three main divisions of science: Physical Science, Life Science and Earth Science. The course will consist of a student-guided curriculum on a contractual basis with the instructor. Students have the element of control over the time, place, pace, and path of their learning. Totally student guided study.

### MEDICAL TERMINOLOGY

Prerequisite: Junior or Senior standing

Description: This course gives the student a basic knowledge of medical terms used in the health profession. The format presents terminology within the context of root words and use of prefixes and suffixes. It is designed to stimulate the student thinking process including proper use and pronunciation of medical terms. (Description per the WNCC course catalog). Class will meet two days a week.

Students will be TAP students during their non-class days unless other arrangements are made with the principal. **\*Student must pay for this dual-credit course.**

### PHYSICAL SCIENCE

Prerequisite: None

Description: A study of the relationship between matter and energy, the forms it takes in nature, and how it can be changed from one form into another. Identify and use these relationships in real world applications. Specific areas to be covered are: Physics basics and Chemistry basics includes but is not limited to: energy and motion, the nature of matter, electricity, energy resources, earth and space, and biological processes.

### PHYSICS

Prerequisite: Algebra I and II, Senior standing, or by permission from instructor.

Description: A study of the relationship between matter and energy, the forms it takes, and how it can be changed from one form to another. Specific areas to be covered are as follows: matter, energy, motion, force of work, thermal effects, nature of light, sound.

## SOCIAL SCIENCE

### AMERICAN GOVERNMENT

Prerequisite: Senior

Description: This course provides an overview of the structure and functions of the U.S. government and political institutions and examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. The course examines how people govern themselves at the national, state and local level.

### AMERICAN HISTORY

Prerequisite: Junior

Description: The course covers the history of the United States beginning with the Gilded Age to the present. Students should be able to ask historical inquiry questions, gather and analyze evidence in order to defend and communicate conclusions.

### THE DECADES (60s-00s & TODAY )

Prerequisite: Junior or Senior standing

Description: Special topics of “the decades” that explore the landmark eras of cultural, economical, political, and technological changes from the 60s-00s and today, infusing new relevance to the cultural touchstones that influence the world.

### GENERAL ECONOMICS

Prerequisite: None

Description: This course is a survey of the major economic issues of today for students not majoring in law, economics, or business administration. Economic policy, problems, and institutions are stressed. **\*Student must pay for this dual-credit course.**

### HISTORY OF THE AMERICAN WEST

Prerequisite: Junior or Senior standing. Must qualify on the ACCUPLACER

Description: *Distance Learning course.* This course is an examination of historical issues and events involving America west of the Mississippi River, including an examination of the concepts ‘west’ and ‘frontier’ themselves. Central themes in the course include an examination of who migrated to the west and why, the results of that migration and the impact of that migration and the events surrounding it on the United States as a whole. Examples of topics covered in the course include: the history and influence of the Spanish and French; cultural interaction and conflict between Europeans explorers/settlers and indigenous peoples; early explorers and emigrants; cowboys, outlaws and violence; children, marriage and families; farming, settlement and homesteading; and the West of the imagination (myth and reality of the West in American culture and popular culture). **\*Student must pay for this dual-credit course.**

### INTRODUCTION TO PSYCHOLOGY

Prerequisite: Junior or senior standing; Must qualify on the ACCUPLACER

Description: This course is an introduction to the science of behavior and mental processes including the application of critical thinking to the study of learning theory, memory, personality, growth and development, biological and neurological aspects, abnormal behavior, therapies, intelligence, motivation, emotion, sensation, perception, and theoretical perspectives. **\*Student must pay for this dual-credit course.**

### UNITED STATES HISTORY SINCE 1877

Prerequisite: Junior or Senior standing. Must qualify on the ACCUPLACER

Description: *Distance Learning course.* This course is a survey of the political, economic, and social history of the United States since the Reconstruction following the Civil War. **\*Student must pay for this dual-credit course.**

### WORLD GEOGRAPHY

Prerequisite: Freshman

Description: The course utilizes a spatial perspective to study the planet's human and physical features. The course utilizes a systems approach and helps students become skilled at geo-spatial technologies which are used to address modern day problems. Students should be able to ask geographic inquiry questions, gather and analyze evidence in order to defend and communicate conclusions.

### WORLD HISTORY

Prerequisite: None

Description: An understanding of the changing world in which we live. Students must gain some understanding of people all over the world; their aspirations, their problems, the patterns of culture in which they live—in general, what “makes them tick.”

## MISCELLANEOUS

### EDGENUITY (CREDIT RECOVERY)

Prerequisite: Assigned by the counselor or principal.

Description: Online credit-recovery. Used to replace credits lost by failing a course or having too many absences.

### EDGENUITY (ELECTIVE)

Prerequisite: None

Description: See Mrs. Rafferty for a list of elective courses. Courses are usually semester based and must be completed within the semester. Year-long courses must be 50% complete by the end of 1<sup>st</sup> semester.

### ODYSSEYWARE (CREDIT RECOVERY)

Prerequisite: Assigned by the counselor or principal.

Description: Online credit-recovery. Used to replace credits lost by failing a course or having too many absences.

### ODYSSEYWARE (ELECTIVE)

Prerequisite: None

Description: See Mrs. Rafferty for a list of elective courses on Odysseyware. Courses are usually semester based and must be completed within the semester. Year-long courses must be 50% complete by the end of 1<sup>st</sup> semester.

### DISTANCE LEARNING

Prerequisite: Varies by class

Description: On-line satellite classes offered that are determined by the amount of interest from the students. Availability each year depends on whether the course fits in our schedule and if we are accepted by the home site. Not every DL class is offered every year. Please double check with the principal or counselor for prospective availability before planning to take a class.

### ONLINE LEARNING

Prerequisite: Varies by course

Description: Online classes through WNCC generally do not qualify for high school credit. Students interested in taking online classes during high school must have enough credits to be on track to graduate. See Mrs. Rafferty for a list of what is available. Classes are semester based. **\*Student must pay for this dual-credit or college credit course.**



Pricing Proposal  
Quotation #: 19928688  
Created On: 1/14/2021  
Valid Until: 1/29/2021

---

## Bayard Public School District

---

---

## Inside Account Executive

---

### Jennifer Gier

EAST 8TH ST  
BAYARD, NE 693340607  
United States  
Phone: (308) 586-1700  
Fax:  
Email: Jenny.gier@bayardtigers.org

### Kevin Jarrell

290 Davidson Ave.  
Somerset, NJ 08873  
Phone: 732-507-1359  
Fax: 732-564-8553  
Email: Kevin\_Jarrell@SHI.com

All Prices are in US Dollar (USD)

Product	Qty	Your Price	Total
1 Dell Chromebook 3100 - Celeron N4020 / 1.1 GHz - Chrome OS - 4 GB RAM - 16 GB eMMC - 11.6" TN 1366 x 768 (HD) - UHD Graphics 600 - Wi-Fi, Bluetooth - with 1 Year Dell Mail-In Service Dell - Part#: 0JWC5	60	\$250.00	\$15,000.00
		Subtotal	\$15,000.00
		Shipping	\$0.00
		Total	\$15,000.00

### Additional Comments

---

Hardware items on this quote may be updated to reflect changes due to industry wide constraints and fluctuations.

---

The Products offered under this proposal are resold in accordance with the [SHI Online Customer Resale Terms and Conditions](#), unless a separate resale agreement exists between SHI and the Customer.

**SALES QUOTATION**

**Quote No.** Q-00369277  
**Ref. No.** Bayard-Dell 3100

**Date** 1/14/2021  
**Exp. Date** 2/13/2021

**Sterling Account Manager**

Angie Sexton  
303 Centennial Dr  
North Sioux City, SD 57049  
P: (605) 242-4037  
F: (605) 242-4001  
angie.sexton@sterling.com

**Customer Information**

Bayard Secondary School  
Jenny Gier  
East 8th St, Box 607  
Bayard, NE 69334-0607  
P: (308) 586-1211  
jenny.gier@bayardtigers.org

<b>Terms</b> Net 30	<b>FOB</b> Destination	<b>Contract</b> Open Market	<b>Lead Time</b> 60 Days ARO
------------------------	---------------------------	--------------------------------	---------------------------------

<b>Line No.</b>	<b>QTY</b>	<b>Part Number</b>	<b>Description</b>	<b>Unit Price</b>	<b>Extension</b>
1	60	210-ARJL	Dell Chromebook 3100	\$230.02	\$13,801.20
2	60	338-BUUG	Intel Celeron N4020 (Dual Core, up to 2.8GHz, 4M Cache, 6W)	\$0.00	\$0.00
3	60	370-ADZI	4GB 2400MHz LPDDR4 Non-ECC	\$0.00	\$0.00
4	60	400-AWCZ	32GB eMMC Hard Drive	\$0.00	\$0.00
5	60	391-BDXY	11.6" HD (1366 x 768) Anti-Glare Non-Touch, Camera & Microphone, WLAN Capable	\$0.00	\$0.00
6	60	580-AHRW	US English Keyboard, non-backlit	\$0.00	\$0.00
7	60	555-BEVK	Intel(R) Dual Band Wireless AC 9560 (802.11ac) 2x2 + Bluetooth 5.0	\$0.00	\$0.00
8	60	451-BCNK	Primary 3-Cell 42WHR Battery	\$0.00	\$0.00
9	60	492-BCNV	65W AC Adapter 250V,1M	\$0.00	\$0.00
10	60	537-BBBL	US Power Cord	\$0.00	\$0.00
11	60	340-CKUZ	Quick Start Guide	\$0.00	\$0.00
12	60	460-BBEX	No Carrying Case	\$0.00	\$0.00

13	60	340-AGIK	SERI Guide (ENG/FR/Multi)	\$0.00	\$0.00
14	60	998-DYKL	Fixed Hardware Configuration	\$0.00	\$0.00
15	60	389-DPUI	Label 0X02	\$0.00	\$0.00
16	60	340-CRSG	Min Config Packaging	\$0.00	\$0.00
17	60	800-BBQM	BTS/BTP Smart Selection Shipment, Chromebook (VS)	\$0.00	\$0.00
18	60	389-BKKL	EAN label	\$0.00	\$0.00
19	60	389-BCGW	No UPC Label	\$0.00	\$0.00
20	60	631-ABBH	Not Included	\$0.00	\$0.00
21	60	320-BCTK	Non-Touch LCD Cover	\$0.00	\$0.00
22	60	823-5167	Mail In Service after Remote Diagnosis, 1 Year	\$0.00	\$0.00
23	60	823-5168	Dell Limited Hardware Warranty Initial Year	\$0.00	\$0.00
				<b>TOTAL</b>	<b>\$ 13,801.20</b>

**Quotation Comments**

*Ask your Sterling Account Manager about our Imaging and Asset Tagging Services.*

**CAGE: 06AP0 | DUNS: 938836541**  
**TIN: 95-4634907 | F-23 12/09**



QUARTERLY BUSINESS SALE Supercharge productivity with savings on well-equipped business performers. View the Deals | Questions? Call 1-844-882-9810 or Click to Chat

# Protect Your Purchases

Subtotal: **\$249.00** Next Step: Accessories

Dell Business Credit  
As low as \$15 /mo.^ | [Apply for credit](#)

This product has been added to your cart. Next, explore available warranties and services.



Chromebook 3100

## Warranty and Services

### Warranty

## ProSupport Plus

Reduce downtime & increase productivity

Select ProSupport Plus now.

### Help Me Choose

#### Mail In Service

- 1 Year Mail In Service Included in price
- 1 Year Mail In Service (Disti SNS) \$0.00

#### ProSupport

- 1 Year ProSupport with Next Business Day Onsite Service + \$27.86  
Dell Recommended
- 3 Years ProSupport with Next Business Day Onsite Service + \$85.01  
Dell Recommended
- 4 Years ProSupport with Next Business Day Onsite Service + \$99.30

#### ProSupport Plus

- 1 Year ProSupport Plus with Next Business Day Onsite Service + \$56.43
- 3 Years ProSupport Plus with Next Business Day Onsite Service + \$149.30

We're here for you

## **POLICY NO. 8305 - GRIEVANCES AND COMPLAINTS**

Grievance or complaint procedures for certificated and classified employees are found in the negotiated agreement for certificated employees and other board policy as applicable. In the absence of a grievance or compliant procedure in a negotiated agreement or other board policy which applies to a particular employee in a particular situation, the employee shall use the grievance procedure set forth in Policy 8305-A.

Cross Reference: Policy 4003 Anti-Discrimination, Anti-Harassment, Anti-Retaliation  
Policy 8473 Sexual-Ethnic Harassment  
Policy 4111 Sexual-Ethnic Harassment

Adopted: 8-17-76Policy

Reviewed: 8-9-10, 4-10-17

Revised 2-8-16

## POLICY NO. 8305-A - GRIEVANCE PROCEDURES FOR EMPLOYEES

### Explanations

1. **Grievance** - A grievance is a dispute or difference of opinion raised by an employee or group of employees involving the meaning, interpretation or application of established district policies; and/or civil rights legislation such as Title IV of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.
2. **Grievant** – Any employee or group of employees of the district submitting a grievance in their own behalf.
3. **Days** – Days shall consist of all workdays, Monday through Friday.

### Due Process

1. **Right to Representation** – Grievant(s) have the right to be represented.
2. **Right to present Witnesses and Evidence** – Grievant(s) shall be allowed to present the grievance with relevant evidence and pertinent witnesses. Both parties shall have the opportunity for hearing and questioning witnesses.
3. **Time Limits** – All participants shall adhere to the time limits prescribed for each level. Failure by the administration at any step of the procedure to communicate the decision on a grievance within the specified time limit shall permit the grievant(s) to appeal the decision to the next step within the specified time limits. The number of days indicated at each level should be considered as a maximum and every effort should be made to expedite the process. Time limits may be extended by mutual agreement.
4. **Right to Information** – Unless state laws and right-to-privacy laws apply, all relevant records with names and identifying information must be available to the grievant(s) for use as evidence in the grievance issue.
5. **Reprisals – Retaliation** – Participants in a grievance submitted in this district shall not be subjected to reprisals, retaliation or different treatment because of such participation. Participation shall not be recorded in the personnel file(s) or used to affect equal opportunity in employment.

6. ***Advanced Step Filing:*** The grievance shall be initially filed at the level where the decision resulting in the grievance was made.

## Procedure

Informal Level: The grievant shall first, through informal communications, attempt to resolve the problem with the supervisor or administrator whose decision gave rise to the grievance.

Formal Level: If a grievance remains unresolved after a meeting at the informal level, then the grievance shall be processed through the step by step process as set forth below. The formal grievance shall be presented at the appropriate step in writing. The written grievance shall indicate (a) a description of the grievance; (b) a list of facts giving rise to the grievance, including names of the persons who made decisions giving rise to the grievance and the dates of the facts giving rise to the grievance; (c) all potential witnesses who need to be interviewed related to the grievance; (d) the grievant's desired result; and (e) a description of the efforts the grievant made to resolve the grievance at the informal level. If a grievant wishes to change his or her written grievance, he or she must re start the step-by-step formal grievance process.

Step 1: The grievant shall present the grievance in writing to the employee's supervisor. A hearing shall be held within five (5) working days after the grievance is presented. Within five (5) working days of the hearing the supervisor shall provide a written answer to the grievance.

Step 2: If not resolved at Step 1, the grievant may appeal the decision to the Superintendent within five (5) working days after the decision rendered in Step 1. The Superintendent shall arrange for a hearing with the grievant within five (5) working days of the Superintendent's receipt of the appeal. Each party shall have the right to call such witnesses as deemed necessary to develop the facts pertinent to the grievance. The superintendent will have five (5) working days from the date of the hearing to provide the grievant and the Association a written decision. If the grievance involves a matter in which could be an issue at a hearing which the Board of Education may be required to conduct under Nebraska law, then the Superintendent's decision on the grievance shall be final and the grievant shall have the right to skip to Step 4. Otherwise, the grievant shall proceed to Step 3.

Step 3: If the grievance is not resolved at Step 2, and an appeal to the Board is allowed, then the grievant may appeal the grievance in writing to the Board president within five (5) working days after the decision rendered in Step 2. Within ten (10) working days from the date the appeal is received, the Board president shall schedule a hearing on the grievance before the Board of Education. The hearing shall be held not later than forty-five (45) days from the Board President's receipt of the appeal. Each party shall have the right to call such witnesses, as it deems necessary to develop facts pertinent to the grievance, provided that the facts and witnesses presented by grievance were set forth in the greivant's written grievance. If the grievant wishes to present additional evidence or witnesses, the Board may require the grievant to restart the

grievance procedure allowing administration to resolve the grievance with such additional facts and evidence, or the

Board may, in its discretion allow additional evidence or witnesses to be presented at the hearing. The Board shall have ten (10) working days from the date of the hearing to notify, in writing, the grievant and the Association of the Board's decision.

Step 4: If the grievant is not satisfied with the disposition of the grievance in Step 3 (or Step 2 as applicable), the grievant may proceed through the appropriate legal channels.

Adopted: 8-8-94

Reviewed: 8-9-10. 4-10-17

Revised: 2-8-16

## **POLICY NO. 8450 - EXTRA-CURRICULAR ACTIVITIES**

The Bayard Board of Education will develop and support a program of extra-curricular activities. The programs will provide equal opportunities for self-development of the individual student in areas outside the academic classroom. These activities will be developed and supported for the well being of the students. The activities should nurture leadership, sportsmanship, cooperation, self-responsibility, communication skills, pride, self-confidence and self-discipline. However, at no time or under any circumstance will the activity program be allowed to detract from or erode support from the academic programs.

Adopted: 8-11-86

Reviewed: 8-9-10, 4-10-17

## **POLICY NO. 8460 - AIDS EDUCATION**

AIDS education shall be included in the Bayard School Health Curriculum at all grade levels K-10. (Information and materials will be age and grade appropriate.) Suggested curriculum guides issued by the Nebraska Department of Education and the U.S. Department of Health and Human Services Center for Disease Control will be used as guides in developing AIDS educational plans.

Adopted: 8-8-88

Reviewed: 8-9-10, 4-10-17

Revised: 9-13-10

## **POLICY NO. 8470 - DRUG AND ALCOHOL EDUCATION AND PREVENTION PROGRAM**

PURSUANT TO P.L. 101-226 AND 34 C.F.R., PART 86

It shall be the policy of Bayard Public School District to provide age appropriate, developmentally based drug and alcohol education and prevention program for all students of the schools. It shall be the policy of the District to require instruction at each grade level concerning the adverse effects resulting from the use of illicit drugs and alcohol. Such instruction shall be designed by affected classroom teachers or as otherwise directed by the Board to be appropriate to the age of the student exposed to such instruction. Such instruction should be described in any curriculum guides of the District and should have as one of its primary objectives preventing the use of illicit drugs and alcohol by such students. It shall further be the policy of the District to encourage the use of outside resource personnel such as law enforcement officers, medical personnel, and experts on the subject of drug and alcohol abuse, so that its economic, social, educational, and physiological consequences may be made known to the students of the district.

It shall further be the policy of the district through the instruction earlier herein referred to as well as by information and consistent enforcement of the Board's policy pertaining to a student conduct as it relates to the use of illicit drugs and the unlawful possession and use of alcohol, that drug and alcohol abuse is wrong and is harmful both to the student and the District, and its educational programs.

Adopted: 8-13-90

Reviewed: 8-9-10, 4-10-17

## **POLICY NO. 8471 - INFORMATION TO STUDENTS**

It shall be the policy of Bayard Public School District to provide each student of the District a copy of the standards of conduct for student behavior in the District which prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of any of the school's activities. Such standards of conduct and the District's policy of disciplinary sanctions that may be taken for violation of such standards of conduct shall be given to each student and his or her parent or parents or guardian prior to the commencement of each school year on a form to be developed by the administration.

Adopted: 8-13-90

Reviewed: 8-9-10, 4-10-17

## **POLICY NO. 8472 - STANDARDS OF STUDENT CONDUCT PERTAINING TO THE UNLAWFUL POSSESSION, USE, OR DISTRIBUTION OF ILLICIT DRUGS OR ALCOHOL ON SCHOOL PREMISES OR AS A PART OF ANY OF THE SCHOOL'S ACTIVITIES**

It shall be the policy of Bayard Public School District, in addition to standards of student conduct elsewhere adopted by board policy or administrative regulation, to absolutely prohibit the unlawful possession, use, or distribution of illicit drugs or alcohol on school premises or as a part of any of the school's activities. This shall include such unlawful possession, use, or distribution of illicit drugs and alcohol by any student of the District during regular school hours or after school hours at school sponsored activities on school premises, at school sponsored activities off school premises.

Conduct prohibited at places and activities as hereinabove described shall include, but not limited to, the following:

1. Possession of any controlled substance, possession of which is prohibited by law.
2. Possession of any prescription drug in an unlawful fashion.
3. Possession of alcohol on school premises or as a part of any of the school's activities.
4. Use of any illicit drug.
5. Distribution of any illicit drug.
6. Use of any drug in an unlawful fashion.
7. Distribution of any drug or controlled substance when such distribution is unlawful.
8. The possession, use, or distribution of alcohol.

It shall further be the policy of the District that violation of any of the above prohibited acts will result in disciplinary sanctions being taken within the bounds of applicable law, up to and including short term suspension, long term suspension, expulsion, and referral to appropriate authorities for criminal prosecution.

Adopted: 8-13-90

Reviewed: 8-9-10, 4-10-17

## **POLICY NO. 8473 - SEXUAL/ETHNIC HARASSMENT POLICY**

The Bayard Public School's Board of Education strongly endorses, and will comply with the provisions of Title VII of the Civil Rights Act of 1972, as amended; Title IX of the Education Amendments of 1972; and the Nebraska Equal Opportunity and Education Act. Therefore, it is the policy of the Bayard Public Schools to prohibit any and all discrimination based on race, color, sex, or national origin.

Sexual/ethnic harassment of any employee, certificated or non-certificated, or student by an individual under the jurisdiction of the Bayard Public Schools is, therefore, strictly prohibited. Persons determined to have engaged in either "Quid Pro Quo" sexual harassment or "Hostile Environment" sexual/ethnic harassment shall be subject to disciplinary sanctions as set forth herein.

Regarding school district employees, unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature shall constitute "Quid Pro Quo" sexual harassment when:

1. Submission to sexual conduct is made either explicitly or implicitly a term or condition of an individual's employment.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

It is also prohibited for any school district employee or student to verbalize on school district property any racial, ethnic, or gender harassing jokes or stories, or to bring or store on school property any sexual, racial, or ethnic epitaphs or jokes. School district employees and students are also prohibited from defacing any school district property with any racial, ethnic or sexual epitaphs or jokes.

If an individual's conduct, epitaphs, or jokes are so excessive, severe, or pervasive so as to create a threatening or uncomfortable working environment, and it adversely affects the ability of another employee to accomplish their work, that employee(s) shall have created and can be responsible for creating a "Hostile Environment" when:

1. The individual harassed belongs to a protected class;

2. The individual was subjected to unwelcomed sexual/ethnic harassment;
3. The harassment was based upon sex, race, or national origin; or
4. The harassment affected a term, condition, or privilege of employment.

Regarding students, unwelcomed sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual/ethnic nature shall constitute sexual/ethnic harassment when:

1. Submission of such conduct is made either explicitly or implied a term or condition of an individual's enrollment, participation, or affiliation with a course, activity, or other school-sanctioned program.
2. Submission to or rejection of such conduct by individuals is used as a basis for any decision that may affect the educational standing of that individual.
3. Such conduct has the purpose or effect of unreasonable interfering with an individual's educational performance or creating an intimidating, hostile or offensive environment.

## RESPONSIBILITY

All Bayard Public School employees and students shall have the responsibility of keeping school administrators informed, through the most confidential and direct means possible, of any alleged acts and/or complaints of sexual/ethnic harassment. It is the responsibility of each school district administrator, principal, department head, and supervisor to provide a working and academic environment free of sexual/ethnic harassment or sexual/ethnic intimidation. The school district will take prompt action to investigate an act upon all reported instances of alleged sexual/ethnic harassment.

All complaints and allegations of either sexual or ethnic harassment will be thoroughly investigated by a member of the Bayard Public Schools administrative team. The team shall consist of: Administrators, Principals and Assistant Principals and the Superintendent.

The Bayard Public Schools will utilize a three phase process to investigate all allegations of sexual or ethnic harassment:

## PHASE I: COMPLAINT

Any individual who believes that he or she has been either sexually or ethnically harassed, or any individual having knowledge of any incident of alleged sexual or ethnic harassment (hereinafter referred to as “complainant”), should notify a member of the administrative team. Such notification shall be by the most direct means possible and will be considered confidential. The complaint should be made as soon as possible after the alleged incident.

The administrative team member who received a report of alleged sexual/ethnic harassment shall notify the Superintendent, unless the Superintendent is alleged to be the school district employee engaged in sexual/ethnic harassment. If the complaint is made against the Superintendent, the information is to be brought to the attention of the President of the Board of Education. He/she shall, in turn, contact the school district’s attorney to conduct an investigation of the allegation.

If the complaint is made by a student, his or her parent(s) or legal guardian(s) shall be notified immediately in writing, by certified mail, by the individual assigned to conduct the investigation. If the person accused of sexual/ethnic harassment is a student, that student’s parent(s) or legal guardian(s) will be notified both telephonically and in writing, by certified mail, of the alleged complaint, and they shall be present when the accused student is interviewed.

## PHASE II: INVESTIGATION

Every effort shall be made to maintain full confidentiality throughout the entire investigation. The investigation phase will be directed towards securing signed statements about the complaint itself. Minimally, it shall include the name(s) of the complainant(s) and person(s) accused of sexual/racial harassment; the date(s), time(s), locations(s), description of the incident(s), witness(es), and the respective signed statement(s).

Additionally, signed statement(s) by the person(s) accused of sexual/ethnic harassment shall be obtained where possible. The person(s) accused of sexual/ethnic harassment will be advised of due process rights at the time of being informed of the allegation. The intent of this phase is to investigate all of the facts and to corroborate evidence either for or against the complaint.

## PHASE III: ACTION TAKEN

In determining whether conduct constitutes sexual/ethnic harassment, the individual conducting the investigation will examine the record as a whole and the totality of the circumstances, such as the nature of the alleged sexual advancements and the context in which the alleged incident occurred. The determination will be on case-by-case basis. The individual conducting the investigation will review all information with the Superintendent. The Superintendent may take whatever disciplinary action is deemed appropriate. In any case where

the disciplinary action of a school employee or student is subject to the due process procedures set forth in law, they will be followed as required.

If the Superintendent is the alleged individual, the school district's attorney will provide the evidence to the Board of Education, and they will determine the action to be taken.

The Superintendent will inform all parties of any disciplinary action taken by the Superintendent. The record of the investigation will be kept in a confidential file. If the complaint involves the Superintendent, the file will be kept in the office of the school attorney. A simple statement indicating that a complaint has been filed and the action taken, if any, will be placed in the individual's personnel/student file. However, where the complaint is found to be without merit, the complaint will be placed in a separate sexual/ethnic harassment file, which shall be confidential and not placed in the individual's personnel/student file.

If deemed necessary, the academic or employment situation of the complainant may be changed to provide for a non-intimidating or non-hostile atmosphere. These changes may occur but are not limited to: a transfer of work situation, change of instructor, and, if pertinent, waiver of academic requirements. Decisions concerning such action must consider that the complainant is not to be inadvertently or otherwise punished because he or she has allegedly been sexually/ethnically harassed.

Any employee who is found to have engaged in sexual/ethnic harassment of a subordinate, co-worker, or student will be subject to disciplinary sanctions, which may include, but are not limited to: written reprimand, probation, demotion, transfer, required professional counseling, or termination of employment. Where required by law any disciplinary action taken shall be subject to the due process procedures set forth in Sections 79-12, 107 to 79-12, 121, as amended.

A student, who is found to have engaged in sexual/ethnic harassment against either an employee or another student, will be subject to disciplinary sanctions which may include, but is not limited to: written reprimand, disciplinary probation, suspension, and/or expulsion. Where required by law any disciplinary action taken shall be subject to the due process procedures set forth in the Student Suspension or Expulsion Act, Sections 79-4, 170 to 79-4, 205, as amended.

If the complainant or accused is not satisfied with final action taken by the Superintendent, they may request that the Board of Education review the decision and action taken by placing it on the regular Board of Education meeting agenda as a personnel/student matter. Such a request will be held in executive Session unless the accused individual chooses otherwise. The decision by the Board of Education will be the final administrative act. Likewise, any person accused of sexual/ethnic harassment may appeal the Superintendent's disciplinary action taken by filing a grievance through the established grievance procedures of the Bayard Public Schools as specified in Board Policy.

Adopted: 1-11-93

Reviewed: 8-9-10, 4-10-17

## **POLICY NO. 8474 - MISSION STATEMENT**

BAYARD PUBLIC SCHOOLS

BAYARD, NEBRASKA

The mission of the Bayard Public Schools is to empower the students to prepare for a successful and productive future by stimulating interests, promoting positive accomplishments, and developing a solid educational foundation in order that they may function socially, economically, and politically in a global society.

Adopted: 1-11-93

Reviewed: 8-9-10, 4-10-17

# Bayard Public Schools

## DRAFT -- 2021-2022 Calendar -- DRAFT

**Every Person, Every Day. It's a FACT!**  
www.bayardpublicschools.org

<b>2021</b>						
<b>AUGUST</b>						
S	M	T	W	Th	F	S
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
29	30	31				
<b>SEPTEMBER</b>						
S	M	T	W	Th	F	S
			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	29	30		
<b>OCTOBER</b>						
S	M	T	W	Th	F	S
					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	29	30
31						
<b>NOVEMBER</b>						
S	M	T	W	Th	F	S
	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	29	30				
<b>DECEMBER</b>						
S	M	T	W	Th	F	S
			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	29	30	31	

**August 2021**

6 - New Teacher Orientation  
9, 10, 11 - Inservice  
10 - Open House 5:00 pm to 7:00 pm  
10 - Concussion/Fall Sports Meeting at 7:00 pm  
12 - First Day of School/Early Dismissal  
19 - First day of Preschool

**September 2021**

6 - Labor Day - No School  
20, 23 - Parent Conferences 4:30 to 7:30 pm  
27 - No School

**October 2021**

14 - End of First Quarter  
15 - Inservice - No School for Students  
18 - No School

**November 2021**

11 - Veterans Day Program  
24, 25, 26 - Thanksgiving Break  
29 - Inservice, No School for Students

**December 2021**

17 - End of First Semester  
20-31 - Christmas Break - No School

**January 2022**

1, 3 - Christmas Break - No School  
4 - Inservice, No School for Students  
17 - PLC Inservice - No School for Students

**February 2022**

15, 17 - Parent Conferences 4:30 to 7:30 pm  
18 - No School  
21 - Inservice at ESU#13 - No School for Students

**March 2022**

3, 4 - No School -- Spring Break  
11 - End of Third Quarter  
29 - Inservice - No School for Students

**April 2022**

14 - Grades 7-12 Career Day - Early Dismissal  
15, 18 - Easter Break - No School

**May 2022**

6 - Inservice - No School for Students  
14 - Graduation  
17 - Last Day of Preschool  
18 - Last Day of School/Early Dismissal  
19, 20 - Inservice - No School for Students

<b>2022</b>						
<b>JANUARY</b>						
S	M	T	W	Th	F	S
						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	29
30	31					
<b>FEBRUARY</b>						
S	M	T	W	Th	F	S
		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					
<b>MARCH</b>						
S	M	T	W	Th	F	S
		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	29	30	31		
<b>APRIL</b>						
S	M	T	W	Th	F	S
					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	29	30
<b>MAY</b>						
S	M	T	W	Th	F	S
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
29	30	31				

<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 15px; background-color: yellow;"></td><td>First Day/Last Day of School (1:30 pm Dismissal)</td></tr> <tr><td style="width: 15px; background-color: lightgreen;"></td><td>Early Dismissal (1:30 pm) No Preschool</td></tr> <tr><td style="width: 15px; background-color: pink;"></td><td>Parent-Teacher Conferences / No Preschool</td></tr> <tr><td style="width: 15px; background-color: red;"></td><td>In-Service Days No School for Students</td></tr> <tr><td style="width: 15px; background-color: lightgreen;"></td><td>In-Service Day for Coaches/Sponsors</td></tr> </table>		First Day/Last Day of School (1:30 pm Dismissal)		Early Dismissal (1:30 pm) No Preschool		Parent-Teacher Conferences / No Preschool		In-Service Days No School for Students		In-Service Day for Coaches/Sponsors	<table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 15px; background-color: lightblue;"></td><td>First/Last Day of Preschool</td></tr> <tr><td style="width: 15px; background-color: yellow;"></td><td>New Teacher Orientation</td></tr> <tr><td style="width: 15px; background-color: lightblue;"></td><td>No School / Vacation Day</td></tr> <tr><td style="width: 15px; background-color: orange;"></td><td>Graduation (2:00 pm)</td></tr> <tr><td style="width: 15px; background-color: lightblue;"></td><td>End of 9 Weeks/Semester</td></tr> </table>		First/Last Day of Preschool		New Teacher Orientation		No School / Vacation Day		Graduation (2:00 pm)		End of 9 Weeks/Semester
	First Day/Last Day of School (1:30 pm Dismissal)																				
	Early Dismissal (1:30 pm) No Preschool																				
	Parent-Teacher Conferences / No Preschool																				
	In-Service Days No School for Students																				
	In-Service Day for Coaches/Sponsors																				
	First/Last Day of Preschool																				
	New Teacher Orientation																				
	No School / Vacation Day																				
	Graduation (2:00 pm)																				
	End of 9 Weeks/Semester																				

**NOTE: Proposed in-service dates are subject to revision, pending availability of consultants &/or district needs.**

**Preschool will not be in session on half days and on Parent-Teacher Conference Days.**

**Preschool sessions will be shortened during late starts or early outs due to inclement weather.**

**Breakfast will not be served on late starts due to inclement weather.**

**NOTE:** This calendar does not allow for any inclement weather days as forgiven days. Depending on time of year and calendar status, days missed due to inclement weather, contagious disease, pandemic flu, or other Acts of God, may or may not be re-scheduled as make-up days, subject to administrative discretion. If make-up days are added to the end of the year, the last day for students (May) and last day for teachers (May) will be later than noted herein.

# Open House 2021

**August 10, 2021 (2 days before school starts)**

**Classroom Meetings-** Information will be given on classroom expectations, procedures, and events. Students will be introduced to their teachers and class lists will be available at this time. Links to the videos will be posted later if you cannot attend.

***PreSchool- 5:00-5:15***

***Kindergarten- 5:20-5:35***

***First Grade- 5:40-5:55***

***Second Grade- 6:00-6:15***

***Third Grade-6:20-6:35***

***Fourth, Fifth, Sixth Grade- 6:40-7:00***

## **Immunization Clinic**

Sign up online to have students receive free immunizations during *the day* in our nurse's office. This is sponsored by Morrill County Hospital and Chimney Rock Medical Clinic.

## **School Supplies**

School supplies will be available in the multipurpose room for those who have been unable to purchase them ahead of time. These supplies are sponsored by "Stuff the Bus".

## **TigerCARE Closet**

For students who are in need of clothing, coats, or shoes, TigerCARE Closet will have items available in the STEAM Lab.

## ***Before you leave, make sure you have:***

- Family ID Forms completed online (Student handbook with permissions)
- Remind for Classroom and School
- Parent Portal iCampus Login (to view student grades)
- School Supplies

Check all 4 and get a prize!

## Content Areas (Assessed by Summative Statewide)

Content Area	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
English Language Arts			▶ November	🎯 Aug/Sept	🏠 1 September		SSA Spring			🔄 Spring	🎯 7 Fall							
Mathematics				▶ November	🎯 Aug/Sept	🏠 1 September		SSA Spring			🔄 Spring	🎯 7 Fall						
Science						▶ September	🎯 Aug/Sept	🏠 1 September			SSA Spring		🔄 Spring	🎯 7 Fall				

## Content Areas (Not Assessed by Summative Statewide)

Fine Arts			▶ June	🎯 Feb/Mar	🏠 1 March					🔄 Spring	🎯 7 Fall							
Health Education										▶ Spring	🎯 Fall	🏠 1 Fall					🔄 Spring	🎯 7 Fall
Physical Education						▶ Jan	🎯 Aug/Sept	🏠 1 September				🔄 Spring	🎯 7 Fall					
Social Studies	▶ September	🎯 December		🏠 September				🔄 Fall	🎯 7 Fall									
World Languages								▶ Fall	🎯 Fall	🏠 1 Fall					🔄 Spring	🎯 7 Fall		

## Career Education Content Areas *\*Effective 2020 CTE Standards revision moving to same cycle timeline.*

Ag, Food, & Natural Resources						▶ December	🎯 Fall	🏠 1 August		▶ December	🎯 Fall	🏠 1 August					🎯 5 Fall	
Business, Mktng & Management							▶ December	🎯 Fall	🏠 1 August	▶ December	🎯 Fall	🏠 1 August					🎯 5 Fall	
Communication & Info Systems					▶ December	🎯 Fall	🏠 1 August			▶ December	🎯 Fall	🏠 1 August					🎯 5 Fall	
Health Sciences										▶ December	🎯 Fall	🏠 1 August					🎯 5 Fall	
Human Services & Education					▶ December	🎯 Fall	🏠 1 August			▶ December	🎯 Fall	🏠 1 August					🎯 5 Fall	
Skilled & Technical Sciences						▶ December	🎯 Fall	🏠 1 August		▶ December	🎯 Fall	🏠 1 August					🎯 5 Fall	

From: William B. Shinoff, Esq.  
Subject: School District v. Juul Labs, Inc., et. al.

This memo will cover frequently asked questions by administrators and Boards of Education regarding the ongoing vaping litigation.

### **Class Action v. Mass Action**

This litigation that School District's across the country are joining against Juul Labs, Inc. and other distributors and marketers of vaping products is a type of class action. This litigation is commonly referred to as a Mass Action. The difference between a Class Action and Mass Action is the final financial benefit to the client.

In this litigation each School District will file their own individual action in the local Federal Court. Within thirty days their case will be transferred to the Federal Court in San Francisco, California where all School District cases against Juul Labs and the other vaping company defendants will be litigated. As a group, we will be conducting extensive discovery against the Defendants in order to prove our claims in this matter.

During this time frame there will be settlement discussions between the parties to resolve these cases. This is where the difference between a Class Action and Mass Action exists. When there is a resolution, each client will present to the Defendants a demand package which shows the extent of their past and future damages. This demand package will provide the Defendants the true amount it will take to resolve each specific School District's case. Thus, each District that is involved in this litigation will be entitled to the full extent of all past and future monetary damages.

In a Class Action, the signed up individual Plaintiff's do not receive the full extent of their actual past and future damages. But receive a nominal amount which represents the credibility of their claim.

This is why, when there are cases where there is extensive damages for a Plaintiff, such as this case with School District's. A mass action is the appropriate way to handle this matter.

### **Staff Time and Requirements**

Unlike common litigation that School Districts are involved in, this litigation will not require an immense amount of staff time and involvement. Based on prior Mass Action cases, it is our expectation that staff involvement in this matter will not exceed ten hours. This staff time will include responding to written questions from the Defendants and limited document production. Unlike other litigation, this case will **not** require administrators or staff to be deposed or make an appearance in court.

### **Benefits to the Participating School Districts**

In this litigation we will be seeking not only past monetary damages your District has suffered but also obtain from the defendants the appropriate compensation to deal with this vaping epidemic on your campus in the future. The focus of these future damages will be about deterrence, support and education.

### Vape Detectors

One way to deter vaping on campus is through the installation of vape detectors in your campus bathrooms. Based on proposals from experts, a complete installation of a vape detector system will cost around \$5,000/bathroom. Thus, we will be obtaining for your district the appropriate compensation in order for your district to install vape detectors systems in all of your bathrooms.

### Salaries for Supervisors and Counsels

Based on discussions with our current clients and our experts. It appears that it will be necessary for Districts to hire more employees to be able to provide further supervision of students to make sure that vaping is not occurring on campus. In addition, due to the nicotine addiction that is a result of the students use of these vaping devices there will also be a need for more counselors. These counselors will be able to provide support for the social and emotional issues that come with nicotine addiction. As such, we will be seeking compensation from the Defendants to pay for these additional staff that we believe your District may need to hire to support the students of your District.

### Education on the harms of vaping

The final component of the future damages we will be seeking from the Defendants is funding for educational programs for students and parents on the harms of vaping. Due to the Defendants fraudulent and misleading advertising to students it is apparent that students are not aware of the harms of these products. These educational programs will help with the goal of deterring future use of the product and hopefully provide support for these students to stop using the product entirely.

### Free Educational Program for students and parents during the Litigation

As this vaping epidemic is not a matter we cant wait to deal with, our firm has put together a group of medical experts to put on presentations to your students and parents on the harms of vaping. We are offering these presentations at no cost to the client. We just ask the client to contact us so we can schedule the presentation.

### Contingency Fee Agreement

This litigation is being handled by our firm on a contingency fee agreement. A contingency fee agreement means that your School District is not responsible for any fees or costs if your District does not receive any monetary compensation in this matter. Any compensation to our firm for fees and costs would come from the recovery your District receives. As such, no general fund money will ever be used for this litigation.

Additionally, we have reduced our attorney fees in this litigation. Normally, our attorney fees would be forty percent of the recovery. However, in this litigation our attorney fees structure is twenty percent if the case resolves in the first year and twenty five percent thereafter. No matter how long this litigation takes. Thus, there is only a financial benefit for your School District to be involved in this case.

### **Next Steps**

If your District is interested in joining the other Districts across the country in this fight against the vaping industry the following are the next steps you would need to take:

- 1.) Contact William Shinoff at 855-735-5945 or [wshinoff@frantzlawgroup.com](mailto:wshinoff@frantzlawgroup.com) to set up a presentation for your board.
- 2.) A presentation to your board in executive/closed session or open session regarding this litigation.
- 3.) Placement of the contingency fee agreement on the board agenda for approval.

## ATTORNEY-CLIENT FEE CONTRACT

The ATTORNEY-CLIENT FEE CONTRACT (“Agreement”) is entered into by and between the Gracemont Public Schools (“Client” or “District”) and Frantz Law Group, APLC (“Attorneys” or “We”) and encompasses the following provisions:

1.     **CONDITIONS.** This Agreement will not take effect, and Attorneys will have no obligation to provide legal services, until Client returns a signed copy of this Agreement.
  
2.     **AUTHORIZED REPRESENTATIVES**
  - A. **CLIENT REPRESENTATIVES.** Client designates Sharon Edelen, or her designee, as the authorized representatives to direct Attorneys and to be the primary individuals to communicate with Attorneys regarding the subject matter of Attorneys’ representation of Client under this Agreement. The designation is intended to establish a clear line of authority and to minimize potential uncertainty but not to preclude communication between Attorneys and other representatives of Client.
  
  - B. **ATTORNEY REPRESENTATIVES.** James Frantz, William Shinoff, and Regina Bagdasarian of Frantz Law Group, APLC will be primarily responsible for the work, either performing it himself/herself or delegating it to others as may be appropriate. The District shall have the right to approve or veto the involvement of each of the attorneys on its cases. Attorneys will be added or deleted from the list only upon prior District approval.
  
3.     **SCOPE AND DUTIES.** Client hires Attorneys to provide legal services in connection with pursuing claims for damages associated with JUUL® and Electronic Cigarette (e-cigarette) litigation ("Action"). Attorneys shall provide those legal services reasonably required to represent Client, and shall take reasonable steps to keep Client informed of progress and to respond to Client’s inquiries. Client shall be truthful with Attorneys, cooperate with Attorneys, and keep Attorneys informed of developments. Attorneys will assist in negotiating liens, but will not litigate them.
  
4.     **LEGAL SERVICES SPECIFICALLY EXCLUDED.** Unless otherwise agreed in writing by Client and Attorneys, Attorneys will not provide legal services with respect to (a) defending any legal proceeding or claim against the Client commenced by any person unless such proceeding or claim is filed against the Client in the Action or (b) proceedings before any federal or state administrative or governmental agency, department, or board. With Client’s permission, however, Attorneys may elect to appear at such administrative proceedings to protect Client’s

rights. If Client wishes to retain Attorneys to provide any legal services not provided under this Agreement for additional compensation, a separate written agreement between Attorneys and Client will be required.

5. FEES. Client will pay attorneys' fees of:

For any recovery on or before July 20, 2021, twenty percent (20%) of any monetary settlement or recovery that Attorneys obtain for Client and, twenty percent (20%) of the value of any non-monetary settlement or recovery, provided that such fee will be paid only by money recovered from Defendants. However, if money recovered from Defendants is less than twenty percent (20%) of the value of any non-monetary settlement or recovery, Client is not responsible for paying Attorneys any money other than what has been recovered from Defendants;

For any recovery after July 21, 2021, twenty five percent (25%) of any monetary settlement or recovery that Attorneys obtain for Client and, twenty five percent (25%) of the value of any non-monetary settlement or recovery, provided that such fee will be paid only by money recovered from Defendants. However, if money recovered from Defendants is less than twenty five percent (25%) of the value of any non-monetary settlement or recovery, Client is not responsible for paying Attorneys any money other than what has been recovered from Defendants

Fees shall be calculated on the basis of any settlement or recovery prior to the deduction of any expense or cost; the "Gross Recovery." Contingency fee rates are not set by law, but have been negotiated. If no recovery is made, no fees will be charged.

The term "Gross Recovery" shall include, without limitation, the then present value of any monetary payments agreed or ordered to be made by the adverse parties or their insurance carriers as a result of the Services, whether by settlement, arbitration award, court judgment (after all appeals exhausted), or otherwise. Any statutory Attorneys' fee paid by Defendants shall be included in calculating the Gross Recovery.

- (1) "Gross Recovery," if by settlement, also includes (1) the then-present value of any monetary payments to be made to the District; and (2) the fair market value of any non-monetary property and/or services to be transferred and/or rendered for the benefit of the District; and (3) any Attorneys' fees and costs recovered by the District as part of any cause of action that provides a basis for such an award. "Recovery" may come from any source, including, but not limited to, the adverse parties to the District and/or their insurance carriers and/or any third party, whether or not a party to formal litigation. The contingent fee is calculated by multiplying the recovery by the fee percentage. This calculation is performed on the gross recovery amount before the deduction of expenses as discussed above.

Gross Recovery, except in the case of a settlement, does not contemplate

nor include any amount or value for injunctive relief or for the value of an abatement remedy which may be obtained in a final arbitration award or court judgment.

- (2) The District shall not be obligated to pay the Attorneys unless Attorneys are successful in collecting a monetary recovery on the District's behalf as a result of the Services.
- (3) If, by judgment, the District is awarded in the form of property or services (In Kind), the value of such property and services shall not be included for purposes of calculating the Gross Recovery.
- (4) If, by judgment, there is *no* money recovery and the District receives In Kind relief, Attorneys acknowledge that District is not obligated to pay Attorneys' fees from public funds for the value of the In Kind relief. In the event of In Kind relief, by judgment, Attorneys' sole source of recovery of contingent fees will come from a common fund or court ordered Attorney's fees.
- (5) Client understands that Attorneys have and will invest resources into prosecuting this action on behalf of the Client and agrees to make a good faith effort to include Attorneys' Fees as part of the terms of any settlement or resolution of the Action.

It is possible that payment to the Client by the adverse parties to the Action or their insurance carrier(s) or any third-party may be deferred, as in the case of an annuity, a structured settlement, or periodic payments. In such event, gross recovery will consist of the initial lump sum payment plus the present value (as of the time of the settlement) of the total of all payments to be received thereafter. The contingent fee is calculated, as described above, by multiplying the gross recovery by the fee percentage. The Attorney's fees will be paid out of the initial lump-sum payment if there are sufficient funds to satisfy the Attorney's fee. If there are insufficient funds to pay the Attorney's fees in full from the initial lump sum payment, the balance owed to Attorney will be paid from subsequent payments to Client before there is any distribution to Client.

- A. Reasonable Fee if Contingent Fee is Unenforceable or if Attorney is Discharged Before Any Recovery. In the event that the contingent fee portion of this agreement is determined to be unenforceable for any reason or the Attorneys are prevented from representing Client on a contingent fee basis, Client agrees to pay a reasonable fee for the services rendered. If the parties are unable to agree on a reasonable fee for the services rendered, Attorneys and Client agree that the fee will be determined by arbitration proceedings before a mutually agreed upon neutral affiliated with either the Judicial Arbitration and Mediation Services (JAMS) or Judicate West (JW); in any event, Attorney and Client agree that the fee determined by arbitration shall not exceed twenty five percent (25%) of the gross recovery as defined in paragraph 5.

B. No General Fund Payments. Notwithstanding any other provision in this agreement, in no event will the Client be required to pay legal fees out of any fund other than the monies recovered from Defendants in this litigation. Under no circumstances shall Gracemont Public Schools general funds be obligated to satisfy the contingent Attorneys' fees as a result of this case or this contingency fee contract.

6. COSTS AND EXPENSES. In addition to paying legal fees, Client shall reimburse Attorneys for all "costs/expenses", which includes but is not limited to the following: process servers' fees, fees fixed by law or assessed by courts or other agencies, court reporters' fees, long distance telephone calls, messenger and other delivery fees, parking, investigation expenses, consultants' fees, expert witness fees, and other similar items, incurred by Attorneys. The costs/expenses incurred that Attorneys advance will be owed in addition to attorneys' fees and Client will reimburse those costs/expenses after Attorneys' fees have been deducted. Costs will be capped at two percent (2%) of the recovery. If there is no recovery, Client will not be required to reimburse Attorneys for costs and fees. In the event a recovery is less than incurred costs/expenses, Client will not be required to reimburse Attorneys for costs/expenses, above and beyond the recovery, and fees.

SHARED EXPENSES: Client understands that Attorneys may incur certain expenses that jointly benefit multiple clients, including, for example, expenses for travel, experts, and copying. Client agrees that Attorneys shall divide such expenses equally, or pro rata, among such clients, and deduct Client's portion of those expenses from Client's share of any recovery.

FEDERAL MDL AND STATE COORDINATION COMMON BENEFIT FEES: Members of Attorneys frequently serve on plaintiffs' management or executive committees in MDL and/or the California state court coordinated proceedings and perform work which benefits Attorneys' clients as well as clients of other attorneys involved in similar litigation. As a result, the court or courts where the cases are pending may order that Attorneys are to receive additional compensation for Attorneys time and effort which has benefitted all claimants. Compensation for this work and effort, which is known as "common benefit," may be awarded to Attorneys by a court or courts directly from the assessments paid by The District and others who have filed claims in this litigation, and will not in any way reduce the amount of fees owed under this Agreement.

7. LIEN. In the event any third party attempts to lien any proceeds recovered from a recovery in this matter, Client hereby grants, and agrees, TO THE EXTENT PERMITTED BY APPLICABLE LAW, that Attorneys hold, a first priority and superior lien on any and all proceeds recovered from Defendants in this litigation in the amount of the Attorneys' fees and costs that the Attorneys are entitled to under this Agreement. This lien right is limited to only those monies recovered from Defendants and in no way affects any other rights of the Client in any way whatsoever.

8. DISCHARGE AND WITHDRAWAL.

- A. Client may discharge Attorneys at any time. After receiving notice of discharge, Attorneys shall stop services on the date and to the extent specified by the notice of discharge, and deliver to Client all evidence, files and attorney work product for the Action. This includes any computerized indices, programs and document retrieval systems created or used for the Action.
- B. Attorneys may withdraw with Client's consent or for good cause. Good Cause includes Client's breach of this Agreement, Client's refusal to cooperate with Attorneys, or any other fact or circumstance that would render Attorneys continuing representation unlawful or unethical. Attorneys may also discharge Client if Client at any time is dishonest with Attorneys, or fails to provide relevant information to Attorneys.

9. ARBITRATION OF DISPUTES: ATTORNEY and CLIENT agree that should any dispute arise between them, they must be mediated first, before any claims are filed. Specifically any and all disputes, controversies or claims arising out of, or related to this Agreement and/or ATTORNEY'S representation of CLIENT, including claims of malpractice (collectively referred to herein as "Dispute" or "Disputes"), shall be submitted to mediation at the offices of Judicial Arbitration & Mediation Services, Inc. ("JAMS") in San Diego before a retired judge or other mediator affiliated with JAMS, agreed to between the parties and, if the parties cannot agree, before a retired judge selected by JAMS. No petition for arbitration can be filed until after this agreed-upon mediation has occurred, and any petition for arbitration (or litigation) filed prior to conclusion of this mediation shall be subject to dismissal, pursuant to this Agreement. Client will pay one-half of the actual cost of the mediation, but each party will be responsible for his or her own attorneys' fees and preparation costs. The parties agree that any Dispute, whether submitted to mediation or not, will not be litigated in court. Rather, any Dispute, which is specifically defined above to include claims of malpractice, will be submitted to mandatory binding arbitration before JAMS. By signing this Agreement, CLIENT and ATTORNEY agree to arbitration and waive the right to a court or jury trial and the right to appeal. Any Disputes shall be decided in San Diego, California, applying California law. CLIENT is not waiving rights to arbitration before the San Diego County Bar Association.

10. AUTHORITY OF ATTORNEY. Attorneys may, with prior Client approval, associate co-counsel if the Attorneys believe it advisable or necessary for the proper handling of Client's claim, and expressly authorize the Attorneys to divide any Attorneys' fees that may eventually be earned with co-counsel so associated for the handling of Client's claim. Attorneys understand that the amount of Attorneys' fees which Client pays will not be increased by the work of co-counsel associated to assist with the handling of Client's claim, and that such associated co-counsel will be paid by the Attorneys out of the Attorneys' fees Client pays to the Attorneys.

11. **DISCLAIMER OF GUARANTEE.** Nothing in this Contract and nothing in Attorneys' statements to Client will be construed as a promise or guarantee about the outcome of Client's matter. Attorneys make no such promises or guarantees. Attorneys' comments about the outcome of Client's matter are expressions of opinion only.
12. **MULTIPLE REPRESENTATIONS:** The District understands that Attorneys do or may represent many other individuals/entities with actual or potential litigation claims. Attorneys' representation of multiple claimants at the same time may create certain actual or potential conflicts of interest in that the interests and objectives of each client individually on certain issues are, or may become, inconsistent with the interests and objectives of the other. Attorneys are governed by specific rules and regulations relating to Attorneys professional responsibility in Attorneys representation of clients, and especially where conflicts of interest may arise from Attorneys representation of multiple clients against the same or similar Defendants, Attorneys are required to advise Attorneys' clients of any actual or potential conflicts of interest and obtain their informed written consent to Attorneys representation when actual, present, or potential conflicts of interest exist. By signing this agreement, The District is acknowledging that they have been advised of the potential conflicts of interest which may be or are associated with Attorneys representation of The District and other multiple claimants and that The District nevertheless wants the Attorneys to represent The District, and that The District consents to Attorneys representation of others in connection with the litigation. Attorneys strongly advise The District, however, that The District remains completely free to seek other legal advice at any time even after The District signs this agreement.
13. **AGGREGATE SETTLEMENTS:** Often times in cases where Attorneys represent multiple clients in similar litigation, the opposing parties or Defendants attempt to settle or otherwise resolve Attorneys' cases in a group or groups, by making a single settlement offer to settle a number of cases simultaneously. There exists a potential conflict of interest whenever a lawyer represents multiple clients in a settlement of this type because it necessitates choices concerning the allocation of limited settlement amounts among the multiple clients. However, if all clients consent, a group settlement can be accomplished and a single offer can be fairly distributed among the clients by assigning settlement amounts based upon the strengths and weaknesses of each case, the relative nature, severity and extent of injuries, and individual case evaluations. In the event of a group or aggregate settlement proposal, Attorneys may implement a settlement program, overseen by a referee or special master, who may be appointed by a court, designed to ensure consistency and fairness for all claimants, and which will assign various settlement values and amounts to each client's case depending upon the facts and circumstances of each individual case. The District authorizes us to enter into and engage in group settlement discussions and agreements which may include The District's individual claims. Although The District authorizes us to engage in such group settlement discussions and agreements, The District will still retain the right to approve, and Attorneys are required to obtain The District's approval of, any settlement of The

District's case.

14. EFFECTIVE DATE AND TERM. This Agreement will take effect upon execution by District and Attorneys.
15. COUNTERPARTS. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, and all of which, taken together, shall constitute one and the same instrument. Facsimile or pdf versions of this Agreement shall have the same force and effect as signature of the original.

The above is approved and agreed upon by all parties.

[SIGNATURE PAGE FOLLOWS]

Dated: \_\_\_\_\_

\_\_\_\_\_  
Print Name:  
Frantz Law Group, APLC

Dated: \_\_\_\_\_

\_\_\_\_\_  
Sharon Edelen, Superintendent  
Gracemont Public Schools

\_\_\_\_\_

\_\_\_\_\_

**SCHOOL DISTRICT DATA**

1. In any of the past 10 (ten) years has the total number of students in Plaintiff’s district been 20% more or 20% less than the figure reported in Question No. 12?

\_\_\_ Yes \_\_\_ No

If yes, please state the total number of students within Plaintiff’s district for each such year, or if that information isn’t reasonably available, give a description of the approximate student population change over the last 10 years.

2. Have You or any schools in Your district had any communications or interactions with any of the Defendants for any reason, including in connection with anti-smoking programs or youth vaping programs?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, for each communication or interaction, state (1) the date the communication or interaction occurred; (2) the nature of the communication or interaction; and (3) summarize Your portion of the communication.

**PERSONS WITH RELEVANT KNOWLEDGE**

3. Please identify the person(s) in Plaintiff’s district most knowledgeable about student use on school property of tobacco or nicotine products, e-cigarettes and vaping products, alcohol, drugs, or other illicit substances, and the impact of such use on Plaintiff’s district, from 2012 – present.

4. Please identify the person(s) who held the following position(s) or their equivalent in Plaintiff’s District, since 2012:

a. Superintendents:

- i. 2012:
- ii. 2013:
- iii. 2014:
- iv. 2015:
- v. 2016:
- vi. 2017:
- vii. 2018:
- viii. 2019:
- ix. 2020:

b. Vice or Assistant Superintendent(s):

- i. 2012:
- ii. 2013:
- iii. 2014:
- iv. 2015:
- v. 2016:
- vi. 2017:
- vii. 2018:
- viii. 2019:
- ix. 2020:

**VAPING AND E-CIGARETTE RELATED SERVICES AND PROGRAMS**

5. Have You formed or participated in any task force, other program, or group to address any issue related to vaping or e-cigarettes from 2012 – present?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, identify the name of any such program(s) and the date of formation:

6. Have You provided any vaping or e-cigarette prevention or education classes or programs in Your schools from 2012 – present?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, identify the program's name and the dates it was in existence:

7. Have You provided any vaping or e-cigarette cessation classes or programs in Your schools from 2012 – present?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, identify the program's name and the dates it was in existence:

8. Have You received any grant, donation, or other funding designated for or allocated to addressing issues relating to vaping or e-cigarettes from 2012 – present?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, provide a general description of grant/donation/funding.

9. Generally describe your efforts, if any, to limit student access to e-cigarettes or vaping products while on school property from 2012 – present.

**POLICIES AND REPORTS RELATING TO E-CIGARETTES, TOBACCO, ALCOHOL, DRUGS, AND OTHER ILLICIT SUBSTANCES**

10. Do You possess any existing report, survey, analysis, study or other document that tracks or otherwise provides an overview of or describes the prevalence of tobacco or nicotine products use in Your district?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please provide a copy of any such reports, surveys, analyses, studies, or other documents as they are kept in the ordinary course of business, and without identifying any student-specific data, from 2012 – present.

11. Do You possess any existing report, survey, analysis, study or other document that tracks or otherwise provides an overview of or describes the prevalence of vaping or e-cigarette use in Your district?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please provide a copy of any such reports, surveys, analyses, studies, or other documents as they are kept in the ordinary course of business, and without identifying any student-specific data, from 2012 – present.

12. Do You possess any existing report, survey, analysis, study or other document that tracks or otherwise provides an overview of or describes the prevalence of alcohol use in Your district?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please provide a copy of any such reports, surveys, analyses, studies, or other documents as they are kept in the ordinary course of business, and without identifying any student-specific data, from 2012 – present.

13. Do You possess any existing report, survey, analysis, study or other document that tracks or otherwise provides an overview of or describes the prevalence of drug use in Your district?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please provide a copy of any such reports, surveys, analyses, studies, or other documents as they are kept in the ordinary course of business, and without identifying any student-specific data, from 2012 – present.

14. Do You possess any existing report, survey, analysis, study or other document that tracks or otherwise provides an overview of or describes the prevalence of use of other illicit substances in Your district?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please provide a copy of any such reports, surveys, analyses, studies, or other documents as they are kept in the ordinary course of business, and without identifying any student-specific data, from 2012 – present.

15. Do You possess any disciplinary codes, policies or codes of conduct that address use of tobacco or nicotine products e-cigarette or vaping products, alcohol, drugs, or other illicit substances?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please attach copies of the relevant codes or policies from 2012 – present.

16. Do You possess any existing report, survey, analysis, study or other document that tracks or otherwise provides an overview of interventions, discipline or other consequences imposed on students for using tobacco or nicotine products on school premises?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please produce a copy of any such reports, surveys, analyses, studies, or other documents as they are kept in the ordinary course of business, and without identifying any student-specific data, from 2012 – present.

17. Generally describe Your efforts, if any, to limit use of tobacco or nicotine products in the schools in Your district from 2012-present.

18. Do You possess any existing report, survey, analysis, study or other document that tracks or otherwise provides an overview of interventions, discipline or other consequences imposed on students for using e-cigarette or vaping products on school premises?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please produce a copy of any such reports, surveys, analyses, studies, or other documents as they are kept in the ordinary course of business, and without identifying any student-specific data, from 2012 – present.

19. Generally describe Your efforts, if any, to limit use of e-cigarette or vaping products in the schools in Your district from 2012 – present.

20. Do You possess any existing report, survey, analysis, study or other document that tracks or otherwise provides an overview of interventions, discipline or other consequences imposed on students for using alcohol on school premises?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please produce a copy of any such reports, surveys, analyses, studies, or other documents as they are kept in the ordinary course of business, and without identifying any student-specific data, from 2012 – present.

21. Generally describe Your efforts, if any, to limit use of alcohol in the schools in Your district from 2012 – present.

22. Do You possess any existing report, survey, analysis, study or other document that tracks or otherwise provides an overview of interventions, discipline or other consequences imposed on students for using drugs on school premises?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please produce a copy of any such reports, surveys, analyses, studies, or other documents as they are kept in the ordinary course of business, and without identifying any student-specific data, from 2012 – present.

23. Generally describe Your efforts, if any, to limit use of drugs in the schools in Your district from 2012 – present.

24. Do You possess any existing report, survey, analysis, study or other document that tracks or otherwise provides an overview of interventions, discipline or other consequences imposed on students for using other illicit substances on school premises?

\_\_\_\_\_ Yes \_\_\_\_\_ No

If yes, please produce a copy of any such reports, surveys, analyses, studies, or other documents as they are kept in the ordinary course of business, and without identifying any student-specific data, from 2012 – present.

25. Generally describe Your efforts, if any, to limit youth use of other illicit substances in the schools in Your district from 2012 – present.

26. Do You possess any existing report, survey, analysis, study or other document that tracks or otherwise provides an overview of or describes expenditures that You made to address use of tobacco or nicotine products in Your district?

Yes  No

If yes, please produce a copy of such reports, surveys, analyses, studies, or other documents as they are kept in the ordinary course of business from 2012 – present.

27. Do you possess any existing report, survey, analysis, study or other document that tracks or otherwise provides an overview of or describes expenditures that You made to address use of vaping or e-cigarettes in Your district?

Yes  No

If yes, please produce a copy of such reports, surveys, analyses, studies, or other documents as they are kept in the ordinary course of business from 2012 – present.

28. Do you possess any existing report, survey, analysis, study or other document that tracks or otherwise provides an overview of or describes expenditures that You made to address use of alcohol in Your district?

Yes  No

If yes, please produce a copy of such reports, surveys, analyses, studies, or other documents as they are kept in the ordinary course of business from 2012 – present.

29. Do you possess any existing report, survey, analysis, study or other document that tracks or otherwise provides an overview of or describes expenditures that You made to address use of drugs in Your district?

Yes  No

If yes, please produce a copy of such reports, surveys, analyses, studies, or other documents as they are kept in the ordinary course of business from 2012 – present.

30. Do you possess any existing report, survey, analysis, study or other document that tracks or otherwise provides an overview of or describes expenditures that You made to address use of other illicit substances in Your district?

Yes  No

If yes, please produce a copy of such reports, surveys, analyses, studies, or other documents as they are kept in the ordinary course of business from 2012 – present.

# SCHOOL DISTRICT V. JUUL LABS, INC

FRANTZ LAW GROUP,  
APLC

ATTORNEYS:

JAMES FRANTZ

WILLIAM SHINOFF

REGINA BAGDASARIAN

# E-CIGARETTE USE BY STUDENTS

Between 2011 and 2015, e-cigarette use among high school and middle school students increased 900%.

- Between 2017 and 2018, e-cigarette use increased 78% among high school students, from 11.7% of high school students in 2017 to 20.8% of high schoolers in 2018.
- Among middle school students, e-cigarette use increased 48% between 2017 and 2018.
- In 2018, 4.9 million middle and high school students used tobacco products, with 3.6 million of those students using e-cigarettes.
- Between 2017 and 2018, the number of youth e-cigarette users increased by 1.5 million.

# E-CIGARETTE USE BY STUDENTS

According to the Centers for Disease Control and Prevention (“CDC”) Director Robert Redfield, “The skyrocketing growth of young people’s e-cigarette use over the past year threatens to erase progress made in reducing tobacco use. It’s putting a new generation at risk for nicotine addiction.”

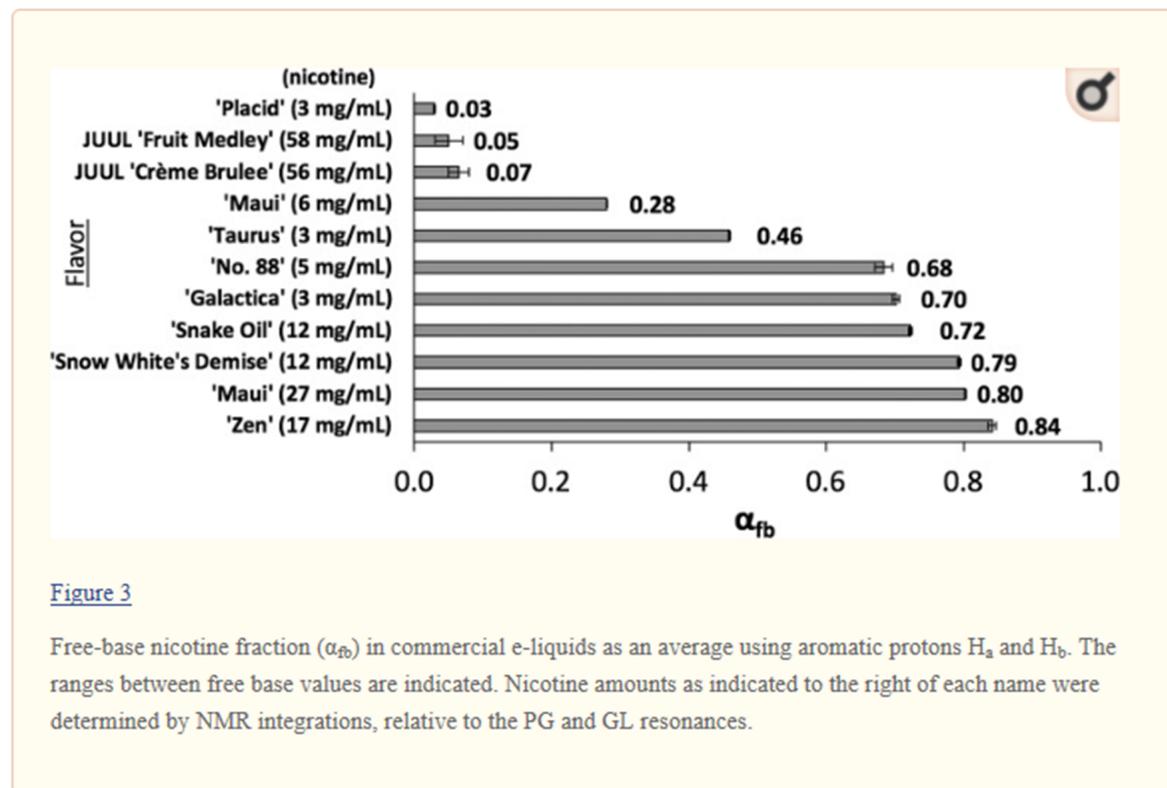
# NICOTINE USE EPIDEMIC CAUSED BY JUUL

A major cause of this epidemic is JUUL, Labs, Inc., the maker of the JUUL e-cigarette.

- Juul entered the e-cigarette market in 2015 and now controls over 70% of it.
- Over a million JUUL e-cigarettes were sold between 2015 and 2017.
- In 2017, JUUL generated over \$224 million in retail sales, a 621% year over year increase.
- By June 2018, sales had skyrocketed another 783%, reaching \$942.6 million.
- Juul's nicotine content is one of the highest among e-cigarettes on the market.

# NICOTINE SALTS: JUUL INNOVATION EASES CONSUMPTION OF NICOTINE

---



# GOVERNMENT INVESTIGATION INTO JUUL LABS, INC.

JUUL's market dominance has attracted the attention of government regulators, including the FDA.

- On **February 24, 2018**, the FDA sent a letter to JUUL expressing concerns about the popularity of its product among youth and demanding that JUUL produce documents regarding its marketing practices.
- As of **October 2019**, the FDA, the Federal Trade Commission, multiple state attorneys general, and the U.S. House of Representatives Committee on Oversight and Reform have all commenced investigations into JUUL's role in the youth vaping epidemic and whether JUUL's marketing practices purposefully targeted youth.
- On **September 9, 2019**, the FDA warned JUUL that it has violated federal law by making unauthorized representations that JUUL products are safer than cigarettes.

# TEEN NICOTINE ADDICTION CAUSED BY JUUL

---

JUUL has compelled a generation of youth, who were never cigarette smokers, into nicotine addiction and put them at risk for severe lung injury and/or health harms resulting from aerosol inhalation.

# JUUL AND SCHOOL DISTRICTS

- **School Districts** are the primary entities affected by the JUUL crisis.
- Schools are on the front-line of fighting this epidemic.
- JUUL use has invaded school bathrooms—now known as “the JUUL room.”

# JUUL AND SCHOOL DISTRICTS

---

- Rampant JUUL use has effectively added another category to teachers and school administrators job descriptions; many now receive special training to respond to the various problems that JUUL presents, both in and out of the classroom.
- A national survey of middle schools and high schools found that **43.3% of schools have had to implement not only an e-cigarette policy but a JUUL specific policy.**
- Participants in the survey reported multiple barriers to enforcing these policies, including the discreet appearance of the product, difficulty pinpointing the vapor or scent, and the addictive nature of the product.

# JUUL AND SCHOOL DISTRICTS

Across the United States, schools have had to divert resources and administrators have had to go to extreme lengths to respond to the ever-growing number of students using JUUL's on school grounds.

- According to the Truth Initiative:
  - More than 40 percent of all teachers and administrators reported their school uses camera surveillance near the school's restroom,
  - Almost half (46 percent) reported camera surveillance elsewhere in the school,
  - 23 percent reported using assigned teachers for restroom and surveillance.
- Schools have paid thousands of dollars to install special monitors to detect vaping, which they say is a small price to pay compared to the plumbing repairs otherwise spent as a result of students flushing vaping paraphernalia down toilets.
- Other school districts have created new positions for tobacco prevention supervisors, who get phone alerts when vape smoke is detected in bathrooms.

---

# JUUL AND SCHOOL DISTRICTS



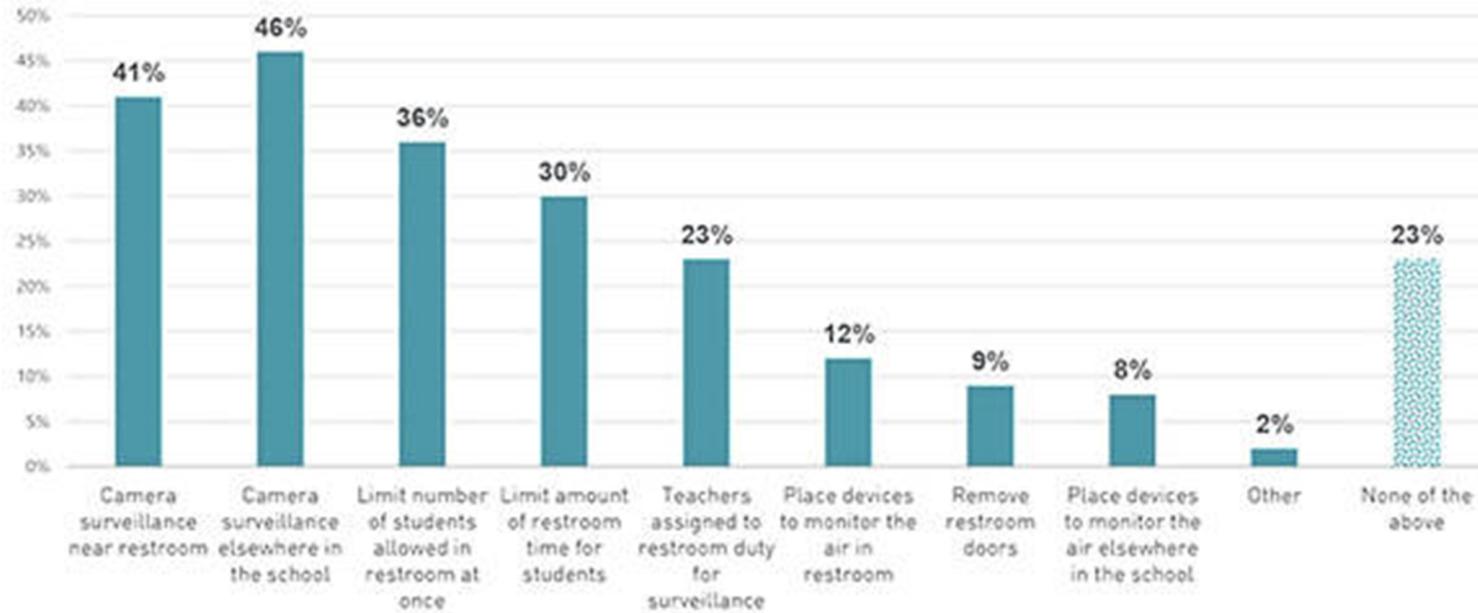
Many schools have shifted their disciplinary policies in order to effectively address the JUUL epidemic. Rather than immediately suspending students for a first offense, school districts have created anti-vaping curricula which students are required to follow in sessions held outside of normal school hours, including Saturdays.



This extra work requires atypical hours early in the mornings and on weekends.

# TREATING YOUTH NICOTINE ADDICTION

## What have schools done about e-cigarettes?



# DAMAGES SUFFERED BY SCHOOL DISTRICTS AS A RESULT OF THE JUUL EPIDEMIC

---

The surge of vaping disrupts the learning environment as educators have to deal with the prevention and detection of student vaping and modify school property and school operations in response to the problem.

- With respect to students who are caught vaping, administrators must expend time and resources to deal with the problem and provide supports (e.g. positive behavioral intervention.)
- Because standard smoke detectors are not sufficiently sensitive to detect vape smoke and interferes with fire alarm detectors, the District would need to retrofit its detector systems or procure vaping detectors to fully monitor and prevent in-school vaping on middle school and high school campuses.

# DAMAGES SUFFERED BY SCHOOL DISTRICTS AS A RESULT OF THE JUUL EPIDEMIC

---

- The vaping epidemic hurts individual student learning.
- Vaping has led to a rise in student absence due to sickness or absenteeism.
- Vaping hurts all students in the District, not just those who do it, through less school funding from the State for school operations.
  - The vast majority of revenue the District receives is tied to daily student attendance.
  - Student absence due to vaping related issues cause a reduction in state funding for the District, which inherently results in less funding to spend on learning for all students.

# DAMAGES SUFFERED BY SCHOOL DISTRICTS AS A RESULT OF THE JUUL EPIDEMIC

Vaping hurts all students by diverting funds away from learning toward anti-vaping educational campaigns, as well as vaping prevention, and treatment.

- For example, a District would potentially have to divert services and funding away from implementing specialized programs, lowering class sizes, improving technology, enhancing curricular materials, and academic reading and math instructional intervention programs for students who are struggling academically. The District instead must put additional resources into addressing the vaping harm within the District.
- Districts will continue to incur extensive costs to orchestrate outreach regarding the risks of vaping, to enforce restrictions regarding vaping in school (for example, through vape smoke detectors), and to develop and carry out protocol associated with the collection and disposal of vaping products.
- In the absence of student vaping, these funds could have gone to the District's core activity--educating youth.

# HOW FRANTZ LAW GROUP CAN HELP

---

- Filing of a lawsuit on behalf of the District to recover damages associated with dealing with this crisis.
- Litigate the matter on behalf of the District (i.e. conducting discovery, motions, trial)
- Regular updates to the administration and board on the status of the litigation.
- Recoup past and future costs to the District related to the JUUL vaping epidemic.
- Provide free educational workshops to students and parents on the harms of vaping and how to find support for students who are trying to quit vaping.

# WHY CHOOSE FRANTZ LAW GROUP, APLC

- Over 100+ years of experience litigating cases in state and federal court.
- Past experience representing School Districts in state and federal court.
- Over \$500 million recovered in verdicts and settlements.
- Integral role in recovering approximately \$2 Billion (along with other counsel) for wildfire victims against SDG&E/SEMPRA Energy\*
- Currently representing over 4,000 clients against PG&E for the 2017 and 2018 wildfires which has resulted in a tentative \$13.5 billion settlement.\*\*
- Represent 199 victims in the 2017 Las Vegas shooting which resulted in an \$800 million settlement for our clients along with other plaintiffs.\*\*\*
- Currently representing over 1000 clients against SoCal Edison in the Thomas and Woolsey Fires.
- Successfully represented (through settlement or trial) approximately **500 wrongful death matters**.
- Currently represent families in 31 individual wrongful death cases with respect to the Thomas Fire/Mudslides and the North Bay and Camp Fires.

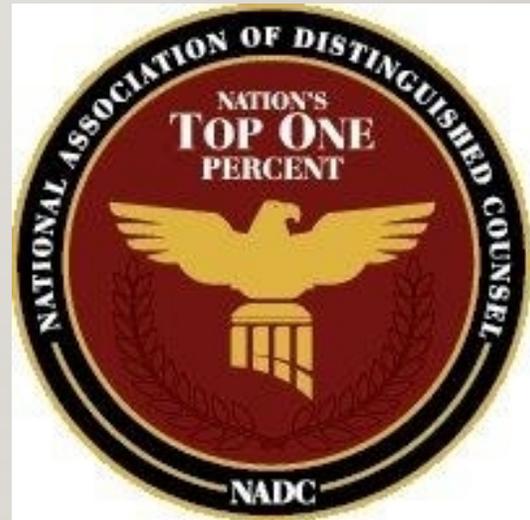
\* Results in other matters are not a guarantee or prediction of the outcome of your legal matter; Results are dependent on the facts of each case, and different facts can result in different outcomes.

\*\* Tentative settlement which awaits further review of the PG&E Plan of Reorganization by the CPUC and the Bankruptcy Court

\*\*\* The settlement is conditionally resolved subject to the satisfaction of some outstanding requirements

# AWARDS

---



**Superintendent's School Improvement Report**  
Presented to the  
**Board of Education of Bayard Public Schools**  
February 8, 2021

**Vision, Culture, & Instructional Leadership**

*The superintendent leads the district by promoting the success of all students, articulating a vision of learning, developing a positive school climate and demonstrating best practices in instructional programs and staff professional development.*

- Teachers will be attending the ESU#13 Winter Conference on Presidents' Day.
- New teachers will be trained in the 7 Habits of Highly Effective People during the upcoming in-service days held in conjunction with the WTC and MAC Speech Meets.
- I will be participating on a school improvement visitation for Sutherland Public Schools on February 10 and 11<sup>th</sup>.
- We are beginning the process of starting to work on initial plans for next school year. This is a busy time when we continue to work on a strong finish to the current year while planning ahead to the challenges and opportunities of the year to come.
- We are in the process of thinking about the ESSERSII funding and how that might help with unfinished learning, safe learning environments, and accelerating learning during the ongoing pandemic and concurrent recovery.

**Operations, Resource, & Personnel Management**

*The superintendent demonstrates the knowledge, skills, and ability to effectively manage operations that promote a safe and effective environment for students and staff, ensure the fiscal health of the district, and implement sound personnel practices.*

- We are continuing through the months of the school year where cash flow remains a challenge. As I had shared last month, timing of tax payments significantly impacts our cash on hand during the winter and spring. This is exacerbated by delays in grant reimbursement at NDE due to the pandemic.
- We continue to seek a Spanish teacher. We have been in contact with one applicant who has an expiring visa in eastern Nebraska. We are awaiting additional information on the candidates continuing eligibility to work in the United States, along with information about ongoing certification for this applicant. We have reached out to other potential contacts who might be interested in alternative certification. To date, we do not yet have any applicants with a valid certification for the coming school year.
- We continue to await guidance from NEMA regarding whether the generator project will be able to meet the FEMA Benefit Cost Ratio requirements. At this time, it is not looking like the project will be feasible.
- I received a board member request for data on homeschool enrollment and option enrollment in our district. I am awaiting NDE guidance regarding the actual NDE reports, which I would like to share with the board if NDE designated them as public documents. If NDE authorizes the release of the actual reports, I will share those with the board. In the meantime, here are some statistics without disclosing names of students participating in these programs: Homeschool: 29 students registered with the state of Nebraska at 17 homes. Regarding Option Enrollment, we have 4 students optioning in from Bridgeport, 4 students optioning from Minatare, 9 students optioning from Gering, and 10 students optioning from Scottsbluff. We have 2 students optioning to Minatare, 6 students optioning to Gering, 4 students optioning to Scottsbluff, and 25 optioning to Bridgeport.
- We continue to seek another full-time bus driver. If you know anyone who would be interested, please have them contact Mr. Richard Pieper.

**Mission Statement:**

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

## **Board Governance & Policy**

*The superintendent works effectively with the board of education, exhibits a shared understanding of board and superintendent roles, leads and manages the district consistent with board policies, and demonstrates the skills to work effectively with the board.*

- I would like to work with the Budget and Audit Committee to schedule a meeting sometime prior to the March board meeting.
- The 90-day “long” Legislative session continues. I would encourage everyone to keep an eye on the happenings in the Legislature. Decisions made in Lincoln impact what happens to and for the students in our school community.

## **Communication & Community Relations**

*The superintendent establishes effective communication with students, parents, staff and community, and has the knowledge and awareness of different cultures among all community members to effectively engage and respond to diverse interests and needs that support the success of all students.*

- We continue working within state and regional parameters to provide opportunities for students to participate in a variety of activities and learning opportunities.
- We have been in communication with Twin Cities Development regarding the possibility of hosting community collaboration as TCD works with the University of Nebraska and the current owners of Bayard Grocery on efforts to continue having a grocery store operating in our community.

## **Ethical Leadership**

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

- Our staff and students are commended for their persistence throughout this school year. There have been many challenges, but our staff and students keep working toward success.

## **Superintendent’s Goals**

### *Board and Superintendent Practices*

- I appreciate Carolyn Applegate, Kim Burry, Becky Henkel, Kim Kildow, and Donna Stuart taking the time to attend the Legislative Issues Conference virtually on February 1<sup>st</sup>.
- I appreciate Joe Applegate taking the time to attend the NASB New Board Member Workshop webinars over the past month.

### *Student Excellence through Academics and Leadership*

- Mrs. Rawlings and some of her students recorded a ukulele performance they wanted to share with the board. You can view it at the following link: <https://youtu.be/uDLT14wX4Us>
- Mrs. Rafferty is commended for her hosting the ACT test on February 6<sup>th</sup> at our school.

### *Communication*

- We are in the process of identifying key communicators and building a social networking map. If you have not already done so, please help us out by sharing (with Bobbie Stuart) the names of ten individuals you consider to be in frequent contact with many others, trusted sources of school-related information, and coming from diverse roles within our community.
- This past month, 33140 messages were delivered on Remind. This includes 9,799 conversations and reactions.
- We are beginning to gather ideas for our next district quarterly postcard. If you have ideas about aspects of our school you would like highlighted in our next messaging, please let me know.

## **Leave Log**

- I have used seven vacation days (7-24-20, 8-14-20, 11-16-20, 11-17-20, 11-18-20, 11-19-20, 11-20-20) and two sick days (sick bank contribution. 10-20-20).

## **Mission Statement:**

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