Board of Education Regular Meeting
Monday, June 14, 2021 7:00 PM

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

Notice is hereby given that a Board of Education Regular Meeting of the School District of Bayard in the Counties of Morrill, Scotts Bluff, Box Butte, and Banner in the State of Nebraska will be held on Monday, June 14, 2021 at 7:00 PM in the Bayard High School Library located at 726 4th Avenue, Bayard, NE 69334, which meeting shall be open to the public. An agenda for such meeting, kept continuously current is available for public inspection during normal business hours at the office of the Superintendent, located at 726 4th Avenue, Bayard, NE 69334.

AGENDA

I. Opening the Meeting
  I.A. Call to Order
  I.B. Open Meetings Act
  I.C. Notice of Meeting
  I.D. Roll Call
  I.E. Status of Absent Board Members
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. Transportation Director's Report with Mr. Richard Pieper
  VII.B. Strategic Plan Progress Presentation and Discussion
    VII.B.1. Presentation and discussion on the Following Strategy: Develop Processes to Ensure a Positive and Conducive Environment for Student Learning. Specifically, Presentation and Introduction of the Working Draft of Emergency Operations Procedures for the Bayard Public Schools by Bobbie Stuart and Dana Korell.
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.4.b.a. State Aid Certification Documents for Review
    IX.A.5. Approval of Contracts within Policy Guidelines
  IX.B. Discuss, Consider, and Take All Necessary Action in Regard to Adoption of a Revised Principal/Director Evaluation Form Aligned to the Nebraska Principal Performance Standards
  IX.C. Discuss, Consider, and Take All Necessary Action in Regard to Mass Action Litigation against JUUL®

IX.D. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Mrs. Julie Cochran as Mental Health/Counseling Support Professional for the 2021-2022 School Term

IX.E. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Ms. Tara Rowley as Music Teacher for the 2021-2022 School Term

IX.F. Discuss, Consider, and Take All Necessary Action in Regard to Approval of a Revised Interlocal Agreement with ESU#13 and Regional School Districts for the Operation of the Valley Alternative Learning and Transitioning School (VALTS)

IX.G. Discuss, Consider, and Take All Necessary Action in Regards to Approval of an Revised Interlocal Agreement with ESU#13 and Regional School Districts for Panhandle Beginnings Day Treatment Center

IX.H. Discuss, Consider, and Take All Necessary Action in Regard to Adoption of the NSAA-Related Activities Budget for the 2021-2022 School Term

IX.I. Discuss, Consider, and Take All Necessary Action in Regard to Proposals to Replace Concrete at Bayard Elementary School

IX.J. Discuss, Consider, and Take All Necessary Action in Regard to Proposals to Improve Security in the High School Office

IX.K. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Extra-Duty Assignments

IX.L. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Math Textbooks/Licenses for Business Math, Pre-Algebra, and Algebra II.

IX.M. Discuss, Consider, and Take All Necessary Action in Regard to Sanctioning Girls Wrestling beginning with the 2021-2022 Winter Sports Season

IX.N. Discuss, Consider, and Take All Necessary Action in Regard to Approval of the Following Handbooks for the 2021-2022 School Term: Activities Handbook for Head Coaches and Sponsors, the Student and Parent Activities Handbook, and the Student and Parent Handbook

IX.O. Discuss, Consider, and Take All Necessary Action in Regard to Completing the Superintendent Evaluation

X. Discussion Items

X.A. Discussion Regarding Goals for the Superintendent for the 2021-2022 School Year

X.B. Review and Discussion of Policies 1403 through 1414 in the 1000 series

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.

Bayard School Board of Education
Annual Calendar

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

Bayard School Board of Education
Annual Calendar

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

POLICY NO. 9106 - BOARD MEMBER CODE OF ETHICS

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

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

AS A SCHOOL BOARD MEMBER:

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

IN MEETING MY RESPONSIBILITY TO MY SCHOOL DISTRICT COMMUNITY:

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

IN MY RELATIONSHIP WITH THE SUPERINTENDENT AND EMPLOYEES:

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

TO COOPERATE WITH OTHER SCHOOL BOARDS:

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

Legal Reference: Neb. Statute 79-526

Adopted: 10-08-12

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

Board of Education – *REGULAR MEETING*
Bayard Public Schools Board Room

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2021 Transportation Director Report

Fleet: Vehicle	Student Capacity	Mileage
1. Impala	5 Passengers	51,025
2. 2009 Suburban	7 Passengers	154,209
3. 2013 Suburban	7 Passengers	130,038
4. Charter Bus	54 Passengers	468,419
5. 03-A	46 Passengers	161,631
6. 21	65 Passengers	12,293
7. 03	35 Passengers	134,023
8. 09	65 Passengers	142,412
9. 09-A	12 Passengers	134,524
10. 11	14 Passengers	62,195
11. 05	24 Passengers	73,585
12. 14	47 Passengers	104,621
13. 20	53 Passengers	19,207
14. 22	59 Passengers	4,032

Contracted Drivers for 2021-2022\

1. Crystal Hopkins
2. Linda Safford
3. Marie Brown-Part Time
4. Alvin Salazar
5. Kurt Wagner

Maintenance:
All maintenance has been kept up to date.

Bus 20 is having major electrical issues, I have contacted Nebraska/Central Equipment about the issue as it is under warranty, but have not had any success on getting it repaired.





BAYARD PUBLIC SCHOOLS
STRATEGIC PLAN











MESSAGE FROM THE BOARD

Dear Bayard School Community,

We are pleased to share the Bayard Public Schools Strategic Plan. The strategic plan is the result of the contributions of students, staff, parents, community members, and school officials working in partnership with the Board of Education over the past two years. During that time we have listened to stakeholders, identified strengths and opportunities, clarified expectations for improvement, and engaged in the process of continuous improvement.

Examples of progress that have already resulted from the strategic planning process include partnerships to develop leadership in every person associated with our school, a refined school mission statement and development of the academic seal highlighting areas of pride and focus for our school district. We are also in the process of improving communications to strengthen our shared commitment with parents to promote learning and achievement for each student.

Our progress as a school community must continue each year in every classroom and every home. This plan is intended to guide us as we work to take our students, staff, and school community to continuously higher levels of performance. Our plan to achieve higher levels of performance involves the following four strategic priorities: Academics, Leadership, Engagement, and Community.

Within each strategic priority, we have identified strategies to leverage improvement. The pages of this plan document twenty-one strategies that will be implemented by our school team over the next four years. School personnel will develop specific actions intended to ensure the success of each of these twenty-one strategies.

This plan is ambitious and is intended to result in meaningful educational progress. Fulfillment of the plan will require a diligent effort on the part of all stakeholders in our school community. We look forward to partnering with our community in completing the challenging and essential work that must be done to accomplish our strategic priorities.

Bayard Public Schools is committed to excellence for every person, every day. This plan represents our commitment to continue to make improvements that benefit our students today and positively impact the future of our community and world.

Our mission is to partner with parents to provide a successful educational experience and diverse opportunities. We look forward to a continued partnership with the entire school community in fulfillment of that mission.

Sincerely,

Kim Kildow, President	Donna Stuart, Vice President	Carolyn Applegate, Secretary
Craig Henkel, Treasurer	Kim Burry, Member	Lisa Ouderkirk, Member







MISSION VISION AND CORE COVENANTS

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

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

CORE COVENANTS
Focused on the Student
- Positive Interactions and Relationships
- Focus on Student Potential
- Diverse Opportunities
- Unconditional Acceptance

Attitude of Excellence
- Act with Integrity
- Expect to be Great
- Accept Daily Challenges and Setbacks
- Think “Big Picture”

Community
- Support each Other
- Set Aside Self for Benefit of the Group
- Respect Everyone
- Be a Wing, Not a Weight

Tiger Way!

Every Person, Every Day.
It’s a FACT!

ADMINISTRATION
Dr. Travis W. Miller, Superintendent of Schools
Mr. Matthew McLaughlin, Elementary Principal
Mrs. Kelley Rice, Jr./Sr. High School Principal
Mr. James Miller, Activities Director/Assistant Principal
Mrs. Kari Foreman, Director of Special Education

ACADEMIC SEAL



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

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

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

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

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

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

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

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

STRATEGY

Bayard Public Schools' Strategic Plan is focused on four key areas.

ACADEMICS LEADERSHIP ENGAGEMENT COMMUNITY

STRATEGIC PLAN OVERVIEW

In August 2016, the Bayard Board of Education initiated the development of a Strategic Plan in efforts to guide the vision and direction of education for Bayard Public Schools. Students, staff, parents, community members, business leaders, and administrators were key participants throughout the process to ensure a comprehensive and collaborative planning approach. Marcia Herring with the Nebraska Association of School Boards (NASB) facilitated these meetings and worked with the Board of Education and administration to develop the initial direction for this plan. Marcia and her team at NASB helped bring the voices of the stakeholders of the Bayard Public Schools Community together to inform the future direction of the school district.

This document is the result of the extensive time, work, and collaboration by all stakeholders, and illustrates the strategic direction and objectives that will serve as priorities for Bayard Public Schools for the next three to five years. It is the Board of Education's intent that the priorities, goals, and action items resulting from this body of work will be used as a guide for administrative decision making, policy development, faculty and staff direction, and allocation of district resources.

BPS BY THE NUMBERS

23 People on the Strategic Planning Committee

262.9 Square Miles (Geographical Size of the School District)

5 Focus Group Meetings

15 years of learning opportunity for each child (Preschool for ages 3 and 4 through – 12th Grade)

4 Strategic Priorities

21 Strategies

90 Adults Trained so far in the 7 Habits of Highly Effective People

1st Strategic Plan for Bayard Public Schools

5 School Based CERT Team Classes Trained since 2013-2014



STRATEGIC PRIORITY 1

ACADEMICS

Our commitment to the pursuit of academic success for every student, every day.

"Academics are the fundamental building blocks upon which our students achieve excellence."

-Kim Kildow

Emphasis on Academic Excellence is the first priority and highest institutional value at Bayard Public Schools. At all levels, our staff are committed to our mission of maximizing student potential through challenging and integrated curriculum, as well as diverse educational opportunities that focus on individualized student needs. We strive to provide a system of education that engages students in a challenging, inspiring academic setting that will prepare them for a successful future.

STRATEGIES

- Continue to implement and refine a system of curriculum, instruction, and assessment, aligned to Nebraska State Standards, that will enable every student to engage in challenging, rigorous, and creative learning experiences throughout the district.
- Develop and support the implementation of individualized learning opportunities to enable each student to reach his or her potential.
- Research and implement best practices and processes that will support effective student transitions (early childhood to preschool, preschool to grade school, grade school to middle school, middle school to high school, high school to college/career).
- Engage parents, students, and staff with timely and relative feedback to improve instruction in student learning and achievement.
- Review and modify the district's lesson plan philosophy and best practices to ensure consistency and accountability for quality instruction district-wide.
- Evaluate, research, and implement practices that align grading and instruction to effective learning.
- Develop a system to evaluate the effectiveness of current curriculum, programs, and services.

STRATEGIC PRIORITY 2

LEADERSHIP

Our commitment to an organizational culture of leadership, empowerment, and excellence for all.

"Leadership and learning are indispensable to each other."
– John F. Kennedy.

The Bayard Public School District recognizes that to build a sustainable, successful future with a culture of excellence in our classrooms, we must develop great leaders from within. The Bayard School District is proud to announce that it has recently secured a commitment to leadership development through a partnership with the world-renowned FranklinCovey Institute. Through this, as well as additional opportunities, we are inspired to drive greater, more positive influence within our classrooms and community by adopting principles that will empower all educational stakeholders to lead and serve with excellence.

STRATEGIES

- Invest in professional development opportunities to support staff in every work area to become leaders in their field.
- Develop processes to identify and inspire the leadership potential, talents, and gifts in each child.
- Continue to invest in student development by maximizing the leadership potential of the Pathfinders After-School Program.
- Continue to offer leadership opportunities for students through the Bayard Public Schools Community Emergency Response Team (CERT) Program, in addition to other programs and extracurricular activities.
- Continue to maximize the impact of the Bayard Public Schools partnership with the FranklinCovey Institute, with a focus on professional development and the *LEAD/Leader in Me* Programs.





STRATEGIC PRIORITY 3

ENGAGEMENT

Our commitment to the intentional and effective use of resources to optimize the educational experience of students, staff, families, and community members.

"Caring about students beyond the boundaries of the classroom is the first step of sparking engagement"

-Beth Marrow

The Bayard Public School District recognizes that engagement of students, staff, families, and community members is necessary to maximize student achievement. To obtain our common goal of success for each student, Bayard Public Schools is committed to developing and enhancing systems that will lead to a quality educational environment for a diverse population of students.

STRATEGIES

- Utilize integrated technology to engage and inspire students in an effort to support efficacious instruction and growth of learning.
- Support advancements in technology for students and staff by evaluating opportunities for technological investments, through the inventory of current resources and infrastructure, and by efficiently managing existing equipment.
- Develop processes to ensure a positive and conducive environment for student learning.
- Utilize effective communication systems to engage staff, students, parents, and community members in relationships that support student learning.
- Research and implement strategies to mitigate the educational risks to students experiencing poverty and mobility.

STRATEGIC PRIORITY 4

COMMUNITY

Our commitment to programs and services that support the growth and development of the whole child (academic, social, emotional, physical, and nutritional).

"Focusing on the whole child is changing the world. It changes the world one student, one classroom, one school, and one community at a time".

– Amanda Koonlaba

Every person, every day is a core philosophy at Bayard Public Schools. Inspired by the acronym FACT, which encompasses the Bayard School District's core covenants, we are empowered to support and promote the development and well-being of the whole child. As community leaders, we knowingly recognize that our responsibility and influence transcend far beyond academics, and we are committed to offering and supporting services that will assist our students in becoming the very best they can be, in every aspect of life.

STRATEGIES

- Identify and develop panhandle partnerships that will support safe community opportunities for youth (including but not limited to: summer camps, enrichment activities, arts, music, athletics, etc.).
- Continue ongoing efforts regarding positive student behavior programs in an effort to support a quality learning environment for all staff and students.
- Offer and support programs and services that effectively contribute to the wellbeing of all educational stakeholders, including students, staff, parents, and community members.
- Provide effective college/career preparation to support the long-term success of all students districtwide.



THANK YOU

Strategic Planning Process Core Committee Membership

2016 Board of Education
Tate Rice
Kim Kildow
Carolyn Applegate
Craig Henkel
Kim Burry
Donna Stuart

Community Members
Kent Andreas
Diane Coon
Hugh Houchin

Administration
Travis Miller
Matt McLaughlin
Tom Perlinski
Tammy Tillman

Teaching Staff
Doug Babic
Jocilyn Blanco
Cheryl Ferrero
Micki McKibbin
Holly Nolte
Candace Smith

Classified Staff
Jennifer Kriha
Heather Oliverius

Students
Catherine Applegate
Carissa Wolfe









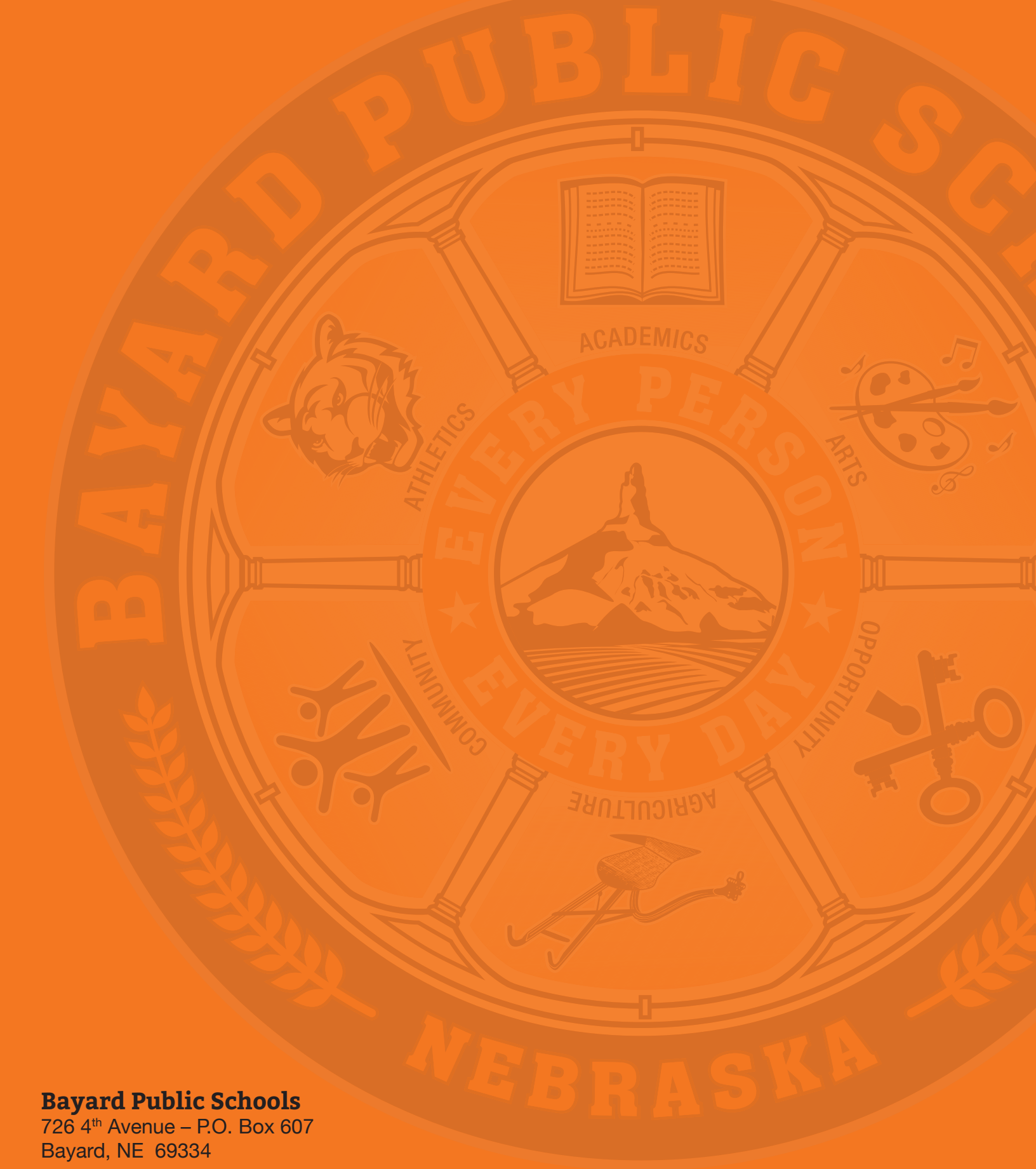








This Strategic Plan is a living document that provides strategic direction and guidance for Bayard Public Schools. The Bayard Public School District is committed to successfully implementing these objectives in our pursuit of fulfilling our vision, mission, and core covenants. It is with anticipation that the strategies presented in this plan will be completed by the end of the 2022-2023 school year.



Bayard Public Schools
726 4th Avenue – P.O. Box 607
Bayard, NE 69334

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Bayard Public Schools

Emergency Operations Plan

Updated: _____

RECORD OF CHANGES

CHANGE NUMBER	CHANGE LOCATION	CHANGE MADE BY (signature)	DATE OF SCHOOL BOARD APP/INF	DATE OF CHANGE
000	Section V (pg 25-26)	(Signature)	March 2020	March 2020

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SIGNATURE PAGE

This school emergency operations plan has been completed and approved through a collaboration of efforts in the community, including:

Name: Dr. Travis Miller
Title: BPS Superintendent
Date:

Name: Kim Kildow
Title: BPS Board President
Date:

Name: Carolyn Applegate
Title: BPS Board Vice-Chair
Date:

Name: Bobbie Stuart
Title: BPS Safety Team Chair/Member
Date:

Name: Dana Korell
Title: BPS Safety Team Member
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Name: Dr. Kelley Rice
Title: BPS Safety Team Member/HS Principal
Date:

Name: Candace Ehler
Title: BPS Safety Team Member
Date:

Name: Matthew McLaughlin
Title: BPS Safety Team Member/Elem Principal
Date:

Name: Zak Douglas
Title: Bayard Police Chief
Date:

Name: Mike Cerny
Title: Morrill County Deputy Sheriff
Date:

Name: Jason Perkins
Title: Bayard Police Officer
Date:

Name: Stephanie Perkins
Title: Bayard EMS Chie
Date:

Name: Ron Leal
Title: Region 21 Emergency Manager
Date:

I. INTRODUCTION

A. Purpose of the Plan

The purpose of the Bayard Public Schools Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Bayard Public Schools and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that Bayard Public Schools has established guidelines and procedures to respond to threats, hazards and incidents in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific systems outline an organized systematic method to prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Bayard Public School regularly schedules in-service training for faculty and staff.

Lastly, developing, maintaining, and exercising the School EOP increases Bayard Public School's legal protection. Schools without established incident management procedures have been found liable for their absence of planning. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

B. Scope of the Plan

The Bayard Public School Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, state, and federal government mandates; common and specialized procedures; and responses/recovery for specific hazards and vulnerabilities.

1. Definitions

Threats: Threats include situations to harm students, personnel, and/or facilities.Threats usually include those things that we can control, such as active killer, bullying, and suicide. Threats may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Hazards: Hazards include situations to harm students, personnel, and/or facilities. Hazards usually include those things that we cannot control, such as tornadoes, floods, and chemical spills. Hazards may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Incidents: An incident is an occurrence that requires a response to protect life or property. An incident is something that we most likely cannot control, such as car accidents, pandemics, and illness. The superintendent/principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this EOP.

2. School Board Policy Statement

The Bayard Public School Emergency Operations Plan operates within the framework of the Bayard Public School Board policy.

POLICY NO.1001 - CRISIS MANAGEMENT COMMUNICATIONS

A school crisis may occur at any time, may take various shapes, and may hit with varying degrees of severity. The superintendent is directed to develop a School Communications Crisis Procedure to manage information more effectively and to ensure the crisis will be managed more effectively.

The procedure should include the following provisions:

1. Designation of a crisis spokesperson and description of the spokespersons duties;
2. Preparation to be taken before a crisis for dealing with the media;
3. Procedures for contacting various groups such as emergency response units, employees, parents, and the media;
4. Procedures for developing and releasing a public statement soon after the initiation of the crisis; and
5. Procedures for developing a public statement or report following the conclusion of the crisis.

Adopted: 8-12-02

Reviewed: 1-11-10, 7-10-17, 5-13-19, 9-14-20

POLICY NO.1403 - RED CROSS AND SALVATION ARMY

Permission shall be granted the Red Cross and the Salvation Army to list the school facilities as available in times of emergency.

Adopted: 8-17-76

Reviewed: 1-11-10, 8-14-17, 5-13-19

C. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population

March 2021 -- The current enrollment of Bayard Public Schools is approximately 165 elementary-school students, 175 secondary-school students located in two one story buildings on a single campus, which is divided by 8th Street (Country Road 106). These students are supported by a committed staff and faculty consisting of:

4 Superintendent/Principal/Building Administrators
33 Teachers
15 Instructional Assistants
2 Counselors, Social Workers, and Psychologists
1 School Nurses/Health Assistants
5 Custodians/Maintenance Personnel
4 Office/support staff
3.5 Food Service/Cafeteria staff
7 Other (specify transportation, Pathfinder Coordinator)

A master schedule of classes, locations, grade levels, and staff are provided to each classroom and is available in the main office. The current master schedule of Bayard School is also located in Appendix A in this plan.

b. Special Needs Population

Bayard PublicSchool is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

- Students on the Autism Spectrum, 4
- Limited English proficiency, 7
- Blindness or visually impaired, 1
- Cognitive or emotional disabilities, 5 cognitive 9 emotional
- Deaf or hard of hearing, 2 students, 1 staff
- Mobility/physical disabilities (permanent and temporary), and 5
- Medically fragile health (including asthma and severe allergies). 12

The school's current enrollment of students with special needs is approximately 46; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, wheelchairs, etc.

School staff will communicate with emergency services personnel regarding students and staff who require additional assistance during an incident. Appendix B.

2. Building Information

Bayard Public Schools is located on a 38 acre lot and includes 2 main buildings, 1 custodial building east of Elementary, 2 storage sheds east of football field, 1 greenhouse south of High School, 1 football field and press box, 1 bus barn, and 2 (also large parking lots south of the high school building) staff/student parking lot. All classes take place in the Elementary and High School Buildings, the main buildings on campus. The School also has a storage building on main street.

Annotated maps of the buildings and grounds are included in Appendix C;

_____ Evacuation routes- Faith United and Bayard Church of Christ
_____ Shelter locations
_____ Fire alarm pull stations
_____ Fire hydrants
_____ Fire extinguishers
_____ First aid kits
_____ AED (Automatic External Defibrillator)
_____ Hazardous materials storage
_____ Utility shutoffs
    _____ Electricity
    _____ Gas
    _____ Water
    _____ HVAC

GUIDANCE: All staff members are required to know these locations as well as how to operate the utility shutoffs.

Located in Appendix D are the list of local utility companies and their contacts for additional assistance.

3. Hazard Analysis Summary

Bayard Public School is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

In March 2021 completed a thorough hazard analysis to identify any circumstances in the school or near the campus that may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential hazards that may impact the site, the staff, and the students. Identified hazards have been assessed by risk and likelihood and ranked accordingly.

The most recent risk assessment by ALICAP Insurance Company was completed 9/3/2020.

In addition, the table on the following page briefly discusses Bayard Public School's high-priority hazards including social media attack, severe storms, utility line breaks, domestic violence, and terroristic threats.

Table 1. High-Priority Hazards

Threat/Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
Social Media Attack	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
Utility Line Break	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
Behavior Crisis	4) Highly likely 3) Likely 2) Possible 1) Unlikely	) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
Domestic Violence	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
Fight/Assault	4) Highly likely 3) Likely 2) Possible 1) Unlikely	) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
Terroristic Threats	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
Severe Weather	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
Criminal Activity in Area	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
Unknown or unauthorized person on grounds	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
Parental/Custodial Issues	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
Chemical Spills/Hazmat Incident	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low

Threat/Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
Medical Emergency	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
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	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Cat 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low

4. Prevention, Preparedness, Response, and Recovery Overview

Prevention includes actions to avoid a threat or intervene to stop a threat from occurring. It also includes activities to reduce the loss of life and property from controllable and noncontrollable disasters. Prevention aims to avoid or lessen the impact of a disaster and provides value to the public by creating safer communities. Bayard School is committed to taking proactive, prevention measures whenever possible to protect the safety and security of students and staff.

All staff have been trained in our safety and security procedures, (etc.)

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. Bayard Public School fosters preparedness at all levels including students, parents, teachers, staff and community partners. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Response is the capability necessary to stabilize an emergency once it has happened or is certain to happen in an unpreventable way using both systems, Incident Command System (ICS) and the Standard Response Protocol (SRP). Bayard Public School will establish a safe and secure environment to allow for the saving of lives and property and will facilitate the transition to recovery.

Recovery is the capability necessary to assist any school building impacted by an incident or emergency in restoring the health and well-being of students and the learning environment over the long-term. Successful recovery addresses the full range of psychological, emotional, and behavioral health needs associated with the disaster's impact and resulting recovery challenges. Individuals and families will be better situated to manage their recovery once their basic needs are met, such as shelter, food, and reunification with family and household pets or service and assistance animals. Successful recovery depends on all recovery stakeholders having a clear understanding of pre- and post- disaster roles and responsibilities.

D. Planning Assumptions and Limitations

1. Planning Assumptions

Stating the planning assumptions allows Bayard Public School to deviate from the plan if certain assumptions prove not to be true during operations. The School EOP assumes:

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; 'however, some emergency situations occur with little or no warning.

- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/ or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident related losses.
- Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

2. Limitations

It is the policy of Bayard Public School that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Bayard Public School can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

GUIDANCE: Examples:
http://disastermh.nebraska.edu/files/archive/DHHS%20Disaster%20Behavorial%20Health%20Risk%20Messages%20-%20June%202019.pdf

II . CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, prepare, respond, and recover, from the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, Bayard Public School participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

Bayard Public School recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

Bayard Public School works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). Adopt the use of the NIMS and the use of SRP. Should a staff member desire more information about these, they can reference the ICS-100 web-based training as well as ICS-700, available free from FEMA.
- Participate in the local government's NIMS preparedness program and incorporate the school plan into the community EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

B. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, Bayard Public School may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. **The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be used in all phases of incident management, including pre-incident, during incident, post-incident activities,]**

The Superintendent/Principal/Incident Commander at Bayard Public School will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the

ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

C. Initial Response (Standard Response Protocol) (SRP)

SECURE - GET INSIDE, LOCK OUTSIDE DOORS (Threat related)
Secure is called when there is a threat or hazard outside of the school building. Whether it is due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground. Secure uses the security of the physical facility to act as protection.

Secure: is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

Lockdown: is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

Evacuate: is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

Shelter: is always followed by a type and a method and is the protocol for group and self protection. (Threat is outside)

Hold: means to hold in your classroom or area. Clear the halls. (No threat involved)

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. The superintendent/principal or his/her designee is responsible for activating the School EOP, including common and specialized procedures as well as hazard-specific incident plans.

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied upon to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what task.

GUIDANCE: The principal (and other personnel) is/are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

School staff may be required to remain at school to assist in an incident. In the event that this School EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

A. Principal/Building Administrator (School Identify which admin i.e., Superintendent, Principal, designee.)

The superintendent/principal or designee may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the superintendent/principal or designee still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the superintendent/principal or designee to focus on policy-level activities and interfacing with other agencies and parents. The superintendent/principal or designee shall coordinate between the superintendent's office and the Incident Commander.

B. Incident Commander

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (i.e., Secure, Lockdown, Evacuate, Shelter), as described more fully in the functional systems in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep other administrators and officials informed of the situation.

C. Board Members

- Refer all media requests and information requests to Public Information Officer
- Monitor and report information from public to the Public Information Officer
- Assist Incident Commander as needed
- Any communication with the public/media needs to be in coordination with the Incident Commander and Public Information Officer.

D. Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- Attend to students with special and/or trauma needs.
- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be trained and certified in first aid and CPR.

E. Instructional Assistants/ After School Staff

Responsibilities include:

- Assist as directed by Administrators Teachers, and Law Enforcement or current assignment in SRP protocol.

F. Counselors, Social Workers, and Psychologists

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Convene Crisis Team or administer Psychological First Aid response to initiate recovery.

G. School Nurses/Health Assistants

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it. (Teen CERT Team)

- Organize first aid and medical supplies.
- Administer medication as needed

H. Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander, Safety Officer, or Operations Section Chief.
- Control main shutoff valves for gas, water, HVAC, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of the condition of school.

I. School Secretary/Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the principal and Safety Team.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.

J. Technology

- Switch phone lines to automated messaging
- Work with PIO on outgoing messaging
- Monitor social media
- Help Logistics with technology needs.

K. Food Service/Cafeteria Workers

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Prepare feeding opportunities beyond school based operations.

L. Transportation Director/Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are in the bus.
- Transfer students to new locations when directed.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

- Transport individuals in need of medical attention.
- Provide mutual aid as needed.

M. Other Staff (e.g., Itinerant Staff, Substitute Teachers)

Responsibilities include:

- Supervise students unless directed otherwise by the Incident Commander or ICS Supervisor

N. Students

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of and associated prevention, preparedness, response, and recovery processes.
- Take an active part in school incident response/recovery activities, as age appropriate.
- Teen CERT members will be given assignments to assist as deemed necessary.

O. Parents/ Guardians

Responsibilities include:

- Cooperate with Law Enforcement, Emergency Responders, and School Staff.
- Follow all SRP procedures (secure, lockout, evacuate, and shelter).
- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Understanding their roles during a school emergency.
- Monitor school and community communications (school website, text notifications) for updates.
- Follow all requests and procedures regarding reunification of parents and students.
- Report to the directed location for reunification.

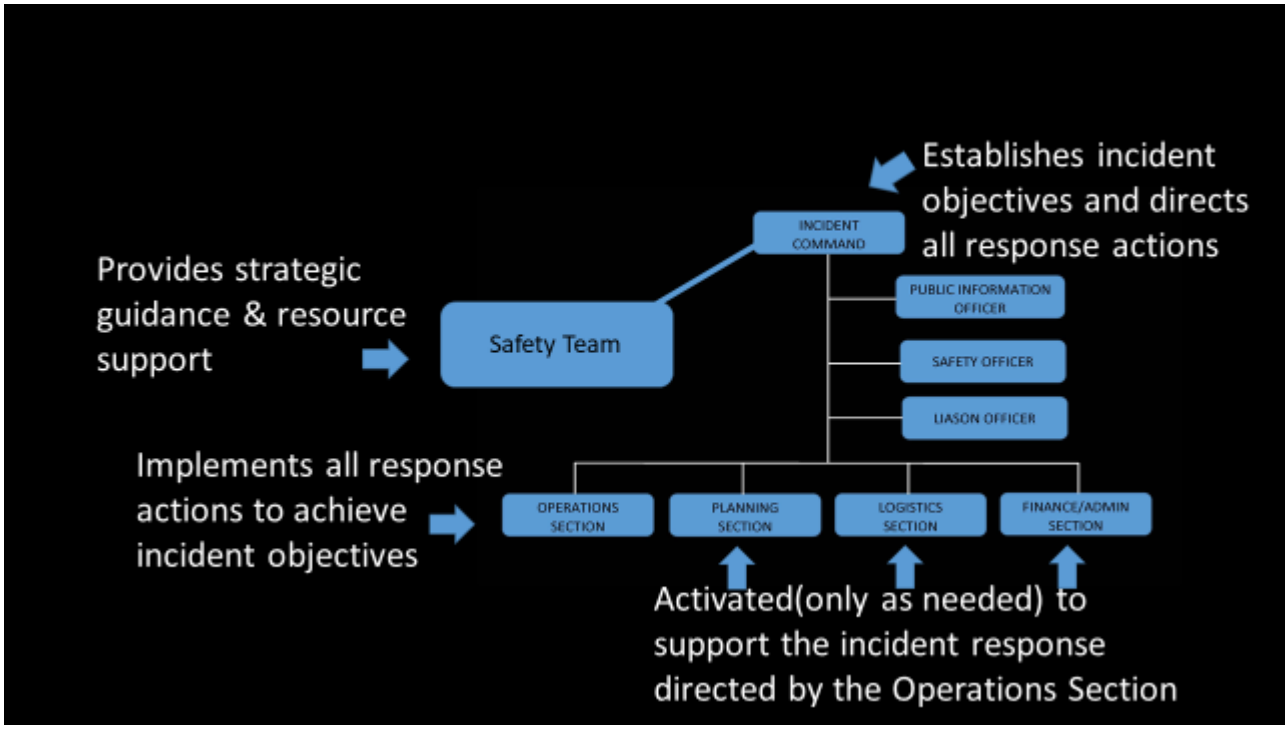
IV. DIRECTION, CONTROL, AND COORDINATION

A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the School EOP will be activated including the implementation of the Incident Command System (ICS). An ICS Organizational Chart is located in Appendix E1. Appendix E2 is a list of your ICS contacts within your school. Appendix E3 is provided by the district and includes Finance/Administration Future School Budgets.

The Incident Commander is delegated the authority to direct tactical on-scene operation until a coordinated incident management framework can be established with local authorities. The Safety Team is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

Figure 1. Incident Management Team



The ICS is organized into the following functional areas:

1. **Incident Command:** Directs the incident management activities using strategic guidance provided by the Safety Team.

School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants. (including students, staff, volunteers, and responders)
- Coordinate media relations and information dissemination with the principal.
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Keep elected officials and other executives informed of the situation and decisions.

- Document all activities on Chronological Log of Activities. Appendix F

2. Operations Section: Directs all tactical operations of an incident including implementation of response/ recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

- Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan.
- Monitor site utilities (i.e., electric, gas, water, heat, ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing the facility.
- Establish medical triage with staff trainees in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities on Chronological Log of Activities. Appendix F

As needed, the types of Operations Teams described in the following table may be established within the Operations Section.

Table 2 Operations Section Teams

Operations Team	Potential Responsibilities
Fire & Rescue Team	Fire & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Fire & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Fire & Rescue Teams are also responsible for: ● Identifying and marking unsafe areas. ● Conducting initial damage assessment. ● Obtaining injury and missing student reports from teachers. ● Provide triage & treatment services as needed. ● Assessing and treating injuries.
First Aid/Health Team	First Aid Teams provide basic First Aid as needed. First Aid Teams are responsible for: ● Setting up a first aid area for students. ● Stop the bleed. ● Completing master injury report. Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.

Reunification Team **Evacuation/ Shelter/ Care Phase I** **Student Release** **Phase II**	Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. Establish an Incident Command. The Reunification Team is responsible for: ● Classroom evacuation. ● Mobilize the reunification team. ● Provide a secure assembly area, greeting area, check in table, reunification area. ● Law Enforcement support and investigations. ● Student/Staff Transport. ● Proper unification paperwork. ● Accounting for the whereabouts of all students, staff, and volunteers. ● Coordinating with the Logistics Section to secure the needed space and supplies. Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Reunification Team is responsible for: ● Setting up a secure reunion area. ● Checking student emergency cards for authorized releases. ● Completing release logs. ● Coordinating with the Public Information Officer on external messages.
Safety Team / Facility & Security Response Team	The Facility & Security Response Team is responsible for: ● Locating all utilities and turning them off, if necessary. ● Securing and isolating fire/HazMat. ● Assessing and notifying officials of fire/HazMat. ● Conducting perimeter control.
PFA Support Team	The PFA Support Team is responsible for: ● Assessing the need for onsite mental health support. ● Determining the need for outside agency assistance. ● Providing onsite intervention/counseling. ● Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.

3. Planning Section: Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities on Chronological Log of Activities. Appendix F

4. Logistics Section: Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution, coordinating

personnel; assembling and deploying volunteer teams, and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities on Chronological Log of Activities. Appendix F

5. Finance/Administration Section: Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident. Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records..
- Document all activities on Chronological Log of Activities. Appendix F

This section may not be established onsite at the incident. Rather, the school superintendent/principal and school district management offices may assume responsibility for these functions.

B. Coordination With Safety Team

In complex incidents, a Safety Team will be convened at the school district Emergency Operations Center (EOC). The role of the Safety Team is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Provide factual information, both internally and externally through the Incident Commander.

The Bayard Public School Superintendent/Principal/Incident Commander will keep the Safety Team informed.

C. Local Emergency Operations Plan (LEOP)

The Morrill County School District maintains a district Emergency Operations Plan (EOP) to address hazards and incidents in their district. The Bayard Public School EOP has been developed to fit into the larger local county EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with Region 21 Emergency Manager. School district boundaries are within Region 21, 22, and 23 Emergency Management. All facilities are located within Region 21.

D. Coordination With First Responders

An important component of the Bayard Public School EOP is a set of interagency agreements with various county agencies to aid timely communication. These agreements help coordinate services between the agencies and Bayard Public School.

Various agencies and services include county governmental agencies such as mental health, law enforcement, emergency management, and fire/rescue departments. The agreements specify the type of communication and services provided by one agency to another. These agreements also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community.

If a school incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The school Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

E. Source and Use of Resources

Bayard Public School will use its own resources and equipment to respond to incidents until incident response personnel arrive. The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

- First aid kit and sanitation supplies will be provided by: Morrill County Community Hospital, Name of Person Robin Stuart CEO (308) 631-3427.
- Cots and bedding supplies will be provided by: American Red Cross, Name of Person: Douglas Evaretts (308) 210-4566
- Food/water supplies will be provided by: Tiger Paws, Name of Person: Cindy Schanhols (308) 637-7248
- Security will be provided by: Bayard Police Department Name of Person: Zak Douglass (308) 262-0408
- Counseling services will be provided by: ESU13 Name of Person: Andrew Dick
- Transportation- Bridgeport Public Schools, Name of Person: Chuck Lambert
- Portable Restrooms- AA Porta Potties 308-635-2229

Sample Memorandums of Understanding (MOU)

- Appendix G1: Local Business
- Appendix G2: Interlocal Agreement
- Appendix G3: Emergency Response Entities
- Appendix G4: County Sample

V. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines Bayard Public Schools communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

A. Internal Communications

1. Communication Between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

- **Remind Messaging :** A Remind Message is a simple, widely used system for notifying staff of an incident when they are not at school. The message originates with the superintendent/principal, who contacts the members of the Incident Management Team.
- **Email:** Email groups are established for all staff, elementary staff, and secondary staff.
- **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting:** As appropriate, update information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

2. Communication With the School District Office

Principals and/or designees will remain in contact with the District Office.

B. External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from Bayard Public School about the incident, what is being done about it, and the safety of the children and staff.

1. Communication With Parents

Before an incident occurs, Bayard Public School will:

- Discuss specific strategies with parents of students with special needs or trauma, the best way to support their children during an incident.
- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school mailings and a presentation delivered at Back-to-School Packet.
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

During the incident, Bayard Public School will:

- Disseminate information via established communication channels (Remind, All-Call, Radio/News, Social Media, and Website.)
- Implement the plan to manage phone calls and parents who arrive at school.
- Provide relevant updates and information as determined by the Incident Commander and Public Informations Officer.
- The Psychological First Aid Team will provide information regarding possible reactions of students and ways to talk with them.
- Inform parents and students when and where school will resume.

After an incident, Bayard Public School administrators will schedule an After Action Review.

2. Communication With Media

Incident Commander will:

- Designate a Public Information Officer.
- Establish an off-campus briefing area for media representatives. (Media Briefing Area)
- Coordinate messages with the superintendent/principal and Safety Team.

All Bayard Public School employees are to refer requests for information and questions to the designated Public Information Officers or Joint Information Center. Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in this link:

The link below contains several pre-developed messages that Public Information Officers can use for different events. Public Information Officers should practice delivering the three key messages, then work their way through the supporting points when needed. These messages were developed by Nebraska's Behavioral Health Risk Communication Cadre – professionals with special expertise and knowledge of risk communication and threat assessment. The group meets quarterly to discuss emergency plans and information related to behavioral health.

http://disastermh.nebraska.edu/files/archive/DHHS%20Disaster%20Behavorial%20Health%20Risk%20Messages%20-%20June%202019.pdf Appendix H

Media contacts at the major television, Internet, and radio stations are maintained by the Public Information Officer (PIO) or superintendent/principal's executive assistant. In the case of an incident, these media contacts will broadcast Bayard Public School's external communications for parents and guardians.

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Bayard Public School will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Designate and brief personnel answering calls to help control misinformation.
- Maintain communication with community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

- Consistent statement is provided as a response to possible questions.

4. Communication With First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. Bayard Public School exercises the School EOP with first responders to practice effective coordination and transfer of command.

5. Communication After an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Apprise the Morrill County Office of Emergency Management.

The school district will:

- Review the use of the ICS and identify areas for modification.
- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Monitor absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms, alternative learning environment).
- Get stakeholder input on prevention measures that can be incorporated into short-term and long-term recovery plans.

C. Communication Tools

Some common internal and external communication tools that Bayard Public School may use include the following:

- **Landline Phone:** A designated school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- **All-Call System:** Reverse 911 call messaging system.
- **Cell phones:** These phones may be the only tool working when electric service is out; they are useful to faculty/staff enroute to or from a site.
- **App:** Remind, Social Media, Bayard Public School's Website, Navigate 360
- **Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Website (insert your school's website URL).
- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their location and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents - for example, fire lockdown or special alert (with instructions to follow). All staff/ faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.

VI. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

If school resources prove to be inadequate during an incident, Bayard Public School will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Section IV, Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

All pre-negotiated agreements and contracts are included in Appendix I (District created).

B. Recordkeeping

1. Administrative Controls

Bayard Public School is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

2. Activity Logs

The ICS Section Chiefs will maintain accurate Chronological Logs of Activities Appendix F recording key incident management activities including:

- Basic documentation by each role or position responsibilities with time and completed by whom.
- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

C. Incident Costs

1. Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that may be used in preparing future school budgets. Appendix E2 (District Created)

2. Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs.
- Equipment operations costs.
- Costs for leased or rented equipment.

- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

D. Preservation of Records

In order to continue normal school operation following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The likely causes of damage to records are fire and water; therefore, essential records should be protected accordingly (e.g., electronic, redundant backup, offsite electronic version). Details are outlined in the Continuity of Operations (COOP) Procedures, a functional system of this plan.

VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

The Safety Team (including community partners) is responsible for the overall maintenance and revision of the Bayard Public School EOP. The Safety Team is responsible for coordinating, training, and exercising the School EOP. The Team is expected to make recommendations for revising and enhancing the plan.

School staff should be included for input regarding the EOP. They should receive information and training on procedures and protocols identified within the EOP. In addition, they should be included in exercises and drills to enhance the effectiveness of response. The school staff should also be included in the debriefing exercise review and be given the opportunity to provide input for future enhancements.

The local school board and the superintendent are responsible for approving and promulgating this plan. Community fire/rescue, law enforcement, and emergency managers' approval and suggestions will also be requested.

A. Approval and Dissemination of the Plan

The superintendent and principals will initiate the annual review of the EOP following the steps below. The local school board will approve the plan.

- Review and Update the Plan.
- Present the Plan to the local school board. (for Comment or Suggestions)
- Obtain Plan Approval Annually. (local school board)
- Distribute the Plan. Appendix J

1. Record of Changes

Each update or change to the plan will be tracked on Page 2 of this document. The record of changes will include: the change number, the date of the change, and the name of the person who made the change (the date the school board was informed/approved). The record of change will be in table format and maintained by the Safety Team.

2. Record of Distribution

Copies of plans and systems will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The Safety Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Appendix J

B. Plan Review and Updates

The basic plan and its systems will be reviewed annually by the Safety Team, emergency management agency, law enforcement, fire/rescue, school board, and others deemed appropriate by school administration. The superintendent will establish a schedule for annual review of planning documents.

The School EOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

C. Training and Exercising the Plan

(Definitions)
Drill: The primary objective of a drill is for participants to build muscle memory, and practice an action to use in various events or situations. A secondary objective is for the people who are administering the drill to validate

procedures, clarify roles and identify operational process gaps. In the school safety context, it is critical to distinguish between drills and exercises. Drills are for staff and students, and are educational opportunities to practice a life skill.

Exercise: The overall learning objective of an exercise is to test response, capacity and resources across the system. An exercise often includes a description or enactment of an incident, depending on the type of exercise that's being conducted. Exercises are broader in scope. These typically present a hypothetical emergency scenario (hurricane, earthquake, biochemical emergency, etc.) designed to encourage people to think on their toes, work together, and apply lessons learned from Drills.

Tabletop Exercise: is a roundtable session administered by a facilitator. Team members discuss their roles and share observations regarding a simulated emergency scenario. It's designed to test each team's ability to refer and react to their role in the emergency plan, as well as their readiness to communicate with other teams as needed.These usually run a few hours in duration, and are highly valuable for identifying the unique threats in each community.

Functional Exercises: typically focus on specific team members and/or procedures, and are often used to identify process gaps associated with multi-agency coordination, command and control. In a Functional Exercise, participants perform their duties in a simulated emergency environment.

Full-scale Exercise: is similar in execution to a functional exercise, and is as close to the real thing as possible. It can include employees from multiple functions, community first responders, local businesses, and regulatory agencies. This type of exercise should utilize, to the extent possible, the actual systems and equipment that would be dispatched during a real event. From a duration stand-point, full-scale exercises often take place over the course of an entire business day.

Basic training and refresher training sessions will be conducted during in-service days for all school personnel in coordination with local fire, law enforcement, and emergency managers.

School EOP training will include:

- Hazard and incident awareness training for all staff.
- Orientation to the School EOP.
- First Aid and CPR/AED training for designated staff.
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.
- Online FEMA courses: ICS 100, IS-362, and IS-700 for assigned staff. Courses are available for free at FEMA's Emergency Management Institute Website.

Additional training will include drills, tabletop, and functional exercises. Drills will be conducted at least once per semester. Exercises will occur at least once per school year. Records of the training provided including date(s), type of training, and participant roster will be maintained. Approved parent volunteers and community members will also be incorporated into larger training efforts.

Appendix K1: Record of Trainings
Appendix K2: Schedule/Record of Drills
Appendix K3: Record of Exercises

VIII. AUTHORITIES AND REFERENCES

The following regulations are the State authorizations and mandates upon which this School EOP is based. These authorities and references provide a legal basis for incident management operations and activities.

Rule 10

- 011.01B Each school system has a safety and security plan for the schools' in the system. The plan addresses the safety and security of students, staff and visitors. The plan is approved by the local governing body.

- 011.01C Each school system has a school safety committee which includes representatives of faculty, parents and the community. The committee meets at least annually to prepare and/or review safety and security plans and procedures including emergency plans and procedures.

- 011.01D The school systems safety and security plan(s) are reviewed annually by one or more persons not on the local school system safety committee and not an employee of the school system. The review will include a visit to school buildings to analyze plans, policies and procedures, and practices and recommendations. Any recommendations made as a result of the analysis are forwarded to the head administrator and to the school safety committee to be considered in making revisions to the plan.

79-2,143. State school security director; appointment.
The position of state school security director is created within the State Department of Education. The Commissioner of Education shall appoint the director based on experience, knowledge, and skills in the field of school security.

79-2,144. State school security director; duties.(those included are specific to EOP)
The state school security director appointed pursuant to section 79-2,143 shall be responsible for providing leadership and support for safety and security for the public schools. Duties of the director include, but are not limited to:

(1) Collecting safety and security plans, required pursuant to rules and regulations of the State Department of Education relating to accreditation of schools, and other school security information from each school system in Nebraska. School districts shall provide the state school security director with the safety and security plans of the school district and any other security information requested by the director, but any plans or information submitted by a school district may be withheld by the department pursuant to subdivision (8) of section 84-712.05;

(4) Identifying deficiencies in school security based on the minimum standards adopted by the State Board of Education and making recommendations to school boards for remedying such deficiencies;

(5) Establishing security awareness and preparedness tools and training programs for public school staff;

(8) Establishing tornado preparedness standards which shall include, but not be limited to, ensuring that very school conducts at least two tornado drills per year;

GUIDANCE: Authority for this Plan is contained in:

A. Public Law 81-920 (Federal Emergency Management Act of 1950) as amended;
B. Public Law 93-288 (Disaster Relief Act of 1974) as amended by PL 100-707;
C. Public Law 99-499 (Superfund Amendments and Reauthorization Act of 1986) as amended;
D. 44 CFR, Part 302, Emergency Management: State and Local Emergency Management Assistance (EMA), October 2011, as amended;
E. RRS Sections 81-829.36 to 81-829.75, Nebraska Emergency Management Act of 1996, as amended, Cum. Supp. 2002;
F. Nebraska Administrative Code, Chapter 7; Nebraska Emergency Management Agency Title 67, July 21, 2001;

G. Nebraska Revised Statutes 81-201 (Reissue 1996), 54-701 (reissue 1998 and Cum. Supp. 2002, and 54-1180 to 54-1182 (Reissue 1998 and Cum. Supp. 2002), (Nebraska Department of Agriculture's general response procedures); 2-1072 to 2-10, 117, the Plant Protection and Pest Act; and 54-847 to 54-863, (Reissue 1998) the Commercial Feed Act; 81-2,257 to 81-2,261 (Reissue 1996 and Cum. Supp. 2002), the Nebraska Pure Food Act; S2-3901 to 2-3911 (Reissue 1997 and Cum. Supp. 2002), the Nebraska Pasteurized Milk Law; 2-3913 to 2-3946 (Reissue 1997 and Cum. Supp. 2002), Manufacturing Milk Act;
H. USC Title 21, section 134(a), (USDA response procedures for animal disease events);
I. USC Title 7, sections 7701-7772, (USDA Plant Protection Act);
J. 21 CFR, Parts 500-599 (Food, Drug, and Cosmetic Act);
K. Homeland Security Presidential Directive (HSPD) 5 "Management of Domestic Incidents," 28 Feb. 2003;
L. Presidential Policy Directive (PPD) 8 "National Preparedness" March 30, 2011;
M. State of Nebraska, Executive Order 05-02, State Adoption of the National Incident Management System (NIMS), March 4, 2005.

Functional Systems

Note:
Functional Systems address all-hazard critical operational functions, including:

- Common procedures.
- Specialized procedures.

Each functional system describes the policies, processes, roles, and responsibilities for that function.

All functional systems should address:

- Situations under which the procedures should be used.
- Who has the authority to activate the procedures.
- Specific actions to be taken when the procedures are implemented.

Functional systems do not repeat content but rather build on the information within the basic plan. This section presents three sample functional systems.

Standard Response Protocol (SRP)

I. PURPOSE

When all schools work off the same plan for an immediate response, success can be achieved in keeping our students safe in all buildings and activities, in any setting throughout the state. The statewide plan includes the use of a common language, common signage, and common protocol and when applied in all schools across the state will provide the safest and most secure settings possible.

Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff. A statewide approach is necessary to enhance the preparation of all students, staff, and parents to respond immediately as protocol to any incident.

- For students, a common plan provides continuity of expectations and actions in any school and community setting throughout the state.
- For school staff, a common plan clarifies procedures and lends to simplified training and practice.
- The common language and protocols assist first responders with greater predictability throughout the duration of any incident.
- The expected procedures afford parents greater understanding of risk and can reduce the level of their stress.

In cases of an incident requiring a school to either secure, lockdown, evacuate and shelter or hold, the following procedure should be adhered to by students, staff, and parents.

GUIDANCE: SRP also acknowledges that some school incidents involve a tactical response from law enforcement, and suggests consulting with local law enforcement to share your specific, simple actions.

II. SCOPE

The Standard Response Protocol (SRP) is based not on individual scenarios but on the response to any given situation. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for greater flexibility. The premise is simple - there are four specific actions that can be performed during an incident.

Secure: is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

Lockdown: is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

Evacuate: is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

Shelter: is always followed by a type and a method and is the protocol for group and self protection. (Threat is outside)

Hold: means to hold in your classroom or area. Clear the halls. (No threat involved)

III. RESPONSIBILITIES

To implement the Standard Response Protocol:

- All staff and students will undergo training and participate in incident management training and drills.
- Staff and bus drivers assigned to work with special needs students will undergo in-depth training.
- Emergency management and response personnel will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

Mobile AED Life Station is available for all outside activities.

All coaches submit emergency action plans for their sport and provide them to the AD

IN AN EMERGENCY
TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS
Remain in the area until
the "All Clear" is indicated

ADULTS
Close and lock door
Business as usual
Account for students and adults



SECURE! Get inside. Lock outside doors.

STUDENTS
Return inside
Business as usual
Monitored entry or controlled
release of students as
information increases

ADULTS
Bring everyone indoors
Lock outside doors
Increase situational awareness
Business as usual
Account for students and adults



LOCKDOWN! Locks, lights, out of sight.

STUDENTS
Move away from sight
Maintain silence
Do not open the door

ADULTS
Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Account for students and adults
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS
Evacuate to specified location
Bring your phone
Instructions may be provided about
retaining or leaving belongings

ADULTS
Lead evacuation to specified location
Account for students and adults
Notify if missing, extra or injured students
or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS
Lead safety strategy
Account for students and adults

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K12 2021 STANDARD RESPONSE PROTOCOL

Standard Reunification Method (SRM):

GUIDANCE: There Are Two Teams:

- The Impacted Site Team -Their Objective is to Safely Transport Students to the Reunification Site
- The Reunification Site Team -Their Objective is to Reunify Every Student that can be Reunified

I. Purpose

One critical aspect of crisis response is accountable reunification of students with their parents or guardians in the event of a school crisis or emergency. The Standard Reunification Method provides school and district safety teams with proven methods for planning, practicing and achieving a successful reunification.

Crisis recovery starts with the crisis, not after. Without a plan to reunite students and parents, more than just the mental health demands which accompany a crisis are ignored; the responsibility of the school and district in maintaining the chain of custody for every student can be lost. No school is immune to emergencies; fires, floods, tornadoes, blizzards, power outages, bomb threats, acts of violence -- this is just a short list of events that could initiate a release and reunification for a school or district.

II. Scope

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a Reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved. Because a reunification is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

A predetermined, practiced reunification method ensures the reunification process will not further complicate what is probably already a chaotic, anxiety-filled scene. In fact, putting an orderly reunification plan into action will help defuse the emotion building at the site.

A reunification typically occurs because of a crisis or emergency. Consequently, not just students and parents are trying to function at extraordinary stress levels; staff, their families and other first responders also feel the strain. By having a defined process with signage, cards, branding, procedures and protocols, the school presents an organized, calm face to all involved. Fear or uncertainty often results from the unknown. By adopting, communicating and practicing a “known” procedure, the school removes some of that uncertainty.

SRM Operations Guide can be found at: https://iloveuguys.org/srm.html#

The SRM Process in a Nutshell
The materials provide the fundamentals for a comprehensive district plan. The beauty of the Standard Reunification Method is its simplicity in the following steps:

- Establish a parent check-in location.
- Deliver the students to the student staging area, beyond the field of vision of parents/guardians.
- Once students are on site, notify parents of location.
- “Greeters” direct parents/guardians to the parent check-in location, and help them understand the process.
- Parents/guardians complete Reunification Cards.
- Procedure allows parents/guardians to self-sort during check in, streamlining the process.
- The “Reunifier” recovers students from the student staging area and delivers to the parent.

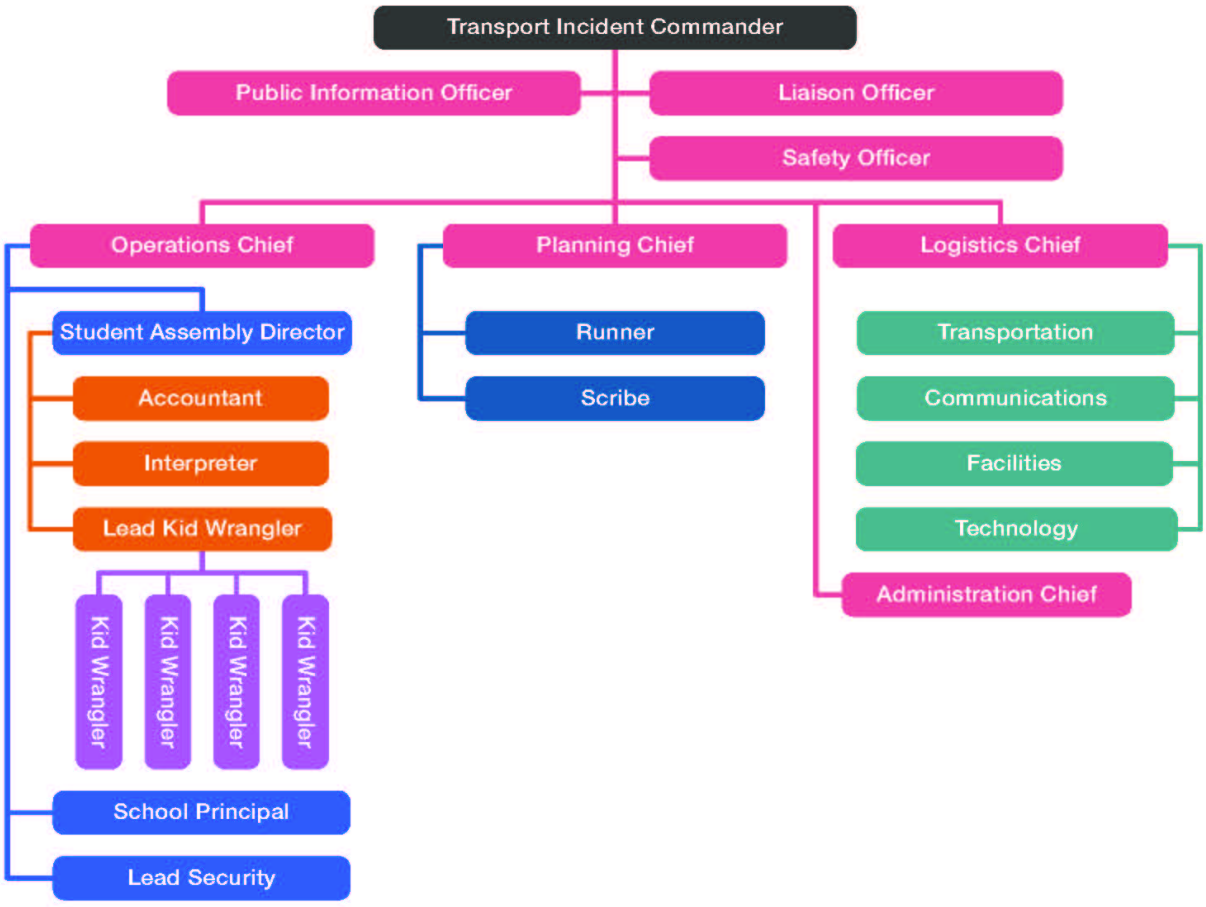
- Controlled lines of sight allow for an orderly flow, and issues can be handled with diminished drama or anxiety.
- Medical, notification, or investigative contingencies are anticipated.
- Pedestrian “flows” are created so lines don’t cross.
- When it’s all said and done, successful reunification is about managing the student and parent experience.

The Reunification Operations Kit (ROK) which are ready made SRM materials can be found at: https://iloveuguys.org/srm.html#rok

Transport Organization Chart (Fillable) Appendix L1

Offsite Reunification Organization Chart (Fillable) Appendix L2

SAMPLE TRANSPORT ORGANIZATION CHART



STANDARD™ REUNIFICATION METHOD

SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



SRM Staging the

STEP 1
ESTABLISH ONSITE INCIDENT COMMAND

The first step in staging for transport is establishing School Incident Command at the affected school. Integrating with Unified Command should be a priority.



Priorities: Student and staff safety and wellbeing
Student and staff whereabouts and condition
Assemble affected school command staff
Integrate with Unified Command
Joint Information Center established

Objectives: Safe transport of students and staff to reunification site

Strategy: The Standard Reunification Method

Tactics: Will be determined by the environment

STEP 2
CLASSROOM EVACUATION

Classrooms are individually evacuated to the Secure Assembly Area. During a Police Led Evacuation, students and staff will be asked to keep their hands visible.



If it is a Police Led Evacuation after a Lockdown, each room will be cleared by Law Enforcement personnel. This process may take up to several hours. Teacher should take attendance in the classroom, prior to evacuation.

STUDENTS WITH DISABILITIES

The Individuals with Disabilities Act mandates additional supports for students with special education needs in a school setting. These supports would also function to provide supervision and assistance to students with disabilities during emergency situations.



SRM Actions and

COMMUNITY ACTION
PARENTS WILL BEGIN TO ARRIVE

Parents will be arriving at the impacted school. Often with a Lockdown event, adjoining schools will go into Lockout. Parents may be arriving at those schools as well.



REUNIFICATION SITE
MOBILIZE REUNIFICATION TEAM

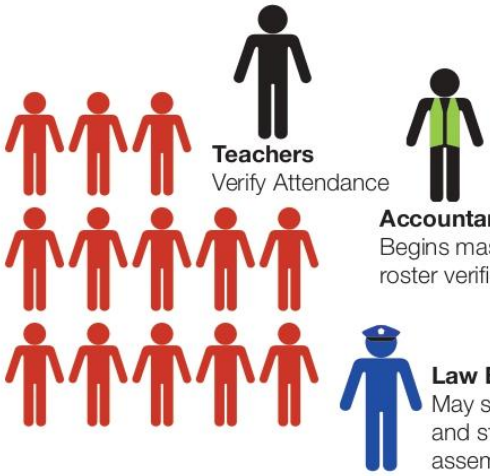
Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.



School for Transport

STEP 3
SECURE ASSEMBLY AREA

At the Secure Assembly Area it is preferable that teachers stay with their students. If some teachers are unable to be at the Secure Assembly Area, doubling up classes with "Partner" teachers is appropriate.



Teachers
Verify Attendance

Accountant
Begins master roster verification

Law Enforcement
May search students and staff at the assembly area

STEP 4
STUDENT AND STAFF TRANSPORT

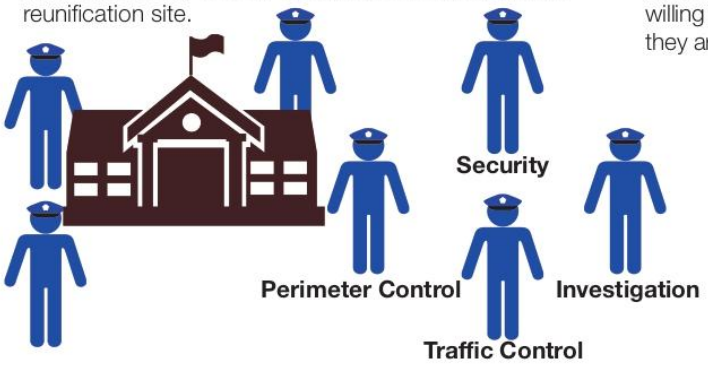
Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.



Considerations

LAW ENFORCEMENT
SUPPORT AND INVESTIGATIONS

Regardless of criminal activity, law enforcement support will be necessary at both the impacted school and the reunification site.



Security

Perimeter Control

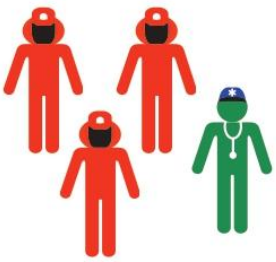
Investigation

Traffic Control

FIRE AND EMS
CASUALTY CARE

If necessary, Fire and EMS will establish Casualty Collection, Triage and Transport areas. Many fire departments are also willing to assist in the transport and reunification process, if they are not actively responding to crisis.





CONTINUITY OF OPERATIONS (COOP) PLAN

I. PURPOSE

The purpose of these Continuity of Operations Plan (COOP) is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

Continuity of operations planning is required by Nebraska State Statute 79-2,144.

II. SCOPE

It is the responsibility of Bayard Public School officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying hazards, threats, and incidents, and preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules. They apply to Bayard Public School, 726 4th St Bayard, Nebraska.

III. RESPONSIBILITIES

The COOP plan outlines actions needed to maintain and/or rapidly resume essential academic, business, and physical services after an incident. Bayard Public School relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recover following an incident.

GUIDANCE: A COOP plan should address the following nine elements to help ensure that after a large emergency that significantly impacts the school occurs, teaching and learning continues; physical aspects of the school and campus are addressed, such as identification of an alternate site and provision of classroom equipment, books, and material; business functions continue to operate; and appropriate emotional and psychological support is provided to students, teachers, and staff.

1. GUIDANCE: Define Essential Functions. The planning team should identify all of the functions performed by the district or school and determine which are critical, and need to continue during and after an emergency. One essential function the team will likely readily identify is continuity of education, which includes teaching and learning, special education and related services, and school-based medical services and food programs. Other essential functions may include communications (internal and external), computer and systems support, facility use/maintenance, business services (e.g., payroll), and the provision of safety, security, mental and behavioral health services. Examples of non-essential functions may include after-school activities, professional development/educator training, sporting events, and field trips.

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections. Designated school staff/faculty COOP plan personnel, in conjunction with the principal, will perform the essential functions listed below.

Essential Functions Performed by COOP Plan Personnel

Person Responsible	Actions
Superintendent /Principal	● Determine when to close schools, and/or send students/staff to alternate locations. ● Disseminate information internally to students and staff. ● Communicate with parents, media, and the larger school community.

	Brief and train staff regarding their additional responsibilities. ● Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.
Primary Person: Travis Miller	Phone/Email: (308) 641-5489 travis.miller@bayardtigers.org
Alternate: Kelley Rice	Phone/Email: (308) 631-6930 kelley.rice@bayardtigers.org
Second Alternate: Matt McLaughlin	Phone/Email: (316)833-1354 matt.mclaughlin@bayardtigers.org
Assistant Principal and/or Department Heads	● Ensure systems are in place for rapid contract execution after an incident. ● Identify relocation areas for classrooms and administrative operations. ● Create a system for registering students. (out of district or into alternative schools) ● Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. ● Identify strategies to continue teaching. (e.g., remote learning) ● Reevaluate the curriculum.
Primary Person: Tencie Tonniges	Phone/Email: (402) 302-4092 tencie.tonniges@bayardtigers.org
Alternate: Candace Ehler	Phone/Email: (308)641-0584 candace.ehler@bayardtigers.org
Second Alternate:Zach Nesbitt	Phone/Email: (308)672-2411 zach.nesbitt@bayardtigers.org
Custodians/ Maintenance Personnel	● Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. ● Manage the restoration of school buildings and grounds. (e.g., debris removal, repairing, repainting, and/or re-landscaping)
Primary Person: Roberto Gonzales	Phone/Email: (308)225-1277 roberto.gonzaels@bayardtigers.org
Alternate: Jeff Erdman	Phone/Email:(308) 641 -5663 jeff.erdman@bayardtigers.org
Second Alternate: Jon Coon	Phone/Email: (308) 631-7356 jon.coon@bayardtigers.org
School Secretary/ Office Staff	● Maintain inventory. ● Maintain essential records (and copies of records) including the school's insurance policy. ● Ensure redundancy of records is kept at a different physical location. ● Secure classroom equipment, books, and materials in advance. ● Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records. ● Retrieve, collect, and maintain personnel data.

	● Provide accounts payable and cash management services.	
Primary Person: Heather Oliverius		Phone/Email: (308) 631-9339 heather.oliverius@bayardtigers.org
Alternate: Cindy Korell		Phone/Email: (308) 279- 1552 cindy.korell@bayardtigers.org
Second Alternate: Cortney Schuller		Phone/Email: (308) 641-2138 cortney.schuller@bayardtigers.org
Counselors, Social Workers, Psychologists	● Ensure all students have electronic access and equipment. ● Establish academic and support services for students and staff/faculty. ● Implement additional response and recovery activities according to established protocols. ● Maintain continual contact with families and students.	
Primary Person: Linde Rafferty		Phone/Email:(308) 778-6765 linde.rafferty@bayardtigers.org
Alternate:Julie Cochrane		Phone/Email: (308) 631-2265 julie.cochrane@bayardtigers.org
Second Alternate: Jessica Radford		Phone/Email: (402)530-1608 radfordjh@gmail.com
School Nurses/Health Assistants	● Assist families with medical questions and concerns. ● Connect families/students with medical services.	
Primary Person:Justine Jobman		Phone/Email:(308) 250-3447 justine.jobman@bayardtigers.org
Alternate: Zach Nesbitt		Phone/Email:(308) 672-2411 zachary.nesbitt@bayardtigers.org
Second Alternate: Cheri Scott		Phone/Email: 308-279-0345
Food Service /Cafeteria Workers	● Determine how transportation and food services will resume. ● Establish food security for any student.	
Primary Person: Rene Harter		Phone/Email:(605) 840-4373 rene.harter@bayardtigers.org
Alternate: Connie Dickey		Phone/Email: (308) 225-2176 connie.dickey@bayardtigers.org
Second Alternate: New Hire		Phone/Email:

Teachers	● Develop Continuity of Learning Plan for students. ● Alternative Education (web-based, electronic) (I.T.) ● Provide educational feedback on completed student work. ● Maintain continual contact with families and students. ● Continue the learning environment as best possible. ● Communicate with counselors any concerns on the well-being of students.

Primary Person: Cheryl Ferrero	Phone/Email:(308)631-6127 cheryl.ferrero@bayardtigers.org
Alternate: Micki McKibbin	Phone/Email: (308)641-1873 micki.mckibbin@bayardtigers.org
Second Alternate: Holly Nolte	Phone/Email: (308) 279-1349 holly.nolte@bayardtigers.org

Transportation	● Assist in the distribution of food/lunches. ● Assist in transportation of people as needed.

Primary Person: Richard Pieper	Phone/Email:(308)672-3684 richard.pieper@bayardtigers.org
Alternate: Linda Safford	Phone/Email:(308) 672-1683 linda.safford@bayardtigers.org
Second Alternate: Crystal Hopkins	Phone/Email: (308) 641-2504 crystal.hopkins@bayardtigers.org

Emergency Management	● Assist the school with any needs. (i.e., state or federal agencies) ● Coordinate using NIMS and ICS. ● Coordinate personnel to assist in setting up structure.

Primary Person: Ron Leal	Phone/Email:(308)249-1310 region21em@region21.net
Alternate: Kay Anderson	Phone/Email:(308) 279-0947
Second Alternate: Tim Newman	Phone/Email: (308) 765-2786 tnewman@scottsbluffcounty.org

Law Enforcement	● Maintain the security of off site location. ● Set up traffic flow at an off site location. ● Provide traffic control at the off site location.

Primary Person: Zak Douglass	Phone/Email:(308)262-0408
Alternate: Milo Cardenas	Phone/Email:(308) 262-0408
Second Alternate: Cheree Fisher	Phone/Email: (308) 262-0408

Parents	● Support the educational Continuity of Learning Plan provided by schools. ● Provide an environment at home conducive to learning. ● Provide support and encouragement to children for their continued learning. ● Procure food security if needed.
Students	● Follow the educational Continuity of Learning Plan provided by the school. ● Maintain communication with teacher(s).
Others (Specific)	

Primary Person:	Phone/Email:
Alternate:	Phone/Email:
Second Alternate:	Phone/Email:

All core COOP procedures personnel as well as senior staff will undergo training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures.

Identified COOP procedures personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems in cooperation with the district office.

2. GUIDANCE: Create Orders of Succession. Orders of succession define who will play an active leadership role when regular leadership is unavailable. For example, the district may want to determine with the school who will serve as Interim Principal in the absence of the regular Principal. The first step in creating orders of succession is to create a list of alternates who would serve in an interim or acting capacity in the event that an administrator or manager is not available. This list should be approved by the school board and district administration.

Order of Succession

School to determine and place statements or charts here. In the table below, describe how successor(s) will be notified. List key positions, the titles of those who are the primary and secondary in the orders of succession, and any limitations for those titles. Address who will review and revise succession plans and insert completion date.

Orders of Succession	
Conditions for Succession	**Key position holder(s) are unable to execute their duties for an extended period of time.**
Method of Notification	*If the Superintendent is deemed unable to fulfil his/her duties the Business Manager will notify the board and send memo of succession to the staff and parents.*

Succession by Position	Key Position Title	Primary Succession Title	Secondary Succession Title	Time/Geographical/ Organizational Limitations
	Superintendent	Secondary Principal	Elementary Principal	Until the Superintendent can return to duty or the Board names someone to the position in either an interim or permanent capacity.
	Elementary Principal	Special Education Director	Family Liaison Coordinator	
	Secondary Principal	Special Education Director	Family Liaison Coordinator	
	Special Education Director	Brandon Stuart	ESU13	
	Activities Director	HS PE Teacher	Elem PE Teacher	
Succession Revision Procedures/ Date Completed	*Address who will review and revise the succession plans, and date revision is completed*			

3. GUIDANCE: Create Delegations of Authority. Delegations of authority identify what can and cannot be done by an acting leader based on his or her role or title. Again, using the Interim Principal as an example, the person should know which decisions she/he is allowed to make in the absence of the Principal. Any document that lays out delegations of authority should be reviewed by the district or school's general counsel to ensure it meets state law and district and/or local policies (for example, in the event of a pandemic, school closure requirements vary and in some states it is the local health department who has authority while in others the district superintendent has authority to decide whether or not schools stay open or closed and whether or not students are dismissed).

Delegation of Authority

School to determine and place statements or charts here. In the table below, list key positions and their associated authorities. For each authority, identify a primary and alternate position that can assume those authorities if necessary. Include any limitations to authority (i.e., financial decisions).

Delegation of Authority			
Delegated Authorities	**Position**	**Authority**	
	(e.g., Principal)	(associated authorities of the principal)	

	Add additional rows if needed		
Delegation Circumstances	**Effective:** Principal (or other key position holders) out of contact/unable to execute duties, or authority is delegated by the Principal (or other key position holders). **Termination:** Key position holder can assume duties once again.		
Assigned Authority	**Authority**	**Primary (title)**	**Alternative (title)**
	Add additional rows if needed		
Limitations			

4. GUIDANCE: Identify Alternate Facilities and Locations. Depending on what are considered essential functions of the school or district, alternate locations should be identified that can be used if the primary school or its buildings can't be used. Alternate locations may include schools, administrative buildings, and other facilities. Essential functions or activities that need to be performed at an alternate location should also be identified, such as the provision of lunches through the National School Lunch Program (NSLP) or dispensing of medications. The following procedures will be followed by staff/faculty to assist in the execution of essential functions and the day-to-day operations.

A. Activation and Relocation

The principal will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The principal or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The principal will also notify the district office and provide contact information for the relocation.

B. Alert, Notification, and Implementation Process

Each Building Principal or designee shall notify employees of COOP procedures activation and provide situation information via Remind, as available. Parents/guardians will be alerted and notified using the automated notification system and/or Remind as important information becomes available.

In the table below, identify the primary communication resources and alternates that would be used if necessary. Identify whether the alternate communications are internal or external, what data or services can be accessed, and indicate if they are redundant.

Alternative Communications				
Device type/name	**Internal Capability (Y/N)**	**External Capability (Y/N)**	**Data/System/Services that can be accessed**	**Redundant (Y/N)**
Hand Held radios	Y	Y	Communications Center	N
Remind App	Y	Y		

C. Relocation Sites

Relocation sites have been identified as locations to establish management and to implement essential functions if warranted by an incident. Each school site will have more than one potential relocation site, in different wind directions from the incident site. One site can be accessed by walking and other site(s) by transportation services.

D. Alternate Facilities and Strategy

For estimated short-term (2 to 14 days) payroll will be handled remotely. For a longer term arrangement, schools in the immediate vicinity of Bayard would be utilized if possible. Contingent alternative facilities are listed below:

Facility/Site Name	Alternate Sites Name/Location	Alternate Site Contact Information	Existing or Prepositioned Assets & Capabilities at Alternate Facility	Additional Resources Needed at Alternate Facility
Primary Facility:Bayard Public Schools Elementary	Alternative Site: Minatare Public Schools	Rocky Robbins (308) 783-1232	--Furniture: -- Internet access: --Office supplies:	Awaiting confirmation
Bayard High School	Secondary Site: Prairie Winds Community Center	Charlie Wallesen (308) 262-1825	--Furniture: -- Internet access: --Office supplies	

For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with Bayard Public School's backup data.

5. GUIDANCE: Establish Plans for Communications Continuity. Communicating with stakeholders, such as students, parents/guardians, staff, teachers, the media, and community partners is important in any emergency and can be critical to ensuring continuity of operations. Effective and regular communication allows for all relevant persons to be kept up-to-date on actions the district and school is taking and what is required of them, if anything. To ensure that the district and school will be able to communicate in an emergency, when some lines of communication may not be working, back-up and redundant systems should be identified. For example, if electrical power to the region is lost during an emergency, parents and guardians could be told ahead of time that information will be provided on a notice board in front of the school.

Interoperable Communications/Backup Sites

With a longer term and/or more comprehensive incapacity of the building, Remote learning/work is the first option for relocation. Currently the lines and services for telephones and computers at Bayard Public Schools are maintained, protected, and backed up offsite by the district office.

6. GUIDANCE: Create a Plan for Accessing Vital Records. Vital records can be organized into two categories: 1) Emergency operations records, which include information such as staff contact information, orders of succession, and delegations of authority; and 2) Legal and financial records, which can include information such as personnel records, payroll records, contracts, and student data information such as emergency contact cards, medical records, and education records.

Vital Records and Retention File

Vital records are archived and/or retained on backup data systems stored off site.

Vital Records: Emergency Operations Records		
Vital Record Name/Database	**Location**	**Back-up/Alternate Record Location**
Staff Contact List	Business Office	Navigate, Infinite Campus, EOP document
Orders of Succession	Business Office	EOP Plan Documents, Board Meeting Documents
Delegation of Authority	Business Office	EOP Plan Documents, Board Meeting Documents

Vital Records: Legal & Financial Records		
Vital Record Name/Database	**Location**	**Back-up/Alternate Record Location**
Personnel Records	Business Office	Software Unlimited
Payroll Records	Business Office	Software Unlimited
Contracts	Business Office	Google
Student Emergency Contact List	Principal Offices	Infinite Campus
Student Medical Records	Nurse Office	Infinite Campus
Education Records	Principal Office	Safety Deposit Box Western States Bank

7. GUIDANCE: Establish a Plan for Human Capital Management. Teachers and staff should be clear about what they are expected to do in an emergency and students and families should know how education

would continue during and after a large emergency. Provisions and accommodations should also be provided for students who have an Individualized Education Program (IEP) and eligible students should still be provided medical and food services during prolonged school dismissals. Staff and teachers should have advanced training regarding their assigned essential functions.

Human Capital Management

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.

Below, indicate how your school plans to manage human capital while the COOP is activated

Notifying Staff about their role during an emergency

- Beginning of the school year meeting
- Provide SRP to all staff
- Drills and trainings
-
-

8. GUIDANCE: Establish Plans for Devolution. Devolution occurs when essential functions are handed over to alternate staff and teachers at another location. Although a rare occurrence, schools and districts need to prepare for a situation where a school needs to close and its administrators, teachers and staff are no longer able or available to provide support in their day-to-day roles. Procedures, guidance, and organizational structure need to be developed so that the transfer of roles and responsibilities to other administrators, staff and teachers at another school or location can go smoothly.

Plan for Devolution

Devolution is the process of transferring operational control of one or more essential functions to a predetermined responsible party or parties. The possibility for hazards, threats, and incidents are constant. Any of these could occur at different times, have variable durations, and may differ in the severity; therefore, full or partial devolution of essential functions may be necessary to continue essential functions and services. The District has established plans and procedures for devolution, which identifies how it will transfer operations, if any of these hazards, threats, or incidents renders leadership and essential staff incapable or unavailable, as determined by the Board of Education.

The school may want to identify the plans and procedures for transfer of operations here or identify where that information is located.

Outline your devolution plan below by answering the questions below:

Who has the authority to order devolution and under what conditions?

- e.g. Superintendent has the authority when school essential functions "fail to operate".
- .
- .

What are the triggers to activate devolution? (What are the “fail to operate” triggers?

- e.g. Bus drivers are unable or unavailable to transport students to/from school
- .
- .

What resources are required should a devolution occur?

- e.g. Memorandum of understanding (MOU) with other districts for bussing students
- .
- .

9. GUIDANCE: Establish a Plan for Reconstitution. Reconstitution occurs when educational programming is restored and teachers and staff are able to continue teaching and providing other support. The process of reconstitution can be rather complex, so districts and schools need to consider how this will be achieved quickly and efficiently.

Reconstitution

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat of or incident no longer exists, and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school building.
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

Reconstitution Responsibilities			
Phase	**Duties**	**Primary Responsible**	**Alternate Responsible**
Relocation from alternate facility to primary (or replacement) facility	Internal alert and notification	Superintendent	Principal
	External alert and notification	Superintendent	Principal
	Transfer equipment, vital records, data	Tech Coordinator	Secretary
	Transfer communications	Secretary	Secretary
	Deployment and departure from alternate facility	All Staff	
	Transition to primary operations	All Staff	
	Set up at primary or replacement site	All Staff	
Operations	Execution of essential functions	All Staff	
	Execution of non-essential functions	All Classified Staff	
	Establishment of communications	Secretaries	
	Procurement of equipment and supplies	Administrative Assistant	Business Manager
	Conduct a review of COOP execution and effectiveness (After Action Report)	Superintendent or designee	Principal

10. GUIDANCE: The COOP procedures should be reviewed annually to assure all information is accurate and up-to-date. Staff and personnel who perform essential functions should participate in regular training and exercises to ensure they understand their role when the COOP is activated.

Plan Maintenance, Testing, Training, Exercising

In the table below, identify the primary and alternate persons responsible for carrying out COOP maintenance activities, and the date they were completed.

COOP Maintenance			
	Person Responsible		
Activity	**Primary**	**Alternate**	**Completion**
Schedule COOP maintenance meeting	Superintendent	Safety Chairman	
Review list of essential functions	Safety Chairman	Superintendent	
Identify essential employees and confirm their availability	Safety Chairman	Superintendent	
Update contact information, emergency call roster, and checklists	Safety Chairman	Superintendent	
Establish assistance/ cooperative agreements with suppliers and vendors	Safety Chairman	Superintendent	
Identify computer network interdependencies (such as servers connected to the district network)	Tech Coordinator	Superintendent	
Notify/Follow-up with facilities management regarding any repairs or maintenance to buildings	Principal	Superintendent	
Other:			
Other:			
Other:			

Appendix M1 is a COOP Example and Appendix M2 is a COOP form (Fillable).

RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES/PSYCHOLOGICAL FIRST AID (PFA)

I. PURPOSE

These procedures have been developed to provide emotional support to students/staff impacted by trauma at school or in the community.

Psychological First Aid (PFA) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the immediate aftermath of an emergency. PFA is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping. The principles and techniques of PFA meet five basic standards. They are:

1. Consistent with research evidence on risk and resilience following trauma.
2. Respectful of and consistent with the school administration of the academic setting, school culture, and the behavior (code of conduct) of students.
3. Applicable and practical in field settings.
4. Appropriate for developmental levels across the lifespan.
5. Delivered in a culturally-informed and flexible manner.

PFA assumes that students and staff members may experience a broad range of early reactions (e.g., physical, cognitive, psychological, behavioral, spiritual) following an emergency. Some of these reactions can cause distress that interferes with adaptive coping, but support from informed, compassionate, and caring professionals can help students and staff members recover from these reactions. PFA has the potential to mitigate the development of severe mental health problems or long-term difficulties in recovery by identifying individuals who may need additional services and linking them to such services as needed.

Following a traumatic event or incident, the following outcomes should be possible through the implementation to assist students, staff, and their families in the healing process.

- To establish a positive connection with students and staff members in a non-intrusive, compassionate manner.
- To enhance immediate and ongoing safety and provide physical and emotional comfort.
- To calm and orient emotionally overwhelmed or distraught students and staff.
- To help students and staff members identify their immediate needs and concerns.
- To offer practical assistance and information to help students and staff members address their immediate needs and concerns.
- To connect students and staff members as soon as possible to social support networks, including family members, friends, coaches, and other school or community groups.
- To empower students, staff, and families to take an active role in their recovery, by acknowledging their coping efforts and strengths, and supporting adaptive coping.
- To make clear your availability and (when appropriate) link the student and staff to other relevant school or community resources such as school counseling services, peer support programs, after-school activities, tutoring, primary care physicians, local recovery systems, mental health services, employee assistance programs, public-sector services, and other relief organizations.

Whether conducting school vulnerability assessments or adopting an intervention such as PFA, schools organize safety initiatives based on the four-part emergency management cycle. The four-part emergency management cycle includes:

A. Prevention phase

Schools both assess and address building security, the safety and integrity of facilities, the culture/ climate of schools, and the need for secondary prevention mental health programs.

B. Preparedness phase

Schools facilitate a rapid, coordinated, and effective response in the event of an actual emergency by taking the following steps:

- Refining emergency management plans and emergency procedures in collaboration with key members of the emergency response community. (fire and police departments, disaster services, and public health)
- Periodically reviewing and reinforcing emergency plans and procedures with staff.
- Defining building-level and district-level Incident Command System (ICS) structures.
- Implementing staff training on various topics, including parent-student reunification and PFA.
- Conducting emergency simulations in collaboration with outside agencies.
- Developing and regularly updating a list of providers trained in PFA.

C. Response phase

Action is taken to effectively contain and resolve an emergency and to decrease the potential for such an emergency to escalate. During this phase, the school executes the emergency management plan and emergency procedures and initiates preliminary activation of the PFA teams. Although the response phase may have a clear ending point for emergency response agencies, the transition into the fourth phase, recovery, may be less distinct.

D. Recovery phase

Steps are taken to assist students, staff, and their families in the recovery process and to restore educational operations in schools. This phase involves conducting damage assessments and making repairs, implementing business continuity plans, and addressing grief and stress reactions. The very early stages of the recovery phase (hours or days after an emergency) are the most appropriate time to deliver PFA. Depending on the nature of the incident, recovery may be a long-term process. PFA is an acute intervention; for information about longer-term interventions appropriate for students and families who have lingering or severe symptoms, go to www.NCTSN.org for a review of evidence-based interventions and treatments.

II. SCOPE

PFA is most effective immediately following the incident (e.g., from one hour to a couple of weeks after an event). In some circumstances, assuming the safety of students and staff has been ensured, PFA can be initiated while an incident is still occurring, such as in shelter or lockdown situations.

PFA is intended for students, school personnel, and their families who have been exposed to a disaster or other emergency. Whether an emergency occurs on school grounds or in the community at large, schools serve as a central location for professionals to assist children, families, school personnel, and school partners.

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as nurses and social workers are required to participate in the development, implementation,

and evaluation of the School EOP as it relates to this system. Additional advice will be sought from outside psychologists and mental health experts.

1. **Contact and Engagement Goal:** To initiate contacts or to respond to contacts by students and staff in a non-intrusive, compassionate, and helpful manner.
2. **Safety and Comfort Goal:** To enhance immediate and ongoing safety, and provide physical and emotional comfort.
3. **Stabilization (if needed) Goal:** To calm and orient emotionally overwhelmed or disoriented students and staff.
4. **Information Gathering:** Current Needs and Concerns Goal: To identify immediate needs and concerns, gather additional information, and tailor Psychological First Aid for Schools interventions to meet these needs.
5. **Practical Assistance Goal:** To offer practical help to students and staff in addressing immediate needs and concerns.
6. **Connection with Social Supports Goal:** To help establish brief or ongoing contacts with primary support persons or other sources of support, including family,friends, teachers, and other school and/or community resources.
7. **Information on Coping Goal:** To provide information about stress reactions and coping to reduce distress and promote adaptive functioning.
8. **Linkage with Collaborative Services Goal:** To link students and staff with available services needed at the time or in the future.

These core actions of Psychological First Aid constitute the basic objectives of providing early assistance within hours, days, or weeks following an event. Be flexible and base the amount of time you spend on each core action on the person's specific needs and concerns.

III. RESPONSIBILITIES

To implement the recovery of psychological healing procedures:

- All staff will undergo training to learn how to recognize signs of trauma.
- Members of the Psychological First Aid Team (PFA) will undergo in-depth training to learn how to assist in managing trauma.
- Parents and guardians will be offered tips on how to recognize signs of trauma.
- Mental health experts will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

The following procedure will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

Immediately Following a Serious Injury or Death and/or Major Incident:

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families. (refer to the communication procedures in the basic plan)
- Set up support rooms. (include PFA team and outside mental health professionals to assist)
- Encourage teachers to read the script about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Avoid specific details of the incident, just basic facts. Any students who are excessively distraught should be referred to the PFA Team.
- Designate a place for staff, students, and community members to leave condolences, well-wishes, messages and items, and determine a standard amount of time for those items to remain.

Hospital/Funeral Arrangements:

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all students and staff will be excused from school.
- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

Post-Incident Procedures:

- Allow for changes in normal routines or schedule to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.

Hazard- and Threat - Specific Systems:

GUIDANCE:
The hazard- and threat- specific systems:

- Provide unique procedures, roles, and responsibilities that apply to a specific hazard.
- Include provisions and applications for warning the public and disseminating emergency public information.
- Only list information one time without repeating from the basic plan or functional systems.

Repeating information is not advisable for the following reasons:

- School staff and students should learn and exercise simple procedures that apply to all hazards. The hazard-specific annexes should present only hazard-unique information.
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

Refer to the following Appendices:

Appendix N1: Threats/Hazards List
Appendix N2: Risk Assessment Worksheet
Appendix N3: Examples of Threats/Hazards in SRP Areas
Appendix N4: Sample Goals/Objectives and Action Plan
Appendix N5: Goals/Objectives and Action Plan (Fillable)

GLOSSARY OF TERMS

Command Staff: A group of incident personnel that the Incident Commander or Unified Command assigns to support the command function at an ICP. Command staff often include a PIO, a Safety Officer, and a Liaison Officer, who have assistants as necessary. Additional positions may be needed, depending on the incident.

COOP: The purpose of Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

Drill: A coordinated, supervised activity usually employed to validate a specific operation or function in a single agency or organization. Drills are commonly used to provide training on new equipment, develop or validate new policies or procedures, or practice and maintain current skills. During drills, school personnel and community partners (i.e., first responders, local emergency management staff) use the actual school grounds and buildings to practice responding to a scenario.

Emergency Operations Center (EOC): An EOC is a facility from which staff provide information management, resource allocation and tracking, and/or advanced planning support to personnel on scene or at other EOCs (e.g., a state center supporting a local center).

Emergency Operations Plan (EOP): (formerly called Safety Plan) An ongoing plan for responding to a wide variety of potential threats and hazards.

Exercise: An instrument to train for, assess, practice, and improve performance in prevention, protection,, response, and recovery capabilities in a risk-free environment. Exercises can be used for testing and validating policies, plans, procedures, training, equipment, and interagency agreements; clarifying and training personnel in roles and responsibilities; improving interagency coordination and communications; improving individual performance; identifying gaps in resources; and identifying opportunities for improvement.

Evacuate: is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

Hazards: Hazards include situations to harm students, personnel, and/or facilities. Hazards usually include those things that we cannot control, such as tornadoes, floods, and chemical spills. Hazards may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Hold: means to hold in your classroom or area. Clear the halls. (No threat involved)

Incident: An incident is an occurrence that requires a response to protect life or property. An incident is something that we most likely cannot control, such as car accidents, pandemics, and illness. The superintendent/principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this EOP.

Incident Command System (ICS): A standardized on-scene emergency management construct specifically designed to provide an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is

applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations.

Incident Management: The broad spectrum of activities and organizations providing effective and efficient operations, coordination, and support applied at all levels of government, utilizing both governmental and nongovernmental resources to plan for, respond to, and recover from an incident, regardless of cause, size, or complexity.

Local Emergency Operations Plan (LEOP): The School EOP has been developed to fit into the larger local county or local EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with the County/City Emergency Manager and the County/City Emergency Management Department.

Lockdown: is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

Memorandum of Understanding (MOU) Agreement: A written or oral agreement between and among agencies/organizations and/or jurisdictions that provides a mechanism to quickly obtain assistance in the form of personnel, equipment, materials, and other associated services. The primary objective is to facilitate the rapid, short-term deployment of support prior to, during, and/or after an incident.

National Incident Management System: A set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment.

Prevention: The capabilities necessary to avoid, prevent, or stop a threatened or actual act of terrorism. For the purposes of the prevention framework called for in PPD-8, the term “prevention” refers to preventing imminent threats.

Psychological First Aid Team (PFA): Psychological First Aid for Schools (PFA) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the aftermath of an emergency. PFA is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping.

Psychological First Aid Team The school team that assists in carrying out the PFA plan.

Public Information: Processes, procedures, and systems for communicating timely, accurate, and accessible information on an incident’s cause, size, and current situation; resources committed; and other matters of general interest to the public, responders, and additional stakeholders (both directly affected and indirectly affected).

Recovery: The capabilities necessary to assist communities affected by an incident to recover effectively.

Response: The capabilities necessary to save lives, protect property and the environment, and meet basic human needs after an incident has occurred.

Risk: The potential for an unwanted outcome resulting from an incident, event, or occurrence, as determined by its likelihood and the associated consequences.

Section Chiefs: The General Staff consists of the Operations, Planning, Logistics, and Finance/Administration Section Chiefs. These individuals are responsible for the functional aspects of the incident command structure. The Incident Commander or Unified Command activates these section chiefs as needed. These functions default to the Incident Commander or Unified Command until a section chief is assigned. The section chiefs may have one or more deputies as necessary.

Secure is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

Shelter is always followed by a type and a method and is the protocol for group and self protection. (Threat is outside)

SRM: Standard Reunification Method: Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The SRM is a protocol that makes this process more predictable and less chaotic for all involved.

SRP: Standard Response Protocol: The SRP is based on four actions, Lockout, Lockdown, Evacuate, and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA system. (new version not on website yet).

Tabletop Exercises: Tabletop exercises are small-group discussions that walk through a scenario and the courses of action a school will need to take before, during, and after an emergency to lessen the impact on the school community. This activity helps assess the plan and resources, and facilitates an understanding of emergency management and planning concepts.

Threat: Threats include situations to harm students, personnel, and/or facilities. Threats usually include those things that we can control, such as active killer, bullying, and suicide. Threats may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

Appendix List Bayard

Appendix A: Current Master Schedule
Appendix B: Special Needs Student/Staff List
Appendix C: Maps of Buildings and Grounds (District provides)
Appendix D: Company/Utilities Record
Appendix E1: ICS Organizational Chart
Appendix E2: ICS Contact List
Appendix E3: Finance/Administration Future School Budgets (District provides)
Appendix F: Chronological Log of Activities
Appendix G1: MOU: Local Business
Appendix G2: MOU: Interlocal Agreement
Appendix G3: MOU: Emergency Response Entities
Appendix G4: MOU: County Sample
Appendix H: Media Templates
Appendix I: Pre-negotiated Agreements and Contracts (District provides)
Appendix J: Recording and Distributing the EOP
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Appendix N4: Samples of Goals/Objectives and Action Plans
Appendix N5: Goals/Objectives and Action Plans (Fillable)

Appendix A
Staff Roster

Last Name	First Name	Position	Room Number	Address 1	City State Zip Code	Primary Phone	Secondary Phone	Email
Anderson	Amanda	3rd Grade Teacher		950 1st Ave	Bayard NE 69334	402-540-8358		amanda.anderson@bayardtigers.org
Andreas	Karen	SPED Para		10863 US 26	Bayard NE 69334	308-631-6641		karen.andreas@bayardtigers.org
Applegate	Carolyn	Board Member		10236 US 26	Bayard NE 69334	308-631-5371	308-586-2775	carolyn.applegate@bayardtigers.org
Applegate	Joe	Board Member		10236 US 26	Bayard NE 69334			joe.applegate@bayardtigers.org
Barker	Stephanie	4th Grade Teacher		607 2nd Avenue	Bayard NE 69334	308-586-1553	308-631-1175	stephanie.barker@bayardtigers.org
Batt	Crystal	1st Grade Teacher		150663 CR 34	Bayard NE 69334	308-631-8267		crystal.batt@bayardtigers.org
Bauer	Laurie	Librarian, Speech		955 5th St	Gering NE 69341	308-275-1206	308-279-0350	laurie.bauer@bayardtigers.org
Binder	Brittani	6th Grade Teacher		565 Kurt Dr	Gering NE 69341	308-672-8868		brittani.binder@bayardtigers.org
Brown	Marie	Bus Driver		834 Ave B	Bayard NE 69334	308-225-1335		marie.brown@bayardtigers.org
Burry	Kimberly	Board Member		966 Main	Bayard NE 69334	308-641-6677		burrykim@gmail.com
Cochrane	Julie	Elem Mental Health						
Coon	Jon	Custodian		9897 CR 85	Bayard NE 69334	308-586-1621	308-631-7356	jon.coon@bayardtigers.org
Deines	Ashley	Para/AfterSchool Para		343 E 5th St.	Bayard NE 69334	308-279-1873		ashley.deines@bayardtigers.org
Dickey	Connie	Cook		11870 Rd 75	Bayard NE 69334	308-225-2176		connie.dickey@bayardtigers.org
Ehler	Candace	Family Liaison		10470B Rd 97	Bayard NE 69334			candace.ehler@bayardtigers.org
Ehler	Colton	HS PE Teacher		10470B Rd 97	Bayard NE 69334	308-631-8349		colton.ehler@bayardtigers.org
Erdman	Jeff	Custodian		1034 Ave C	Bayard NE 69334	308-641-5663		jeff.erdman@bayardtigers.org
Ferguson	Kimberly	Social Science	103	10203 Road 101	Bridgeport NE 69336	208-520-1588		kimberly.ferguson@bayardtigers.org
Ferrero	Cheryl	3rd Grade Teacher		967 1st Ave	Bayard NE 69334	308-631-6127		cheryl.ferrero@bayardtigers.org
Franklin	Barbara	SPED Para		270038 CR W	Gering NE 69341	308-765-1753		barb.franklin@bayardtiger
Gier	Jennifer	Technology	Business Office	61193 CR 26	Scottsbluff NE 69361	308-631-0216		jenny.gier@bayardtigers.org
Gonzales	Roberto	Head Custodian		1320 Ave B	Bayard NE 69334	308-586-2935	308-225-1277	roberto.gonzales@bayardtigers.org
Harter	Renee	Head Cook	Kitchen	330360 Finch Rd	Minatare NE 69356	605-840-4373		renee.harter@bayardtigers.org
Henkel	Becky	Board Member		7326 Rd 110	Bayard NE 69334	308-672-4727		becky.henkel@bayardtigers.org
Hopkins	Crystal	Bus Driver	Bus Barn	180303 CR 34	Bayard NE 69334	308-641-2504		crystal.hopkins@bayardtigers.org

Horn	Tyson	Social Science	101	504 E 6th St.	Bayard NE 69334	402-237-0392		tyson.horn@bayardtigers.org
James	Lacee	Behavior Para/HAL		521 E 5th St	Bayard NE 69334	308-672-5554		lacee.james@bayardtigers.org
Jobman	Justine	School Nurse						
Jones	Stacey	PreK Para		731 Main St	Bayard NE 69334	308-637-1159		stacey.jones@bayardtigers.org
Keszler	Douglas	Elem Counselor/HS Teacher		1209 S Street	Bridgeport NE 69336	308-279-1461		mark.keszler@bayardtigers.org
Kildow	Kimberly	Board President		1126 Ave B	Bayard NE 69334	308-631-0389	308-631-7969	kkildow@charter.net
Korell	Cindy	HS Secretary	HS Principal Office	10466 Rd 77	Bayard NE 69334	308-586-2242	308-279-1552	cindy.korell@bayardtigers.org
Korell	Dana	SPED Para/ Safety		10466 Rd 77	Bayard NE 69334	308-586-2242	308-279-2922	dana.korell@bayardtigers.org
Loutzenhiser	Connie	Custodian		967 Main Street	Bayard NE 69334	308-586-1059	308-279-1048	connie.louzenhiser@bayardtigers.org
Maag	Kristin	After School Director		PO Box 208	Scottsbluff NE 69363	308-672-4477		kristin.maag@bayardtigers.org
Malcolm	Dwight	Industrial Arts		1950 Oregon Trail Blvd	Gering NE 69341	308-765-0264		dwight.malcolm@bayardtigers.org
Martinez	Michelle	4th Grade Teacher		1709 Davis Ave.	Gering NE 69341	308-520-3691		michelle.martinez@bayardtigers.org
McKibbin	Micki	SPED Director		140189 CR 36	Minatare NE 69356	308-586-2229		micki.mckibbin@bayardtigers.org
McLaughlin	Matthew	Elem Principal		PO Box 263	Bayard NE 69334	308-586-1030	316-833-1354	matt.mclaughlin@bayardtigers.org
Miller	Travis	Superintendent		941 Ave B	Bayard NE 69334	308-641-5489		travis.miller@bayardtigers.org
Nesbitt	Jessica	Early Childhood PreK-1st		7396 Rd 106B	Bayard NE 69334	308-641-0052		jessica.nesbitt@bayardtigers.org
Nesbitt	Zachary	Science	105	727 2nd Ave	Bayard NE 69334	308-672-2411		zachary.nesbitt@bayardtigers.org
Nolte	Holly	English	112	7321 Rd 110	Bayard NE 69334	308-586-1222	308-279-1349	holly.nolte@bayardtigers.org
Oliverius	Heather	Admin Assistant	Business Office	12888 Rd 81	Bayard NE 69334	308-783-2268	308-631-9339	heather.oliverius@bayardtigers.org
Pahl	Lynelle	Flex Para		142 W 9th St	Bayard NE 69334	308-235-5412		lynelle.pahl@bayardtigers.org
Pieper	Barbara	Math	100	130 S-12 Rd	Mitchell NE 69357	308-247-2737		barbara.pieper@bayardtigers.org
Pieper	Richard	Transportation Director	Bus Barn	951 Avenue C	Bayard NE 69334	308-672-3684		richard.pieper@bayardtigers.org
Posey	Jenny	SPED Para HS		1620 Bluff View Dr.	Gering NE 69341	319-504-4004		jenny.posey@bayardtigers.org
Posey	Steven	Math	102	1620 Bluff View Dr.	Gering NE 69334	563-542-8085		steven.posey@bayardtigers.org
Radford	Jessica	School Psych						radfordjh@gmail.com
Rafferty	Joy	Kindergarten Teacher		11452 Rd 83	Bayard NE 69334	308-631-9390		joy.rafferty@bayardtigers.org
Rafferty	Justin	Ag Teacher		200049 CR 36	Bayard NE 69334	308-783-5340	308-641-5520	justin.rafferty@bayardtigers.org
Rafferty	Linde	HS Counselor , Social Science		200049 CR 36	Bayard NE 69334	308-783-5340	308-778-6765	linde.rafferty@bayardtigers.org
Ragland	Kathleen	After School Para		400 W 8th St. #7A	Bayard NE 69334	308-586-3059		kathleen.ragland@bayardtigers.org
Reilly	Amanda	6th Grade Teacher		1022 P St	Bridgeport NE 69336	605-210-2912		amanda.reilly@bayardtigers.org
Reish	Elliot	HS Special Education	113	506 E 5th	Bayard NE 69334	308-586-9940	308-672-1476	elliot.reish@bayardtigers.org

Reish	Shawna	Early Childhood Teacher		506 E 5th	Bayard NE 69334	308-586-9940		shawna.reish@bayardtigers.org
Rice	Kelley	HS Principal		PO Box 336	Bayard NE 69334	308-631-6930		kelley.rice@bayardtigers.org
Rife	Kristyn			413 G St.	Bridgeport NE 69336	720-206-4258		kristin.rife@bayardtigers.org
Roberts	James	Science	107	1509 4th Ave	Scottsbluff NE 69361	308-632-7705		jim.roberts@bayardtigers.org
Rose	Debborah	SPED Para		PO Box 254	Bayard NE 69334	308-672-5293		debborah.rose@bayardtigers.org
Rowley	Tara	Music Teacher						
Safford	Linda	Bus Driver		1419 Ave A	Bayard NE 69334	308-672-1683		linda.safford@bayardtigers.org
Salazar	Alvin	Bus Driver		485 Hickory	McGrew NE 69353	720-202-3238		alvin.salazar@bayardtigers.org
Schmidt	Sara	Band		133 W 9th St	Bayard NE 69334	308-430-2214		sara.schmidt@bayardtigers.org
Schuller	Cortney	Elem Secretary		742 Ave A	Bayard NE 69334	308-586-1034		cortney.schuller@bayardtigers.org
Scott	Cheri	Retired Nurse		PO Box 213	Bayard NE 69334	308-279-0345		cheri.scott@bayardtigers.org
Scott	Jessica	Art	109	940 J St	Gering NE 69341	308-783-6136	308-279-2842	jessica.scott@bayardtigers.org
Simons	Michael	Elem PE		11444 CR 81	Bayard NE 69334	402-340-2823		michael.simons@bayardtigers.org
Stuart	Bobbie	Business Manager/Safety Chair	Business Office	7335 Rd 110	Bayard NE 69334	308-279-0899		bobbie.stuart@bayardtigers.org
Stuart	Brandon	Elem Special Education Teacher		8544 L62A	Bayard NE 69334	308-641-7482		brandon.stuart@bayardtigers.org
Stuart	Donna	Board Member		11498 Rd 81	Bayard NE 69334	308-631-3455		donna.stuart@bayardtigers.org
Tavenner	Jennifer	2nd Grade Teacher		610 1st Ave	Bayard NE 69334	308-279-1143		jennifer.tavenner@bayardtigers.org
Tonniges	Tencie	Activites Director						tencie.tonniges@bayardtigers.org
Torres	Mykayla	English	114	511 E 18th St	Scottsbluff NE 69361	308-631-3132		mykayla.torres@bayardtigers.org
Unzicker	Tabitha	Elem Special Education Teacher		302 E 5th St	Bayard NE 69334	308-763-8790		tabitha.unzicker@bayardtigers.org
Wagner	Kurt	Bus Driver		360246 CR R	Bayard NE 69334	307-763-2473		kurt.wagner@bayardtigers.org
White	Tressa	HS Para	DL 104	1134 Ave C	Bayard NE 69334	631-6301		tressa.while@bayardtigers.org
Wright	Sally	Cook		10457 CR 77	Bayard NE 69334	720-290-1350		sally.wright@bayardtigers.org
Ziegler	Herman	Custodian		1010 1st Ave	Bayard NE 69334	308-672-1324		herman.ziegler@bayardtigers.org

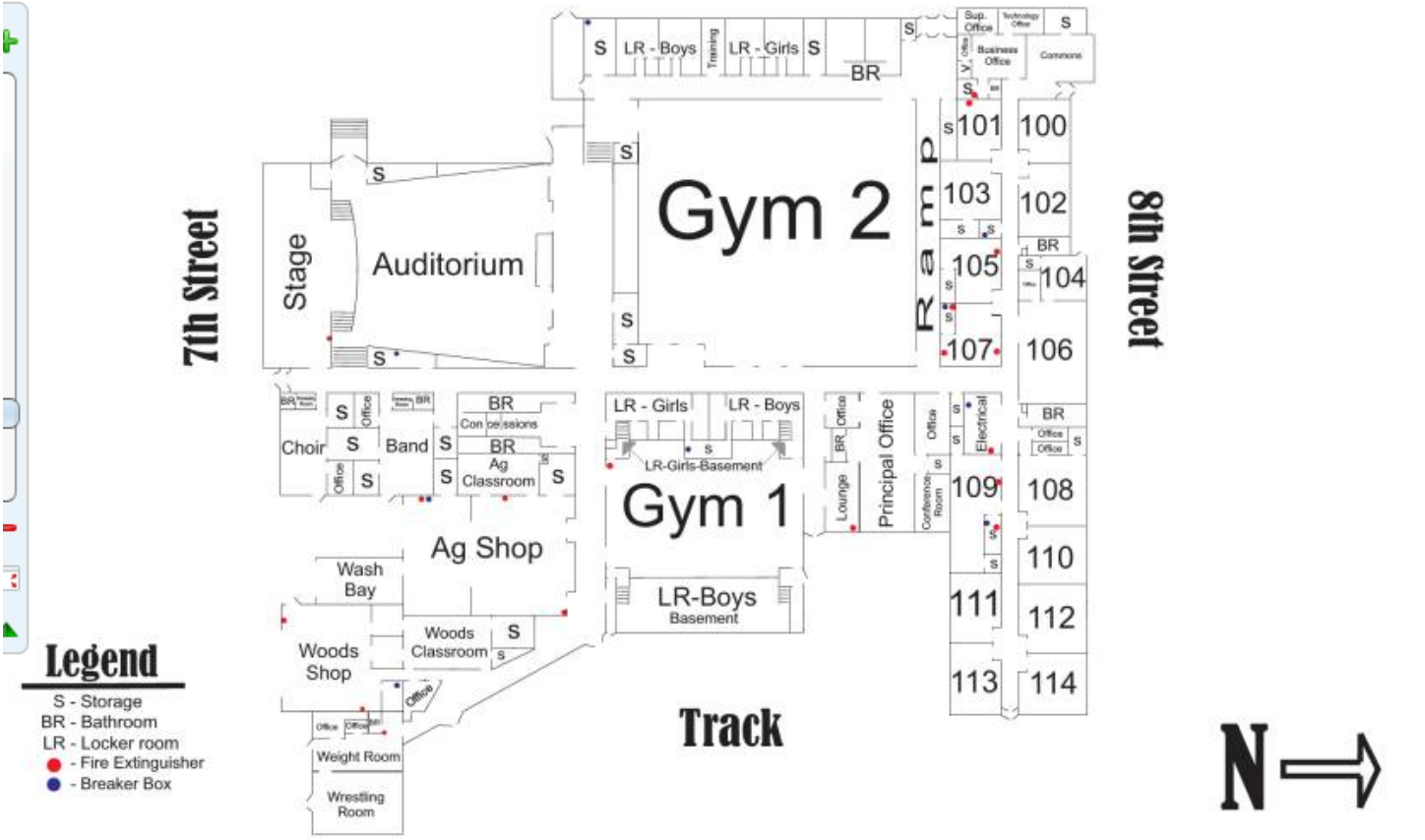
Appendix B

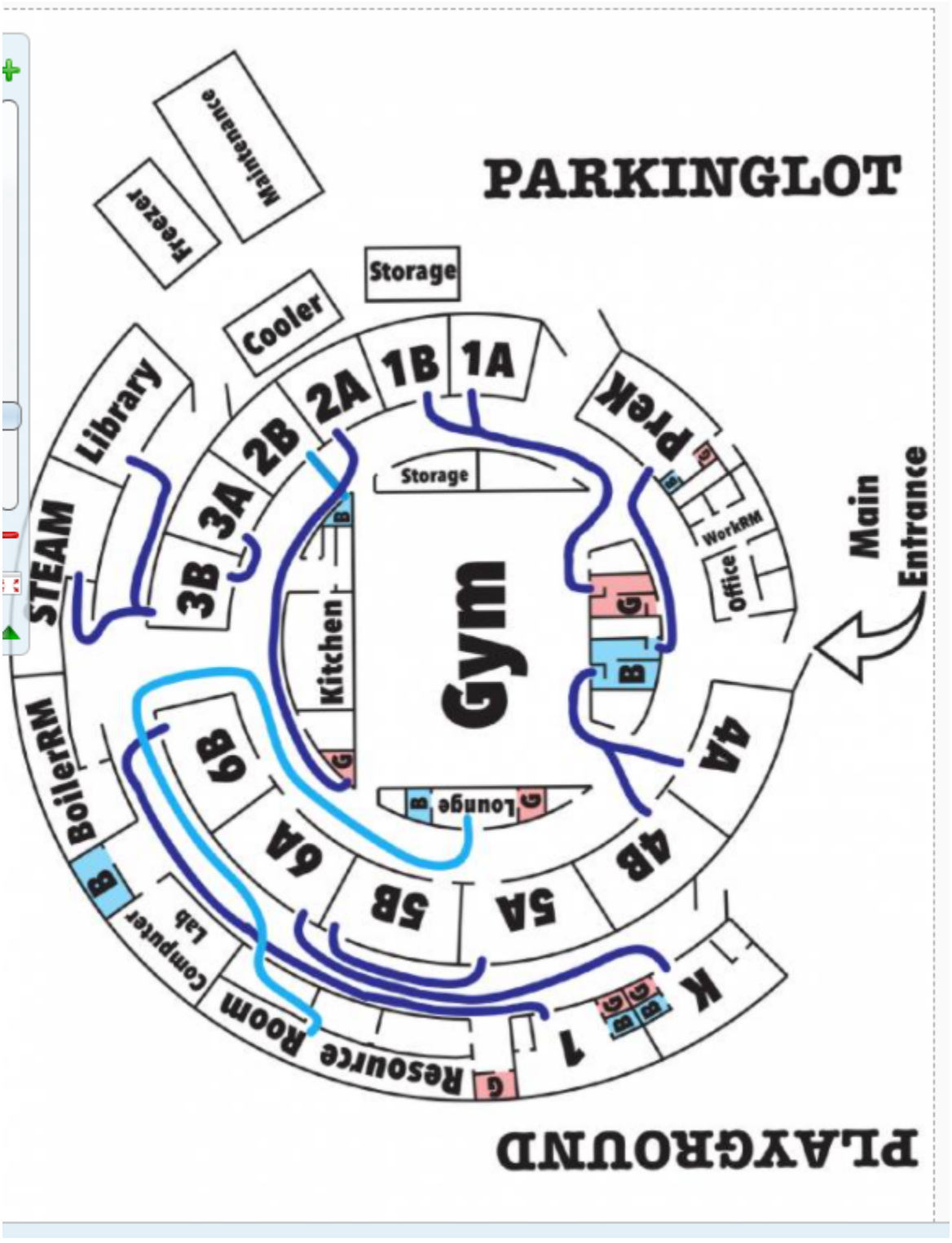
Students/Staff Needing Additional Assistance

Administrators have this report as it is confidential information

Appendix C
Map of School Buildings and Grounds




7th Street
8th Street
Stage
Auditorium
Gym 2
Gym 1
Ramp
S
LR - Boys
Training
LR - Girls
BR
Sup. Office
Technology Office
Business Office
Commons
101
100
103
102
105
104
107
106
Choir
Band
Office
Concessions
Ag Classroom
LR - Girls
LR - Boys
LR-Girls-Basement
Lounge
Principal Office
Conference Room
Electrical
109
108
110
111
112
113
114
Ag Shop
Wash Bay
Woods Shop
Woods Classroom
LR-Boys
Basement
Weight Room
Wrestling Room
Track
Legend
S - Storage
BR - Bathroom
LR - Locker room
- Fire Extinguisher
- Breaker Box
N

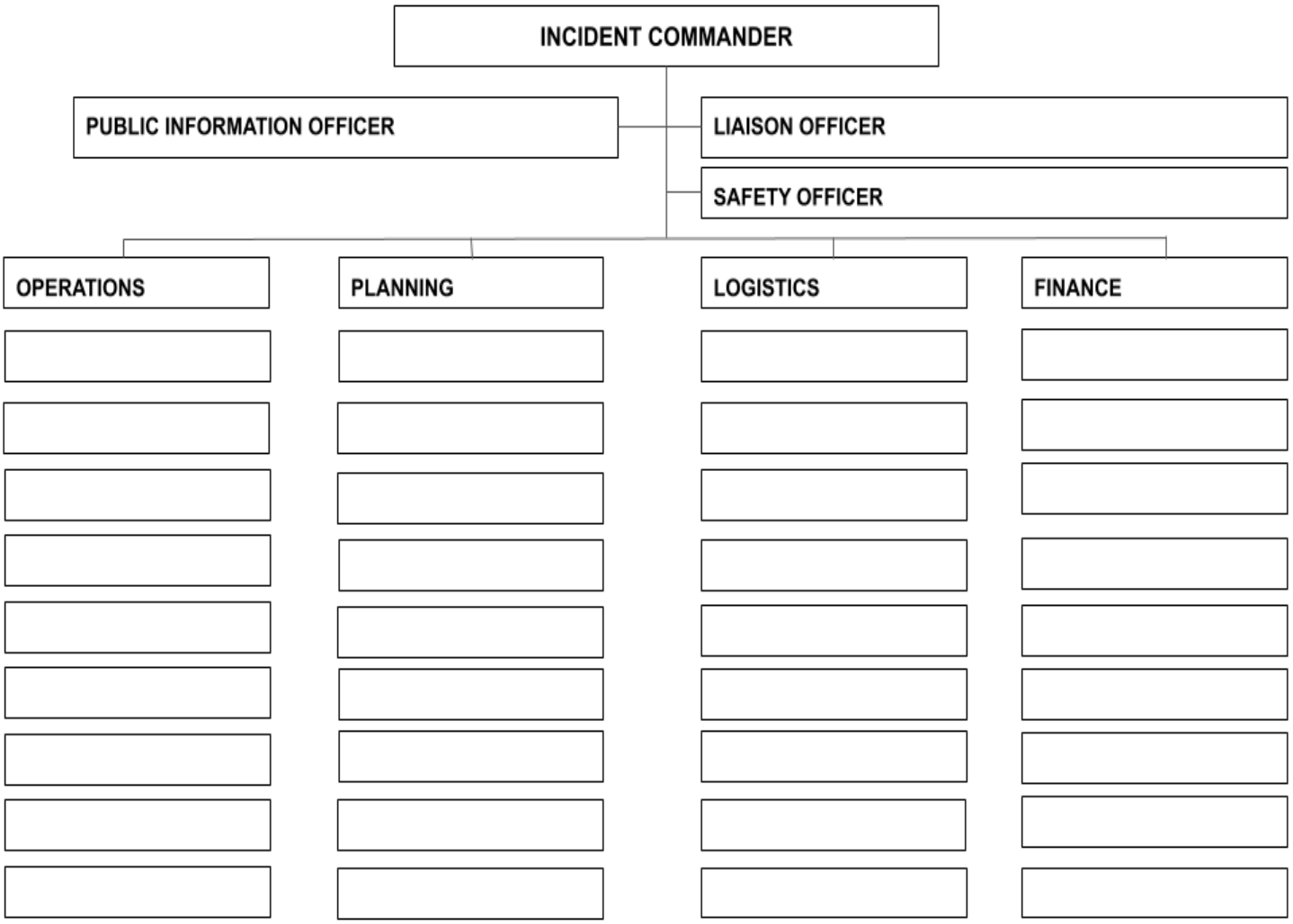

PARKINGLOT
Maintenance
Freezer
Storage
Cooler
Library
1B
1A
2A
2B
3A
3B
PreK
Storage
WorkRM
Office
Main Entrance
STEAM
Kitchen
Gym
BoilerRM
6B
6A
5B
5A
4B
4A
Lounge
Computer lab
Resource Room
1
K
PLAYGROUND

Appendix D
Company/Utilities Name and Phone Number

COMPANY/UTILITIES NAME	COMPANY PHONE NUMBER
Black Hills Energy	800- 694-8989
City of Bayard	308-586-1121
Century Link	800-201-4099

Appendix E1
ICS Organizational Chart

Below you will see that there is an ICS Organizational Chart that your school should use. When you click on this link, you will be asked if you want to make a copy. This will allow you to make a copy on your Google drive.



Appendix E 2
ICS Contact List

TITLE/POSITION	NAME	CELL PHONE NUMBER
SUPERINTENDENT	Dr. Travis Miller	308-641-5489
Superintendent back up	Dr. Kelley Rice	308-631-6930
PRINCIPAL	Dr. Kelley Rice/Matt McLaughlin	308-631-6930/316-833-1354
Principal back up	Tenci/Candace/Zach	/308-641-0584/308-672-2411
PUBLIC INFORMATION OFFICER	Dana Korell	308-279-2922
PIO back up	Travis Miller	308-641-5489
LIAISON OFFICER	Dana Korell	308-279-2922
Liaison Officer back up	Mike Simons	402-340-2823
SAFETY OFFICER	Bobbie Stuart	308-279-0899
Safety Officer back up	Mike Simons	402-340-2823
EMERGENCY MANAGER	Ron Leal	308-249-1310
Emergency Manager back up	Kay Anderson	308-279-0947
LAW ENFORCEMENT	Zak Douglass	308-262-0408
LAW ENFORCEMENT back up	Milo Cardenas	308-262-0408
FIRE & RESCUE	Mike Harimon	308-262-0408
FIRE & RESCUE back up	Stephanie Perkins	308-641-5577
OPERATIONS SECTION CHIEF	Candace Ehler	308-641-0584
Operations back up	Mike Simons	402-340-2823
PLANNING SECTION CHIEF	Bobbie Stuart	308-279-0899
Planning back up	Dana Korell	308-279-2922
LOGISTICS SECTION CHIEF	Lacee James	308-672-5554
Logistics back up	Mike Simons	402-340-2823
FINANCE SECTION CHIEF	Heather Oliverius	308-631-9339

Finance back up	Cindy Korell	308-279-1048

Appendix E 3
Finance/Administration Future School Budgets (District provides)

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Appendix F
Chronological Log of Activities

Logged by:

____ INCIDENT COMMANDER
____ PUBLIC INFORMATION OFFICER
____ LIAISON OFFICER
____ SAFETY OFFICER
____ OPERATIONS SECTION CHIEF
____ PLANNING SECTION CHIEF
____ LOGISTICS SECTION CHIEF
____ FINANCE/ADMINISTRATION CHIEF

Date of Incident:
Incident Type:

Timeline

Actions Completed:	**Actions:**

APPENDIX G1
Samples: Memorandums of Understandings (Local Business)

Bayard Public School District at 726 4th Ave Bayard , Nebraska 69334 hereby known as "District" enters into agreement with _____ at _____ for the purpose of partnering to preventing, responding and providing services to a threat/incident.

Term of Contract and Termination
This agreement shall begin _____, 20__ and end on _____, 20__. Either party may terminate this Agreement for any reason upon submission of written notice to the other party at least thirty (30) days prior to the effective date of termination. In addition, either party may terminate this Agreement immediately in the event that funding should be discontinued or be materially reduced.

Responsibilities and Scope of Services

1. Bayard Tiger Paws will provide up to 500 bottles of water to Bayard Public School District during and after an identified incident.
2. Bayard Tiger Paws will deliver and assist in handing out these supplies when called by the District.
3. Bayard Tiger Paws will be paid a one-time stipend of $500 for the scope of services as agreed in this MOU.
4. District may ask for further needed supplies as requested. Depending on financial aid for the incident, Bayard Tiger Paws may be reimbursed for supplies provided.
5. _____

Hold Harmless
The District and Bayard Tiger Paws agrees to indemnify and hold harmless each other, its appointed and elected officers and employees, from and against all loss and expense, including attorney's fees and costs by reason of any and all claims and demands arising out of, or in consequence of, the negligence of either party, it's officers, employees or any other contractors associated with the work described in this agreement.

Miscellaneous Provisions

This Agreement shall not be modified unless such modification is reduced to writing and signed by both parties. This Agreement shall be governed by and construed in accordance with the laws of the State of Nebraska.Notices: Any and all notices referred to herein shall be in writing and shall be deemed to have been given when personally delivered or when mailed, registered or certified mail, or postage prepaid.

_____
Provider/Agency Name & Address

_____
Provider/Agency Name Signature & Title Date

_____
School/Superintendent Name & Address

_____
School/Superintendent Signature & Title Date

APPENDIX G2
Samples: Memorandums of Understandings (Interlocal Agreement)

INTERLOCAL AGREEMENT FOR COOPERATIVE PUBLIC SAFETY SERVICES BY AND AMONG THE COUNTIES OF _____, AND THE CITIES AND VILLAGES WITHIN SAID COUNTIES.

THIS AGREEMENT is made and entered into this ____ day of _____ 2020, by _____ and between the Counties of _____ and the participating cities and villages within said counties, all being a bodies political and corporate and political subdivisions of the state of Nebraska, hereinafter referred to collectively as the "Parties" and individually as a "Party."

WITNESSETH:

WHEREAS, the Parties desire to form a Planning, Exercise and Training Region among public safety agencies; and

WHEREAS, the Interlocal Cooperation Act, Nb. Rev. Steat. §13-801, et seq. provides that units of local government of the State of Nebraska and Nebraska state agencies may enter into agreement for the joint and cooperative exercise of powers, privileges, or authority capable of being exercised by either agency; and

WHEREAS, Neb. Rev. Stat. §13-801 provides that any one or more public agencies may contract with any one or more public agencies to perform any governmental service, activity, or other undertaking which each public agency entering into the contract is authorized by law to perform; and

WHEREAS, Counties and the Cities are public agencies as defined by Neb. Rev. Stat. §13-80l; and

WHEREAS, Neb.Rev.Stat. §29-215 authorizes municipalities and counties to enter into contracts with any other municipality or county to form, operate and maintain a Planning, Exercise and Training Program"

NOW, THEREFORE, the parties mutually covenant and agree as follows:

Definition: _____ is the _____ Planning, Exercise and Training Regional group composed of the governmental agencies participating in this agreement.

Purpose: To establish, maintain and operate a public safety Training Exercise and Training Program within the jurisdictions of the participating agencies.

Term. This agreement shall have a term of ten (10) years commencing _____.

Termination. This agreement may be terminated at any time, with or without cause, upon the mutual consent of a majority of the member Parties.

Withdrawal. Any Party may withdraw from this agreement at any time, with or without cause, upon providing to the non-withdrawing Parties a written notice of such withdrawal given not less than Ninety (90) days prior to the effective date of the withdrawal.

Governance. The activities of the cooperative undertaking shall be governed by a board composed of one or more representatives from each of the Parties, hereinafter referred to as the "_____ Policy Board." The _____ Policy Board shall meet not less than (six) times each calendar year. The _____Policy Board shall select as officers a Chairperson, Vice-Chairperson and a secretary who shall serve terms of one year. A

quorum necessary for conducting business at any _____ meeting shall consist of fifty (50) percent plus (1) of the membership of the governing board All questions before the _____ Policy Board shall be determined by majority vote of the members present. The _____ Policy Board may adopt such by-laws and rules of procedure as deemed appropriate by the _____ Policy Board.

Cooperative Powers and Authority. Each Party shall maintain their local PET program, and other operating components of the local Emergency Management Program. Each shall grant permission for any public safety agency to participate in any such program.

Claims and Indemnity. At all times while utilizing or participating in the PET program the employee of the Party shall remain an employee of the employing agency. Each Party shall provide liability insurance and indemnification for its own personnel as provided in Neb.Rev.Stat. §13-1802.

Modification. This Agreement may be modified by written agreement of the Parties.

No Separate Entity. There shall be no separate legal entity created through this Interlocal cooperation agreement. Said agreement shall be jointly administered by the _____ Policy Board as provided in section 6, above.

Property. Any property acquired or made available by any party to this agreement for the purposes of this agreement shall remain the property of the party acquiring or making such property available and shall be disposed of such party as provided by law, regulation, or ordinance governing the same.

Any property acquired jointly shall, upon termination, be equitably distributed among the Parties based upon the Parties' financial contributions toward the purchase and maintenance of any such property. In the event any Party withdraws from this agreement, an equitable distribution of the jointly held property, or the fair market value thereof, shall be made to the withdrawing party based upon the withdrawing Party's financial contributions toward the purchase and maintenance of any such jointly held property.

Any party can be elected or appointed by the _____ Policy Board to act as fiscal or purchasing agent in accordance with state law. Any property to be purchased and jointly held by the Parties shall be purchased pursuant to the purchasing rules or statutes applicable to the Party making the purchase on behalf of the Parties.

Any surplus or unusable jointly held property shall be disposed pursuant to the rules or statutes applicable to the Party making such disposition on behalf of the Parties. The proceeds of any sale or disposition of jointly held property shall be equitably distributed among the Parties based upon the Parties' financial contributions toward the purchase and maintenance of any such property.

An inventory of all property jointly held and a report on the disposition of any joint property sold, transferred or disposed of during the prior twelve months shall be provided to the City or County Clerk of each Party on or prior to April 1 of each year.

Finances. This agreement shall be financed by funds available to the parties hereto.

Provision of Assistance. Pursuant to the Interlocal Cooperation Act, any party to this agreement, in the party's sole discretion, may appropriate funds and may sell, lease, give, or otherwise provide assistance, including personnel and services, as may be within the party's legal power to furnish.

Additional Agreements.

This agreement shall become effective for each party when that party by ordinance, motion or resolution

adopts and approves this agreement and authorizes the proper official to execute this agreement. Additional cities or counties may become · parties to this agreement upon acceptance and execution of this agreement, and upon approval by the governing bodies of the Parties already a party to this agreement or as directed by the Nebraska Emergency Management Agency.

Executed this_ day of _____ , 2020.

County of _____ by:

_____
Chairperson, County Board of Commissioners

[attest]

_____
County Clerk Approved as to form:

_____
County Attorney

APPENDIX G3
Samples: Memorandums of Understandings (Emergency Response Entities)

_____ (PET) REGION MEMORANDUM OF UNDERSTANDING

Overview

The _____ PET Region and _____ County recognize the need for coordination within the region for regional planning, exercise, and training (PET). Today's public safety realities have highlighted the need for counties to function regionally and establish the PET process for interoperability, mutual aid, and emergency response plans. This process not only goes beyond traditional jurisdictional boundaries but across disciplines as well.

To institute the regional PET process, the _____ and the participating cities and villages within said counties, emergency response agencies and public service agencies have worked cooperatively to develop a regional solution. This solution establishes the regional PET process for emergency response with procedures that are accessible and used by key public service officials, public safety officials, and public and private service executives.

Purpose
The regional PET process is the basis for formalizing the region. The purpose of the regional PET process is to provide structure for the _____ PET Region and create formalized governance in the form of a regional committee. This governance structure transcends traditional or mutual inter discipline aid in terms of purpose. The regional PET process along with interoperability ensures an organized method of planning, exercising, and training for coordination of resources to expedite efficient deployment of those resources regionally. This shall serve primarily as the function to unify the regional PET process. Moreover, the signees of this memorandum of understanding will be responsible for coordinating with the region regarding the use of grant funds for the regional PET process, and equipment.

Policy
It shall be the policy that the region will align with the State Homeland Security Strategy when requesting Homeland Security Funds. Another requirement of the region is to maintain a 5 year regional PET calendar. Local Emergency Operation Plans (LEOP) shall be maintained by the individual counties. The purpose of these requirements is to ensure collaboration between local jurisdictions. All signees will be responsible for coordinating with the region regarding the use of grant funds for PET and equipment, in accordance with the approved equipment list (AEL). Regional partners shall address the sustainability of the PET program and equipment acquired through the Homeland Security Grant Program.

This PET Memorandum of Understanding in no way supersedes, overrides or overrules any other MOU, Mutual Aid Agreement or Interlocal Agreement the Region or Counties might have in place prior to the implementation of this MOU. In addition any party may withdraw from this agreement at any time, with or without cause, upon providing to the non-withdrawing Parties a written notice of such withdrawal given not less than ninety (90) days prior to the effective date of the withdrawal.

Oversight
Each county participating in the use of the regional PET process will provide the Emergency Management Director and one Emergency Management alternate (Deputy) as deemed appropriate as a representative to the regional committee after entering into this MOU. Oversight of the regional PET process is administered through the South Central PET Region which will be chaired by a representative of that committee. Any issues affecting policy, recommendation, and/or subsequent change that alter the purpose of the MOU will be implemented only after a consensus is reached by the regional committee respectively. Accordingly, each county will be responsible for oversight authority of their jurisdiction. It is the responsibility of the county to

ensure that the regional SOPs are followed when necessary and to ensure that the National Incident Management System and the National Response Plan will be integrated into the regional PET process.

Executed this____ day of _____,2020.

_____ County

by:

_____

Chairperson, County Board of Commissioners

Appendix G4
Memorandum of Understanding (County Sample)

_____ COUNTY NEBRASKA
COUNTY BOARD RECORD OF APPOINTMENT

Whereas the Nebraska Emergency Management Agency and the Nebraska Governor's Homeland Security Policy Group act as the State Administrative Agency for Homeland Security within the State of Nebraska,

Whereas _____County has elected to participate in the Emergency Management and Homeland Security Programs set forth by Federal and State Agencies.

Whereas by participation in said Emergency Management and Homeland Security Programs _____County is part of a (15) county emergency management region established by the State of Nebraska for purposes including but not limited to: Interoperable Planning and System Implementation, Disaster Planning, and the Emergency Management/Homeland Security/Interoperable Grant Program, and other programs as prescribed by State and Federal Authorities

_____County by participating in the (15) county regional Emergency Management Group must appoint at minimum one person to serve as a member of and participate in the regional Emergency Management group to the full extent as permitted and required by the needs of the program. Authority of said appointee shall not exceed authority granted by State Statute and/or the policy and procedures of _____County.

Such appointment shall be at the pleasure of the governing authority of the County and be perpetual for the duration of the Emergency Management group. Such appointment shall be reviewed each year at the annual organizational meeting of the County Board.

The _____County Board of Supervisors does hereby appoint the _____ County Emergency Management Director and the _____ to the Emergency Management Regional group known as the _____ to fulfill all duties as required by the regional group.

This appointment is considered to be retroactive to the commencement of the region.

Approved and passed this _____ day of _____, 202__ .

_____
County Board of Supervisors

_____
Clerk of County Court

(insert County seal)

Appendix H
Media Templates

The linked document contains several pre-developed messages that spokespeople can use for different events. Spokespeople should practice delivering the three key messages, then work their way through the supporting points when needed. These messages were developed by Nebraska's Behavioral Health Risk Communication Cadre – professionals with special expertise and knowledge of risk communication and threat assessment. The group meets monthly to discuss emergency plans and information related to behavioral health.

http://disastermh.nebraska.edu/files/archive/DHHS%20Disaster%20Behavorial%20Health%20Risk%20Messages%20-%20June%202019.pdf

Appendix I

Pre-negotiated Agreements, Contracts, and MOU's (District to insert here)

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Appendix J
Recording and Distributing the EOP Plan

TITLE/NAME OF PERSON RECEIVING PLAN	AGENCY	DELIVERY DATE	NUMBER OF COPIES DELIVERED
Kim Kildow	Bayard Schools		
Travis Miller	Bayard Schools		
Bobbie Stuart	Bayard Schools		
Greg Schmall	City of Bayard		
Ron Leal	Region 21 Emergency Management		
Tim Newman	Region 22 Emergency Management		
Nan Gould	Region 23 Emergency Management		
Zak Douglass	Bayard Police Dept		
Mike Harimon	Bayard Fire Dept.		
Milo Cardenas	Morrill County Sheriff		
Kay Anderson	Morrill County Emergency Management Deputy		
Kelley Rice	Principal		
Matt McLaughlin	Principal		
Kirk Von Minden	Nebraska State Patrol		

Appendix K1
Record of Trainings **(_____YR)**

		Present: ✓		Name:
Date	**Type of Training**	**EMS**	**LE**	**School Admin**

Appendix K2
Schedule/Record of Drills **(_____YR)**

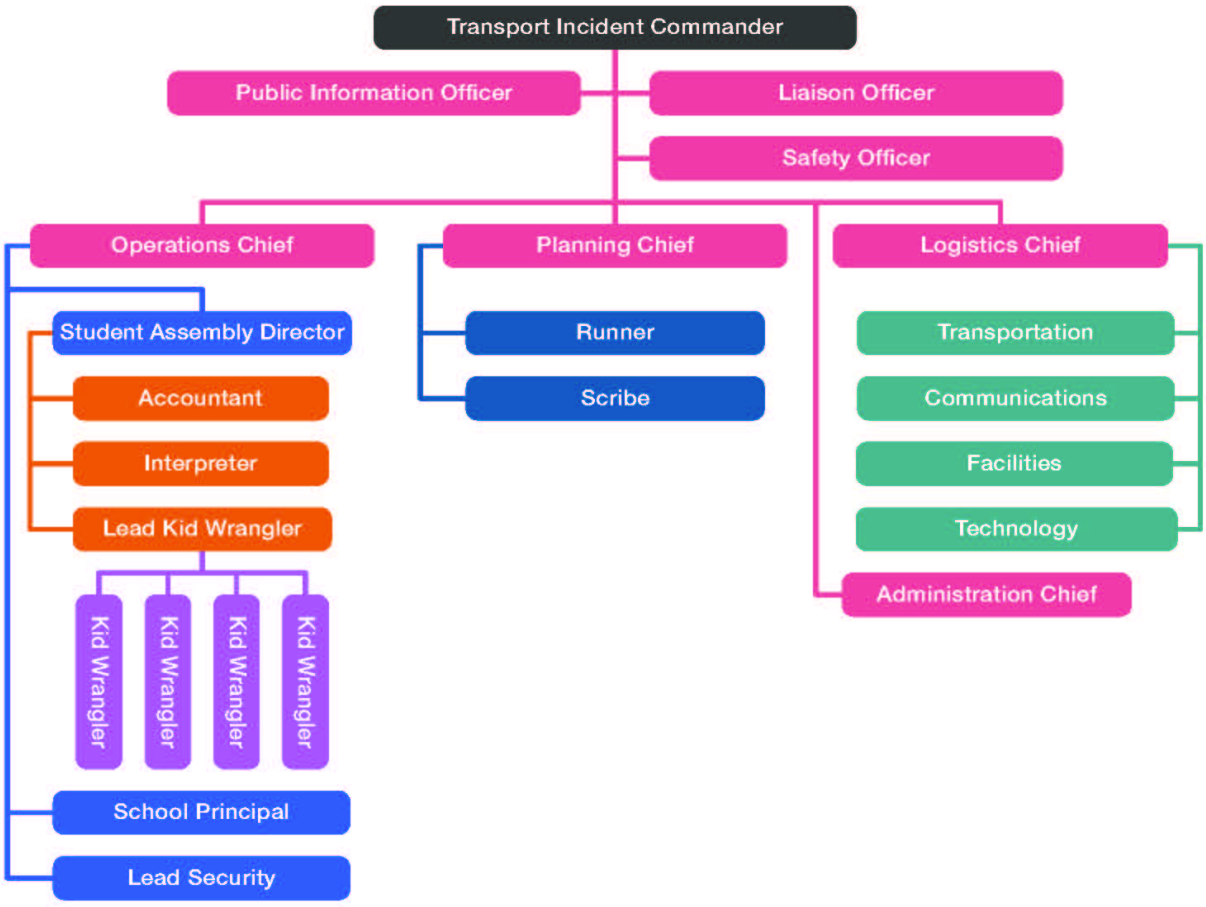
			Present: ✓		Name:
Date Sched	**Date Complete**	**Type of Drill (Evacuate/fire) - Required Varying Scenario Conditions (e.g., blocked entrance)**	**EMS**	**LE**	**School Admin**
Aug					
Aug					
Sept					
Oct					
Nov					
Dec					
Jan					
Feb					
Mar					
Apr					
May					
		Type of Drill (Shelter/Tornado) - Required			
Aug					
Mar					
		Type of Drill (Evacuate/Bus) - Required			
Aug					
Jan					
		Type of Drill (Hold in Classroom) - Encouraged			
Aug					
		Type of Drill (Secure) - Highly Encouraged			
1st Sem					
2nd Sem					
		Type of Drill (Lockdown) - Highly Encouraged			
1st Sem					
2nd Sem					
		Type of Drill (Reunification) - Highly Encouraged			

Once					

Appendix K3
Record of Exercises **(_____YR)**

		Present: ✓		**Name:**
Date	**Type of Exercise**	**EMS**	**LE**	**School Admin**

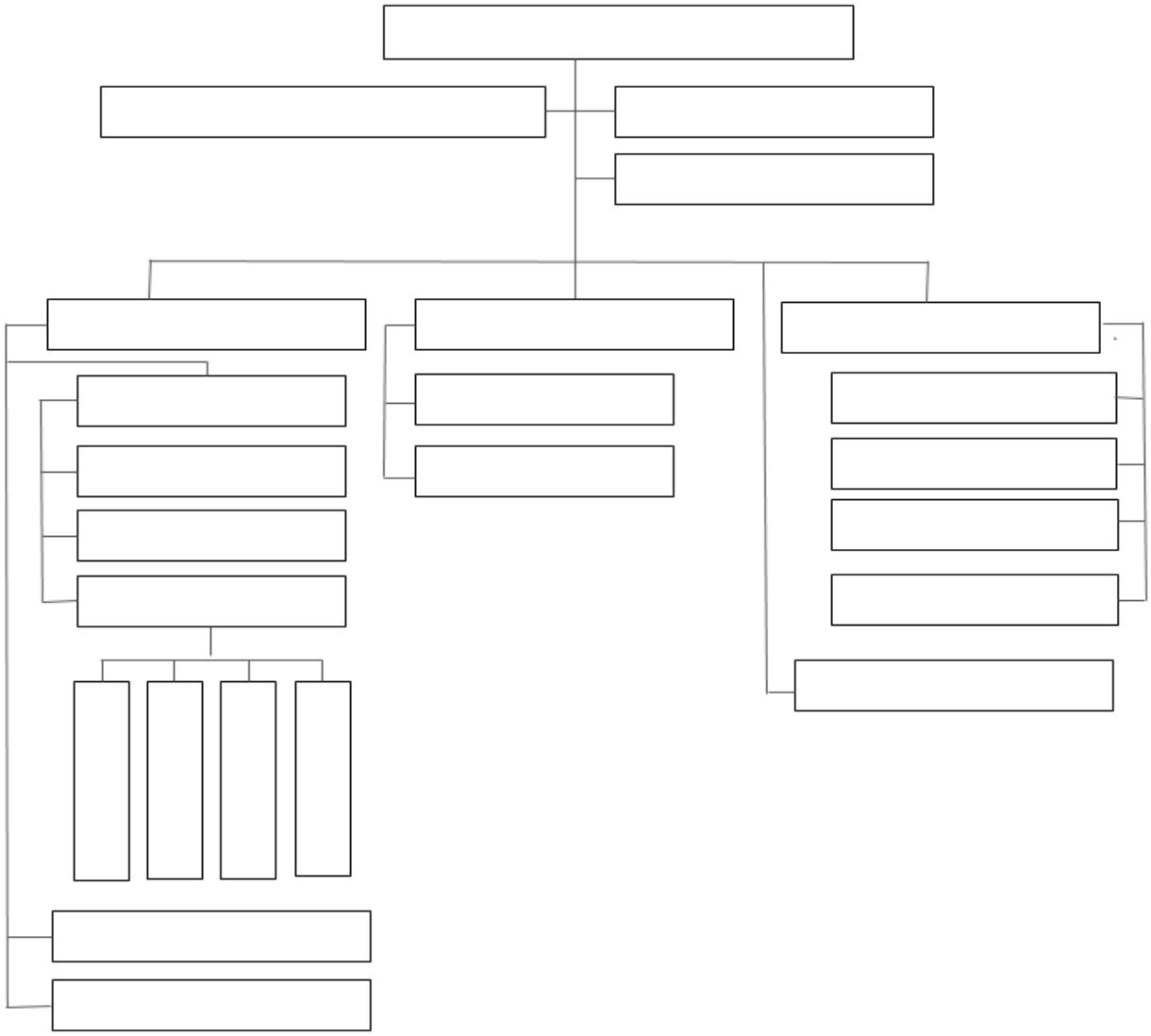
SAMPLE TRANSPORT ORGANIZATION CHART



STANDARD™ REUNIFICATION METHOD

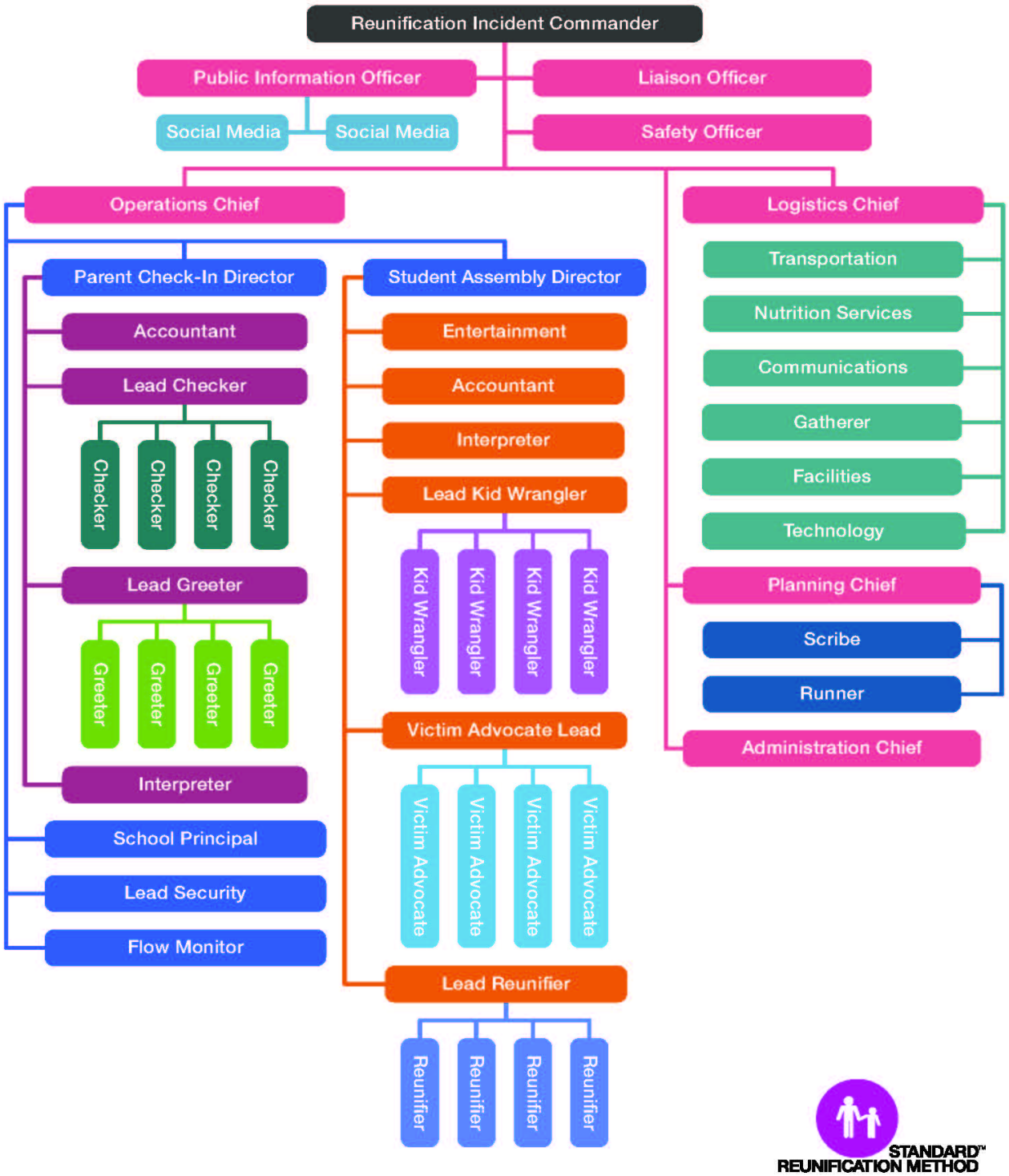
Appendix L1
Transport Organization Chart (Fillable)

Complete the following Transport Organization Chart for your district. When you click on this link, you will be asked if you want to make a copy. This will allow you to make a copy on your Google drive.

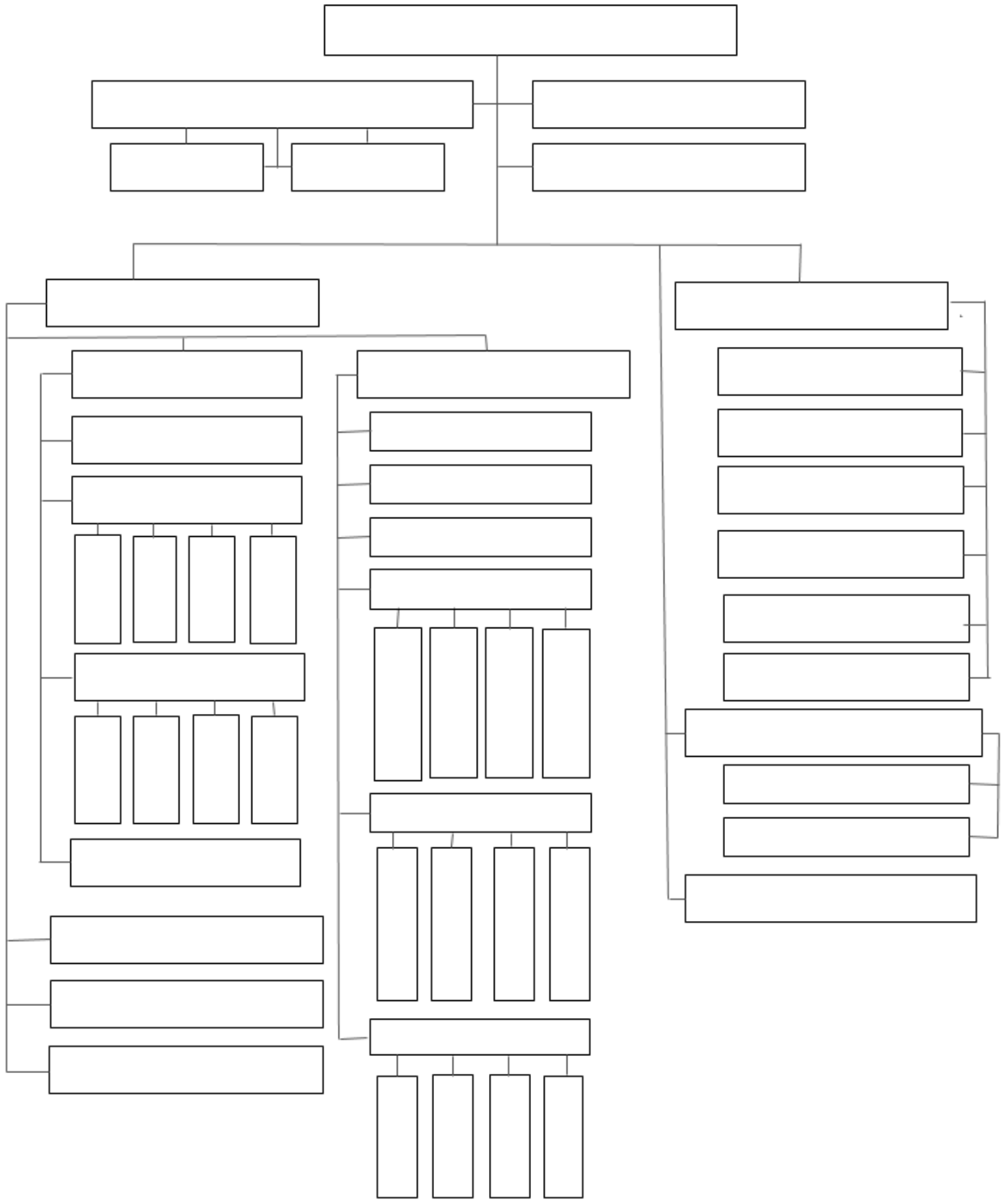


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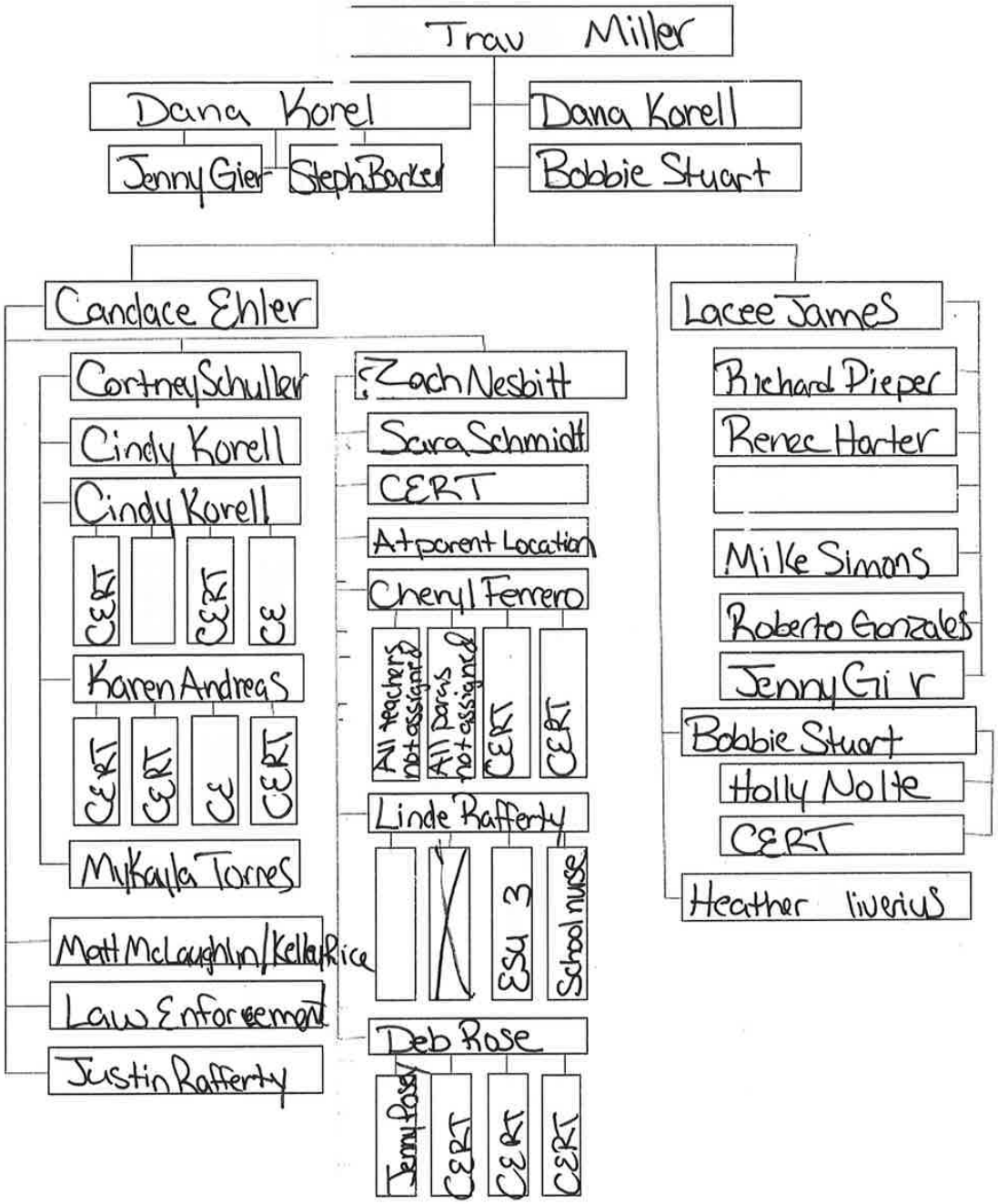
SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



Appendix L2 Offsite Reunification Chart (Fillable) When you click on this link, you will be asked if you want to make a copy. This will allow you to make a copy on your Google drive.



Offsite Reunification Chart



Appendix M1
COOP Example

Continuity of Operations Plan

Goal:

1) Ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school.

Objectives:

1.1 Define Essential Functions
1.2 Create Orders of Succession
1.3 Create Delegations of Authority
1.4 Identify Facilities and Locations
1.5 Establish Plans for Communications Continuity
1.6 Create a Plan for Assessing Vital Records
1.7 Establish a Plan for Human Capital Management
1.8 Establish Plans for Devolution
1.9 Establish a Plan for Reconstitution

Before		During	After
Prevention	Preparedness	Response	Recovery
Business Services (payroll, purchasing)			
● Business Office Staff	● Business Office Staff	● Business Office Staff	● Business Office Staff
Human Resources			
● Business Office Staff	● Business Office Staff	● Business Office Staff	● Business Office Staff
Communications			
● PIO	● PIO	● PIO	● PIO
Technology Support (hardware, systems)			
● Tech Coordinator	● Tech Coordinator	● Tech Coordinator	● ESU13
Facility Maintenance			
● Custodians	● Custodians	● Custodians	● Custodians
Building Safety & Security			
● Principals	● Principals	● Safety Officer	● Safety Officer
Safety & Well Being of Students			
● Principals	● Principals	● PFA Team	● PFA Team

Continuity of Learning			
● Superintendent	● Superintendent	● Principals	● Principals
Restoration of School Operations			
● Superintendent	● Superintendent	● All Staff	● All Staff

Appendix M2
COOP Form (Fillable)

Continuity of Operations Plan			
Goals: 1) 2) 3)			
Objectives: 1.1 1.2 1.3 2.1 2.2 2.3 3.1 3.2 3.3			
Before		During	After
Prevention	Preparedness	Response	Recovery
Business Services (payroll, purchasing)			
●	●	●	●
Human Resources			
●	●	●	●
Communications			
●	●	●	●
Technology Support (hardware, systems)			
●	●	●	●
Facility Maintenance			
●	●	●	●
Building Safety & Security			
●	●	●	●
Safety & Well Being of Students			
●	●	●	●
Continuity of Learning			
●	●	●	●
Restoration of School Operations			
●	●	●	●

Appendix N1
Threats/Hazards List

Protocols enacted	Threat/Hazard Examples	
	• Explosions • Extreme Temperatures • Social Media Attack • Neighborhood Fire • Wind chill • Avalanches • Pipe Line breaks • Gas/Water breaks • Nuclear Power Plant • Nuclear Explosions • Snow storms • Planned warrant service in area • Political demonstration • Unknown or unauthorized person on grounds	• I.C.E. raids • Gangs • Sex Offender • Kidnapping • Behavioral crisis • Human trafficking • Hostage situation • Domestic violence • Racial matter • Civil unrest/Riot • Fight/assault • Dangerous animal on grounds • Terroristic threat • Thunder/lightning • Criminal activity in area
	• Gangs • Terroristic threats • Behavioral crisis • Pipeline breaks • Gas/water breaks • Homicide • Active killer • Intruder • Mass attack in crowded places in close proximity • Explosions	• Polling/voting places • Parent/custodial issues • Domestic violence • Fight/assault • Bioterrorism • Social media attack • Hostage situation • Riot • Racial matter • Concealed weapons
	• Bomb threat • Earthquake • Tsunamis • Floods • Flood debris flow • Explosion • Dam break	• Snow storms • Nuclear Power Plant • Nuclear explosion • Pipeline break • Gas/water breaks • Hostage situation • Terroristic threat • Chemical spills
	• Hurricanes • Earthquakes • Chemical spills • Nuclear Power Plant	• Nuclear explosion • Tornados • Severe weather
	• Auto/bus crashes • Missing students • Suicide (building or grounds) • Drug dog • Medical emergency • Fight/assault	• Suicide/Drowning • Student/staff death • Domestic violence • Pandemic • Epidemic

Appendix N2

Appendix N3
Risk Assessment Worksheet

Threat/Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
Social Media Attack	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
Utility Line Break	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
Behavior Crisis	4) Highly likely 3) Likely 2) Possible 1) Unlikely	) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
Domestic Violence	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
Fight/Assault	4) Highly likely 3) Likely 2) Possible 1) Unlikely	) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
Terroristic Threats	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
Severe Weather	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
Criminal Activity in Area	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
Unknown or unauthorized person on grounds	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
Parental/Custodial Issues	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
Chemical Spills/Hazmat Incident	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low

Appendix N2
Risk Assessment Worksheet

Threat/Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
Medical Emergency	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Cat 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▫ High ▫ Medium ▫ Low

Appendix N3
Examples of Threats/Hazards in SRP Areas

Secure

Potential Hazards/Threats (outside)			
Explosions	Extreme Heat	Social Media Attack	Neighborhood Fire
Wind Chill	Avalanches	Pipe Line Breaks	Gas/Water Breaks
Nuclear Power Plant	Nuclear Explosions	Snow Storms	I.C.E. Raids
Gangs	Sex Offender	Kidnapping	Behavioral Crisis
Human Trafficking	Hostage Situation	Domestic Violence	Racial Matter
Civil Unrest	Fight/Assault	Riot	Terroristic Threat
Planned warrant service in the area	Mass Attacks in Crowded or Public Places - Distant Proximity	Unknown or unauthorized person on grounds	Dangerous Animal on grounds
Political Demonstration	Thunderstorm/ Lightning	Criminal Activity in Area	Bioterrorism

- Secure the perimeter
- Lock outside doors
- Everyone inside the building
- Emergency contact list parents/guardians
- Develop EOP Plan prior
- Accountability of students/staff
- Assignment of staff at exterior doors
- Educate parents on secure protocols
- Educate students/staff on secure protocols
- Disseminate parent letter
- Public Information disseminated
- Notify staff/students
- Assignments made for notification coverage
- Door signs removed from exterior doors
- PIO update the all clear
- Scripted announcement modified to situations
- Modify routines according to time of situation (i.e., dismissal, lunch, end of day)
- Open campus return needs to be supervised at one door
- Ensure alignment with LEOP
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- Drill Practice
- List of students ready
- Have ‘go bags’ ready
- Identify perimeter access points
- Ensure exterior doors lock
- Review security procedures frequently
- Copy & Laminate signage
- Display Signage on entrance/exit doors
- Create annual schedule of teaching protocols for parents Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Announcement of end of threat
- Checking in with staff/students who may have been affected
- Watch for students/staff signs & symptoms of distress
- Determine if further action is needed
- Educate students return from lunch, non-exit out of building protocol if in secure
- First Aid Kit
- Ensure medicine, food, etc. for medical purposes available
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Lockdown

Potential Hazards/Threats (inside)			
Gangs	Behavioral Crisis	Terroristic Threat	Pipe Line Breaks
Gas/Water Breaks	Homicide	Active Killer	Intruder
Mass Attacks in Crowded or Public Places - Close Proximity	Polling/Voting Places	Parental Custodial Issue	Domestic Violence
Fight/Assault	Bioterrorism	Explosions	Social Media Attack
Hostage Situation	Riot	Racial Matter	Concealed Weapon

- Develop EOP Plan prior
- Accountability of students/staff
- Educate parents on lockdown protocols
- Educate students/staff on lockdown protocols
- Disseminate parent letter
- Public Information disseminated
- Notify staff/students
- Assignments made for notification coverage
- Administrator or law enforcement officer unlock each classroom door for the all clear
- Scripted announcement modified to situations
- Modify routines according to time of situation (i.e., dismissal, lunch, end of day)
- Collaborating with community partners
- Testing alarm and intercom systems
- Establish strong visitor protocols
- Educate all staff/students on visitor protocols
- Exercise possible situations
- Educate substitutes on protocols
- Practice and test “out of sight”
- Buses available for evacuation
- Reunification sites identified
- Reunification drilled and exercised
- Set up the reunification site and process (PFA support, interview, notification rooms)
- Establish media location
- Establish Incident Command
- Identify school representative to serve on ESU level SRM Team
- Call 911 - regardless
- First Aid Kit
- Recovery - work under ICS Structure
- Evacuation sites identified
-

- Drill Practice(Muscle memory)
- List of students ready
- Have ‘go bags’ ready
- Review security procedures frequently
- Copy & Laminate signage
- Display Signage in prominent places
- Create annual schedule of teaching protocols for parents
- Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Checking in with staff/students who may have been affected
- Watch for students/staff signs & symptoms of distress
- Threat assessment team and process in place
- Threat management process in place
- Office Personnel attend Secretaries Safety Training
- Doors/windows numbered (interior & exterior)
- Ensure all classroom door locks in working condition (from inside if possible)
- Evacuation sites tested for functionality
- ROK KIT prepared and ready to go
- Third party identified to answer student call when self evacuating
- Third party trained how to answer call
- Assign personnel to, set and mark perimeter at school
- Assign personnel to, set and mark perimeter at reunification site
- Ensure medicine, food, etc. for medical purposes available
- Ensure alignment with LEOP

Evacuate

Potential Hazards/Threats			
Bomb Threat	Earthquake	Tsunamis	Floods
Explosions (inside)	Flood Debris Flow	Dam Break	Snow Storms
Nuclear Power Plant	Nuclear Explosions	Pipe Line Breaks	Gas/Water Breaks
Hostage Situation	Terroristic Threat	Wildfires	Chemical Spills

- Everyone outside the building
- Emergency contact list parents/guardians
- Develop EOP Plan prior
- Accountability of students/staff
- Educate parents on evacuate protocols
- Educate students/staff on evacuate protocols
- Disseminate parent letter
- Notify staff/students
- Assignments made for notification coverage
- PIO notification
- Scripted announcement modified to situations
- Notification from an entity about a pending community hazard off school property
- Identify Evacuation Site - backup site identified
- Ensure accessibility at all times to evacuation site
- Assigned staff for safe street crossing
- Call 911 - regardless
- Reunification with parents following SRM
- If deemed all clear, school resumes and student movement back to building
- First Aid Kit
- Threat Assessment team assess validity and credibility of Bomb/Terroristic Threat
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- Drill Practice
- List of students ready
- Have ‘go bags’ ready
- Review security procedures frequently
- Copy & Laminate signage
- Display SRP Posters around building
- Create annual schedule of teaching protocols for parents
- Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Checking in with staff/students who may have been affected
- Watch for students/staff signs & symptoms of distress
- Determine if further action is needed
- Procedures for early dismissal due to evacuate situation
- Ensure medicine, food, etc. for medical purposes available
- Transportation plan
- Supervision of student movement to location (backup plan if teacher/staff incapacitated)
- PIO notification regarding next school day
- Ensure alignment with LEOP
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Shelter

Potential Hazards/Threats			
Hurricanes	Earthquake	Chemical Spills	Nuclear Power Plant
Nuclear Explosions	Tornados	Severe Weather	

- Everyone inside the building
- Emergency contact list parents/guardians
- Develop EOP Plan prior
- Accountability of students/staff
- Assignment of staff at exterior doors
- Educate parents on Shelter protocols
- Educate students/staff on Shelter protocols
- Disseminate parent letter
- Public Information disseminated
- Notify staff/students
- Assignments made for notification coverage
- PIO update the all clear
- Scripted announcement modified to situations
- Modify routines according to time of situation (i.e., dismissal, lunch, end of day)
- Check local weather conditions on a regular basis
- Have protocols developed for when school is weather watch/warnings
- Regularly clean Shelter area
- Determine needs of special ed/physically challenged
- Call 911 - to inform of Sheltering
- Access to weather alert radio
- If feasible, hand held radios
- Recovery - work under ICS Structure
- Identify students that need immediate physical/emotional support
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- Practice
- List of students ready
- Have ‘go bags’ ready
- Ensure exterior doors lock
- Review security procedures frequently
- Copy & Laminate signage
- Display Signage on areas of shelter
- Create annual schedule of teaching protocols for parents
- Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Announcement of end of threat
- Watch for students/staff signs & symptoms of distress
- Determine if further action is needed
- Educate students return from lunch, non-exit out of building protocol if in Shelter
- Ensure alignment with LEOP
- All Shelter locations identified, appropriate for Hazard type
- Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water)
- Food and snacks
- HVAC system turned off for chemical spill
- Ensure medicine, food, etc. for medical purposes available in Shelter
- Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit, Weather Alert Radio)
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Incidental

Potential Hazard/Threat			
Suicide (in building/on grounds)	Drug Dog	Medical Emergency	Fight/Assault
Domestic Violence	Pandemic	Epidemic	

● Emergency contact list parents/guardians ● Develop EOP Plan prior ● Accountability of students/staff ● Assignment of staff at exterior doors ● Educate parents on protocols ● Educate students/staff on protocols ● Disseminate parent letter ● Public Information disseminated ● Notify staff/students ● Scripted announcement modified to situations ● Educate students about seatbelts ● Educate students about texting and driving ● Educate students about defensive driving ● Align memorials with PFA ● Contact suicide partners (i.e., LOSS teams) ● Follow ICS Structure for Auto/Bus Crashes ● Identify support rooms for PFA team ● ● ● ● ● ● ● ●	● Review security procedures frequently ● Checking in with staff/students who may have been affected ● Watch for students/staff signs & symptoms of distress ● Determine if further action is needed ● Ensure alignment with LEOP ● First Aid Kit ● Suicide Prevention Training ● Practice protocols for bus safety ● Bus evacuation drills ● Team has been trained in PFA ● Support team has PFA process in place ● Contact ESU for PFA assistance ● Good Supervision of all students in all settings ● Follow through with Bully/Cyberbullying reports ● ● ● ● ● ● ●

HOLD

Situation			
Auto/Bus Crashes	Suicide	Drowning	Staff/Student Death
Missing Student			

- Develop EOP Plan prior
- Accountability of students/staff
- Educate parents on HOLD protocols
- Educate students/staff on HOLD protocols
- Disseminate parent letter
- Public Information disseminated
- Notify staff/students
- Assignments made for notification coverage
- PIO update the all clear
- Scripted announcement modified to situations
- Modify routines according to time of situation (i.e., dismissal, lunch, end of day)
- Open campus return needs to be supervised at one door
- Exterior/Interior Doors and Windows numbered
- Call 911
- Move affected students away from line of sight of the incident
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- Drill Practice
- Identify perimeter access points
- Ensure exterior doors lock
- Review security procedures frequently
- Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Announcement of end of threat
- Checking in with staff/students who may have been affected
- Watch for students/staff signs & symptoms of distress
- Determine if further action is needed
- Educate students return from lunch, non-exit out of building protocol if in HOLD
- Ensure alignment with LEOP
- First Aid Kit
- Ensure medicine, food, etc. for medical purposes available
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Appendix N4
Samples of Goals/Objectives and Action Plan

Hazard: Tornado

Goal:
1) (BEFORE) Lessen effects of a tornado by strengthening/securing building(s) and property to prevent loss or injury to life.
1) (DURING) Protect life and property from damage by the tornado.
2) (AFTER) Provide necessary medical attention to those in need.

Objectives:
1.1 Conduct shelter/tornado training and drills.
1.2 Identify location for shelter.
1.3 Ensure shelter location(s) are structurally sound.

2.1 Shelter all persons in the designated areas of the building.
2.2 Ensure building structure is secure without unsecure objects
2.3 Account for all persons and their safety.

3.1 Assess all persons' safety.
3.2 Call EMS to respond.
3.3 Immediately begin to provide first aid. (medical/PFA)
3.4 Evacuate from building.

Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
● Develop EOP Plan prior	●	● Notify staff/students	● Recovery - work under ICS Structure ● Announcement of end of threat ● Determine if further action is needed
Public Information Officer			
● Public Information disseminated	● Public Information disseminated ● Disseminate parent letter	● Public Information disseminated ● Scripted announcement modified to situations	● Public Information disseminated ● PIO update the all clear
Liaison Officer			
●	● Ensure alignment with LEOP	● Call 911 - to inform of Sheltering	●
Safety Officer			
● Ensure building are structurally sound ● Ensure exterior doors	● Check local weather conditions on a regular basis ● Access to weather alert	● Everyone inside the building ●	● ●

lock	radio ● Ensure alignment with LEOP		
Operations			
●	● Assignments made for notification coverage ● Assignment of staff at exterior doors	● Modify routines according to time of situation (i.e., dismissal, lunch, end of day)	● Identify students that need immediate physical/emotional support ● Watch for students/staff signs & symptoms of distress
Planning			
● Develop EOP Plan prior	● Have protocols developed for when school is weather watch/warnings ● Determine needs of special ed/physically challenged ● Review security procedures frequently ● Copy & Laminate signage ● Display Signage on areas of shelter ● Create annual schedule of teaching protocols for parents ● Create annual schedule of teaching protocols for staff/students ● Create annual schedule for drilling ● Educate students return from lunch, non-exit out of building protocol if in Shelter ● Trainings/Drills are conducted ● Educate students/staff on Shelter protocols ● Create annual schedule of teaching protocols for parents ● Create annual schedule of teaching protocols for staff/students ● Educate parents on Shelter protocols	●	●
Logistics			
●	● Regularly clean Shelter area ● If feasible, hand held radios ● Display Signage on areas of shelter	●	●

	● All Shelter locations identified, appropriate for type of hazard ● Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water) ● Food and snacks ● Ensure medicine, food, etc. for medical purposes available in Shelter ● Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit, Weather Alert Radio)		
Finance/Administration			
●	● List of students ready ● Emergency contact list parents/guardians	● Accountability of students/staff	● Accountability of students/staff

Appendix N5
Goals/Objectives and Action Plan (Fillable)

Hazard: Tornado/Severe Weather/Flood/Winter Weather			
Goal: (BEFORE) Lessen effects of a tornado by strengthening/securing building(s) and property to prevent loss or injury to life. 1) (DURING) Protect life and property from damage by the tornado. 2) (AFTER) Provide necessary medical attention to those in need.			
Objectives: 1.1 Conduct shelter/tornado training and drills. 1.2 Identify location for shelter. 1.3 Ensure shelter location(s) are structurally sound. 2.1 Shelter all persons in the designated areas of the building. 2.2 Ensure building structure is secure without unsecure objects 2.3 Account for all persons and their safety. 3.1 Assess all persons' safety. 3.2 Call EMS to respond. 3.3 Immediately begin to provide first aid. (medical/PFA) 3.4 Evacuate from building.			
Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
● Develop EOP Plan prior	●	● Notify staff/students	● Recovery - work under ICS Structure ● Announcement of end of threat ● Determine if further action is needed
Public Information Officer			
● Public Information disseminated	● Public Information disseminated ● Disseminate parent letter	● Public Information disseminated ● Scripted announcement modified to situations	● Public Information disseminated ● PIO update the all clear
Liaison Officer			
●	● Ensure alignment with LEOP	● Call 911 - to inform of	●

		Sheltering	
Safety Officer			
● Ensure building are structurally sound ● Ensure exterior doors lock	● Check local weather conditions on a regular basis ● Access to weather alert radio ● Ensure alignment with LEOP	● Everyone inside the building ●	● ●
Operations			
●	● Assignments made for notification coverage ● Assignment of staff at exterior doors	● Modify routines according to time of situation (i.e., dismissal, lunch, end of day)	● Identify students that need immediate physical/emotional support ● Watch for students/staff signs & symptoms of distress
Planning			
● Develop EOP Plan prior	● Have protocols developed for when school is weather watch/warnings ● Determine needs of special ed/physically challenged ● Review security procedures frequently ● Copy & Laminate signage ● Display Signage on areas of shelter ● Create annual schedule of teaching protocols for parents ● Create annual schedule of teaching protocols for staff/students ● Create annual schedule for drilling ● Educate students return from lunch, non-exit out of building protocol if in Shelter ● Trainings/Drills are conducted ● Educate students/staff on Shelter protocols ● Create annual schedule of teaching protocols for parents ● Create annual schedule of teaching protocols for staff/students ● Educate parents on Shelter protocols	●	●

Logistics			
●	● Regularly clean Shelter area ● If feasible, hand held radios ● Display Signage on areas of shelter ● All Shelter locations identified, appropriate for type of hazard ● Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water) ● Food and snacks ● Ensure medicine, food, etc. for medical purposes available in Shelter ● Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit, Weather Alert Radio)	●	●
Finance/Administration			
●	● List of students ready ● Emergency contact list parents/guardians	● Accountability of students/staff	● Accountability of students/staff

Incidental - Suicide

Goal:
1) (BEFORE) Prevent a suicide from occuring. (especially on school grounds)
2) (DURING) Protect all persons and loss of life.
3) (AFTER) Provide medical and psychological support to staff/students.

Objectives:
1.1 Provide comprehensive multi-level suicide prevention training to staff/students.
1.2 Make available a report line to share concerns of reference suicidal staff/students.
1.3 Develop strong relationships with all students/staff.

2.1 Secure all persons in the building.
2.2 Account for all persons.
2.3 Call law enforcement/EMS.

3.1 Provide first aid to those in need.
3.2 Provide PFA to those in need.

Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			

● Develop EOP Plan prior ● Comprehensive Supervision of all staff/students in all settings		● Align memorials with PFA ● Notify staff/students	● Align memorials with PFA ● Recovery - work under ICS Structure ● Announcement of end of threat ● Determine if further action is needed
Public Information Officer			
● Public Information disseminated	● Scripted announcement ready to be modified ● Public Information disseminated ● Disseminate parent letter	● Public Information disseminated ● Scripted announcement modified to situations	● Scripted announcement modified to situations ● Public Information disseminated ● PIO update the all clear
Liaison Officer			
●	● Ensure alignment with LEOP	● Contact ESU for PFA assistance ● Call 911 - to inform of Sheltering	● Contact ESU for PFA assistance ● Contact suicide partners (i.e., LOSS teams)
Safety Officer			
● Ensure buildings are structurally sound ● Ensure exterior doors lock	● Ensure alignment with LEOP	● Everyone inside the building	● Follow through with Bully/Cyberbullying reports
Operations			
●	● Assignment of staff at exterior doors ● Identify PFA support rooms for PFA team ● Assignments made for notification coverage	● Align memorials with PFA ● Modify routines according to time of situation (i.e., dismissal, lunch, end of day)	● Checking in with staff/students who may have been affected ● Watch for students/staff signs & symptoms of distress ● Identify students that need immediate physical/emotional support
Planning			
● Develop EOP Plan prior	● Suicide Prevention Training ● Team has been trained in PFA ● Support team has PFA process in place ● Review security procedures frequently ● Educate students/staff on Suicide prevention	●	●
Logistics			

●	● Ensure medicine, food, etc. for PFA support rooms	●	●
Finance/Administration			
●	● Emergency contact list parents/guardians	● Accountability of students/staff	● Accountability of students/staff

Secure: Chemical or Hazardous Material (in Community)

Goal:
1) (BEFORE) To be as prepared as possible to respond to a chemical or hazardous materials spill.
2) (DURING) Protect all persons from injury or harm.
3) (AFTER) Determine the safety and quality of air/surroundings.

Objectives:
1.1 Be prepared and have knowledge of what possible chemicals are in your community.
1.2 To identify locations to shelter during a chemical spill.
1.3 To have all necessary materials/supplies for room sealing.
1.4 Ensure HVAC shut offs are in working condition.
1.5 Provide training to staff and students how to shelter and seal an identified location.

2.1 Notify and ensure all persons to shelter because of chemical spill.
2.2 Account for all staff and students.
2.3 All locations with people are sealed.
2.4 Administer first aid.

3.1 Connect with local fire/rescue for assistance to determine next steps.
3.2 Prepare to evacuate or return to a learning environment.

Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
● Develop EOP Plan prior	●	● Notify staff/students	● Recovery - work under ICS Structure ● Announcement of end of threat ● Determine if further action is needed
Public Information Officer			
● Public Information disseminated	● Scripted announcement ready to be modified ● Public Information disseminated ● Disseminate parent letter	● Disseminate parent letter ● Public Information Disseminated ● Scripted announcement modified to situations	● Announcement of end of threat ● Disseminate parent letter ● Public Information disseminated ● PIO update the all clear ●
Liaison Officer			

●	● Ensure alignment with LEOP ●	● Call 911	●
Safety Officer			
● Review security procedures frequently ● Ensure building are structurally sound ● Ensure exterior doors lock	● Check local weather conditions on a regular basis ● Access to weather alert radio ● Ensure alignment with LEOP ● Identify perimeter access points	● Everyone inside the building	●
Operations			
●	● Assignments made for notification coverage ● Assignment of staff at exterior doors	● Lock outside doors ● Secure the perimeter ● Modify routines according to time of situation (i.e., dismissal, lunch, end of day) ● HVAC system turned off for chemical spill ● Checking in with staff/students who may have been affected	● Identify students that need immediate physical/emotional support ● Watch for students/staff signs & symptoms of distress ● Checking in with staff/students who may have been affected
Planning			
● Develop EOP Plan prior	● Educate parents on secure protocols ● Educate students/staff on secure protocols ● Create annual schedule of teaching protocols for parents ● Create annual schedule of teaching protocols for staff/students ● Create annual schedule for drilling ● Determine needs of special ed/physically challenged ● Review security procedures frequently ● Copy & Laminate signage ● Display Signage on areas of shelter ● Educate students return	●	●

	from lunch, non-exit out of building protocol ● Trainings/Drills are conducted		
Logistics			
●	● Regularly clean Shelter area ● If feasible, hand held radios ● Display Signage on areas of shelter ● All Shelter locations identified, appropriate for type of hazard ● Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water) ● Food and snacks ● Ensure medicine, food, etc. for medical purposes available in Shelter ● Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit, Weather Alert Radio) ● Have 'go bags' ready	●	●
Finance/Administration			
●	● List of students ready ● Emergency contact list parents/guardians	● Accountability of students/staff	● Accountability of students/staff

Lockdown - Intruder in building
Goal: 1) (BEFORE) Prevent an intruder on school grounds. 2) (DURING) Protect all persons from injury or loss of life. 3) (AFTER) Provide necessary medical/PFA attention to those in need
Objectives: 1.1 Security measures in place. 1.2 Provide SRP training to all staff and students at least twice a year.

2.1 Implement lockdown: locks, lights, out of sight.
2.2 Account for all persons.
2.3 Call 911 for law enforcement and EMS to respond.
2.4 Begin first aid and PFA where feasible.

3.1 Continue first aid and PFA.

Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
● Develop EOP Plan prior ● Threat *management* process in place	● Threat *assessment* team and process in place	● Establish Incident Command ● Not opening classrooms w/o law enforcement ● Notify staff/students	● Administrator or law enforcement officer unlock each classroom door for the all clear ● Recovery - work under ICS Structure ● Announcement of end of threat ● Determine if further action is needed
Public Information Officer			
● Public Information disseminated	● Public information disseminated ● Disseminate parent letter	● Public Information disseminated ● Scripted announcement modified to situations	● Public Information disseminated ● PIO update the all clear
Liaison Officer			
●	● Ensure alignment with LEOP ● Collaborating with community partners	● Call 911 ● Ensure alignment with LEOP ● Communication with EMS and Law Enforcement	● Ensure alignment with LEOP
Safety Officer			
● Ensure building are structurally sound ● Ensure exterior doors lock ● Review security procedures frequently	● Ensure alignment with LEOP	● Everyone inside the building ● Protect crime scene ● “Don’t touch anything	●
Operations			
●	● Assignments made for notification coverage ● Assignment of staff at exterior doors ● Testing alarm and	● Modify routines according to time of situation (i.e., dismissal, lunch, end of day) ● Assign personnel to, set	● Identify students that need immediate physical/emotional support ● Watch for students/staff signs & symptoms of

	intercom systems ● Buses available for evacuation ● Evacuation sites tested for functionality ● If feasible, hand held radios	and mark perimeter at school ● Assign personnel to, set and mark perimeter at reunification site	distress ● Render First aid ● Assign personnel to, set and mark perimeter at school ● Assign personnel to, set and mark perimeter at reunification site
Planning			
● Develop EOP Plan prior ● Office Personnel attend Secretaries Safety Training	● Establish media location ● Evacuation sites identified ● Third party identified to answer student call when self evacuating ● Third party trained how to answer call ● Determine needs of special ed/physically challenged ● Copy & Laminate signage ● Display Signage on areas of shelter ● Create annual schedule of teaching protocols for parents ● Create annual schedule of teaching protocols for staff/students ● Create annual schedule for drilling ● Educate students return from lunch, non-exit out of building protocol ● Trainings/Drills are conducted ● Educate students/staff on protocols ● Educate parents on protocols ● Establish strong visitor protocols ● Educate all staff/students on visitor protocols ● Exercise possible situations ● Educate substitutes on protocols ● Practice and test “out of sight”	●	●

	● Reunification sites identified ● Reunification drilled and exercised ● Set up the reunification site and process (PFA support, interview, notification rooms)		
Logistics			
●	● Doors/windows numbered (interior & exterior) ● Have 'go bags' ready ● ROK KIT prepared and ready ● Ensure medicine, food, etc. for medical purposes available in Shelter ● Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit) ● If feasible, hand held radios	●	●
Finance/Administration			
●	● List of students ready ● Emergency contact list parents/guardians	● Accountability of students/staff	● Accountability of students/staff

Evacuate - Fire
Goal: 1) (BEFORE) Prevent a fire from occurring on school grounds. 2) (DURING) Protect Students/Staff from injury or loss of life. 3) (AFTER) Provide necessary medical attention to those in need.
Objectives: 1.1 Provide fire prevention training to all students and staff especially those who use combustible materials or equipment. 1.2 Store combustible materials in fire safe containers or rooms. 2.1 Evacuate everyone leaves the building immediately in an orderly and safe manner. 2.2 Account for all persons. 3.1 Notify 911 and EMS. 3.2 Immediately begin first aid.

Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
● Develop EOP Plan prior	●	● Notify staff/students	● Recovery - work under ICS Structure ● Announcement of end of threat ● Determine if further action is needed
Public Information Officer			
●	● Scripted announcement to be modified for situations ● Disseminate SRP parent letter ● Public Information disseminated	● Disseminate parent letter ● Public Information disseminated ● Scripted announcement modified to situations	● Disseminate parent letter ● Public Information disseminated ● PIO update the all clear ● PIO notification regarding next school day
Liaison Officer			
●	● Ensure alignment with LEOP	● Call 911 - regardless pacitated)	●
Safety Officer			
● Ensure buildings are structurally sound ● Ensure exterior doors lock	● Supervision of student movement to location (backup plan if teacher/staff incapacitated) ● Review security procedures frequently	● Everyone outside the building ● Supervision of student movement to location (backup plan if teacher/staff incapacitated ● Ensure accessibility at all times to evacuation site	● Supervision of student movement to location (backup plan if teacher/staff incapacitated) ● Ensure accessibility at all times to evacuation site
Operations			
● Ensure buildings are structurally sound ● Ensure exterior doors lock	● Reunification with parents following SRM ● Assignments made for notification coverage ● Assignment of staff at	● Reunification with parents following SRM ● Display SRP Signs on building doors ● Modify routines	● Reunification with parents following SRM ● Assigned staff for safe street crossing ● Identify students that need

	exterior doors ● Assigned staff for safe street crossing ● Ensure accessibility at all times to evacuation site	according to time of situation (i.e., dismissal, lunch, end of day) ● Assigned staff for safe street crossing	immediate physical/emotional support ● Watch for students/staff signs & symptoms of distress ● Carry out procedures for early dismissal due to evacuate situation
Planning			
● Display SRP Posters around building	● Identify Evacuation Site - backup site identified ● Determine procedures for early dismissal due to evacuate situation ● Determine needs of special ed/physically challenged ● Copy & Laminate signage ● Display SRP Posters around building ● Create annual schedule of teaching evacuate protocols for parents ● Create annual schedule of teaching evacuate protocols for staff/students ● Create annual schedule for drilling ● Educate students return from lunch, non-exit out of building protocol if in Evacuation ● Trainings/Drills are conducted ● Educate students/staff on Evacuation protocols ● All Evacuation locations identified, appropriate for type of hazard type	●	●
Logistics			
● Develop a Transportation plan	● Transportation plan ● If feasible, hand held radios ● Appropriate supplies (i.e., bottled water) ● Have 'to go' bags ready ● Food and snacks ● Ensure medicine, food, etc, for medical purposes	● Transportation plan	● Transportation plan

	available ● Coordinate supplies in Evacuate (alternative supplies - flashlights, First Aid Kit, bottled water)		
Finance/Administration			
●	● List of students ready ● Emergency contact list parents/guardians	● Accountability of students/staff	● Accountability of students/staff

Type of Hazard/Threat: Pandemic/Illness			
Goal: 1) 2) 3)			
Objectives: 1.1 1.2 1.3 2.1 2.2 2.3 3.1 3.2 3.3			
Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
●	●	●	●
Public Information Officer			
●	●	●	●
Liaison Officer			
●	●	●	●
Safety Officer			
●	●	●	●
Operations			
●	●	●	●
Planning			

●	●	●	●
Logistics			
●	●	●	●
Finance/Administration			
●	●	●	●

Type of Hazard/Threat: Social Media Attack			
Goal: 4) 5) 6)			
Objectives: 1.1 1.2 1.3 2.1 2.2 2.3 3.1 3.2 3.3			
Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
●	●	●	●
Public Information Officer			
●	●	●	●
Liaison Officer			
●	●	●	●
Safety Officer			
●	●	●	●
Operations			
●	●	●	●
Planning			
●	●	●	●
Logistics			

●	●	●	●
Finance/Administration			
●	●	●	●

Type of Hazard/Threat: Accident/Fatality/Bus Accident

Goal:
1) (BEFORE) School Crisis Team in place
2) (DURING) Notification, take a minute to process before moving forward.
3) (AFTER) Providing necessary condolences to those in need. Review how the situation was handled.

Objectives:
1.1 Reach out to community resources
1.2 Plan to notify staff and student set in place
1.3 Create a template of a statement to be shared with staff and students.

2.1 Crisis Team meets to create the statement that will be used to communicate to staff and students
2.2 Crisis Team creates a plan on how to handle the current situation
2.3 Statements are released to the staff and students
2.4 Have counselors available on site

3.1 Get information out about viewing and funeral
3.2 Post catastrophe feedback session done by Crisis Team
3.3 Reach out to the family on behalf of the school

Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
● Develop an EOP prior	●	● Notify staff/students ● Align memorials with PFA	● Determine if further action is needed ● Align memorials with PFA
Public Information Officer			
● Information disseminated	● Scripted announcement ready to be modified ● Disseminate parent letter ● Public information disseminated	● Public Information disseminated ● Scripted announcement modified to situations	● Public information disseminated ● Scripted announcement modified to situations
Liaison Officer			
●	● Ensure alignment with LEOP	● Contact ESU for PFA assistance	● Contact ESU for PFA assistance ● Contact other partners to assist with counseling
Safety Officer			
●	●	●	●

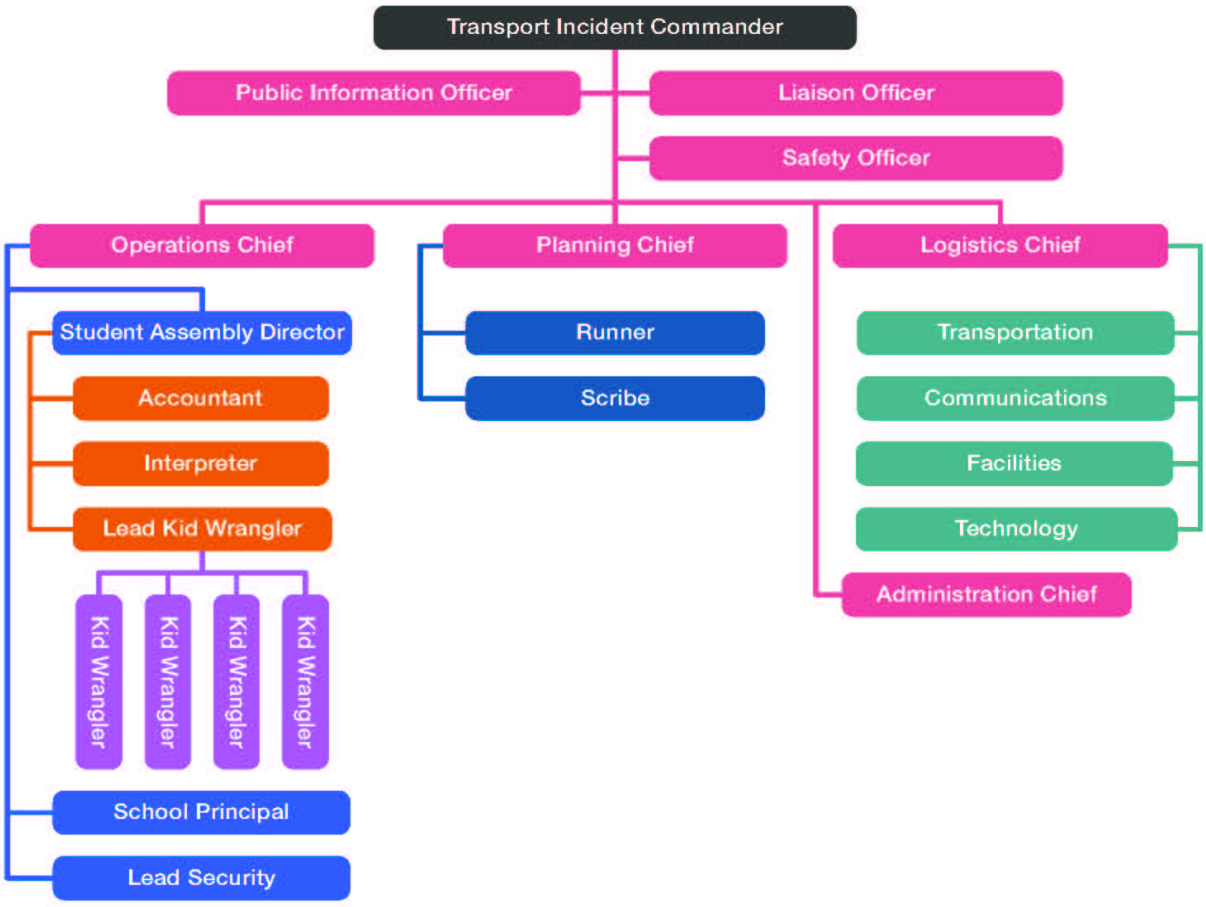
Operations			
●	● Identify PFA support rooms for PFA team ● Assignments made for notification coverage	● Align memorias with PFA ● Modify routines according to time of situation (dismissal, lunch, end of day)	● Checking in with staff/students who may have been affected ● Watch for student/staff signs & symptoms of distress ● Identify students that need immediate physical/emotional support
Planning			
● Develop EOP prior	● Team has been trained in PFA ● Support team has PFA ● Training	●	●
Logistics			
●	● Ensure PFA support rooms have necessary equipment	●	●
Finance/Administration			
●	●	●	●

Sample Offsite Reunification Organization Chart
For Appendix L2



Sample Transport Organization Chart
For Appendix L1

SAMPLE TRANSPORT ORGANIZATION CHART



Board of Education Regular Meeting

Monday, May 10, 2021 7:00 PM

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

Carolyn Applegate:	Present
Joe Applegate:	Present
Kim Burry:	Present
Becky Henkel:	Absent
Kim Kildow:	Present
Donna Stuart:	Present

I. Opening the Meeting

I.A. Call to Order

The regular meeting of Bayard Public Schools Board of Education was called to order by President Kildow at 07:00 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.

Notice of the proposed amendment to the contract with the superintendent was posted on the school website in compliance with the Superintendent Pay Transparency Act.

I.D. Roll Call

The following members were present: Carolyn Applegate, Kim Burry, Kim Kildow, Joe Applegate, and Donna Stuart administrators present: Superintendent Miller, Principals McLaughlin and Rice, and Director Miller.

I.E. Status of Absent Board Members

Motion Passed: Motion to approve absence of board member Becky Henkel passed with a motion by Carolyn Applegate and a second by Kim Burry.
Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Kim Kildow: Yea, Donna Stuart: Yea

II. Approval of Agenda

Motion Passed: Motion to approve the agenda passed with a motion by Kim Burry and a second by Donna Stuart.
Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Kim Kildow: Yea, Donna Stuart: Yea

III. Introduction of Guests

Dr. Miller introduced the following guests: Mrs. Maag, Mrs. Gier, Ms. Pieper, and Bill Ferrero

IV. Public Comments

V. Recognition of Student Achievements

VI. Invited Presentations and Discussions with Presenters

VI.A. Presentation and Review of the 21st Century Community Learning Center (Pathfinders Program) with Mrs. Kristin Maag

Mrs. Maag explained that next year they are going to have to work really hard to get 105 regular attendees however the attendance goal will be waived this year due to Covid. Mrs. Maag shared details of the 1 Year Opportunity Grant and the curriculum that was purchased with it. Mrs. Maag gave an overview of the Summer Program and the field trips students will be going on. Since Pathfinder's will be in its second year grant cycle there will be a site observation next year. Mrs. Maag advised they are always welcoming people who can come and share a talent with the students and so if anyone has interest to please let her know.

VI.B. Strategic Plan Progress Presentation and Discussion

VI.B.1. Presentation and Discussion of the Following Strategies with Mrs. Jenny Gier: Utilize integrated technology to engage and inspire students in an effort to support efficacious instruction and growth of learning. Support advancements in technology for students and staff by evaluating opportunities for technological investments, through the inventory of current resources and infrastructure, and by efficiently managing existing equipment.

Mrs. Gier gave an update on the following strategy: Utilize integrated technology to engage and inspire students in an effort to support efficacious instruction and growth of learning. Mrs. Gier advised survey was sent to students and teachers asking what they need. Mrs. Gier is managing twice as many devices than she was last year and will be getting rid of obsolete equipment. Mrs. Gier plans on having professional development in the fall with Kami and Securly. The high school students seem to like the new chromebooks and they are easier to manage. The number of printing paper has been reduced drastically, however, there are some things that are still better with paper.

VII. Board Committee Reports and Recommendations

VIII. Action Items

VIII.A. Consent Agenda

Motion Passed: Motion to approve the Consent Agenda passed with a motion by Kim Burry and a second by Donna Stuart.
Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Kim Kildow: Yea, Donna Stuart: Yea

VIII.A.1. Minutes of Previous Meeting

VIII.A.2. Bills

VIII.A.3. Board Member Reports

VIII.A.4. Reports and Correspondence Requiring No Action

VIII.A.4.a. General Reports and Financial Reports

VIII.A.4.b. Reports for Information Only

VIII.A.5. Approval of Contracts within Policy Guidelines

VIII.B. Discuss, Consider, and Take All Necessary Action in Regard to Approval of the Employment of Mr. Colton Ehler as Physical Education Teacher for the 2021-2022 School Term

Motion Passed: Motion to approve the employment of Mr. Colton Ehler as a physical education teacher for the 2021-2022 school term passed with a motion by Donna Stuart and a second by Kim Burry.
Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Kim Kildow: Yea, Donna Stuart: Yea

VIII.C. Discuss, Consider, and Take All Necessary Action in Regard to Purchase and Installation of a "Zoom Room" (Distance Education Equipment) at Bayard High School

Motion Passed: Motion to approve the purchase and installation of a "Zoom Room" passed with a motion by Kim Burry and a second by Joe Applegate.
Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Kim Kildow: Yea, Donna Stuart: Yea

VIII.D. Discuss, Consider, and Take All Necessary Action in Regard to Approval of the Classified Staff Handbook, Preschool Handbook, and the Pathfinders Program Handbook

Motion Passed: Motion to approve the Preschool Handbook, the Pathfinders Program Handbook, and the Classified Staff Handbook as amended for the 2021-2022 School Term passed with a motion by Carolyn Applegate and a second by Kim Burry.
Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Kim Kildow: Yea, Donna Stuart: Yea

VIII.E. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Certificated Staff Resignations

No action taken

VIII.F. Discuss, Consider and Take All Necessary Action in Regard to Review and Approval of Extra-Duty Assignments

Motion Passed: Motion to approve the extra-duty assignments as presented passed with a motion by Donna Stuart and a second by Kim Burry.
Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Kim Kildow: Yea, Donna Stuart: Yea

VIII.G. Discuss, Consider, and Take All Necessary Action in Regard to Establishing Compensation of the Superintendent for the 2021-2022 Term.

Motion Passed: Motion to approve a $2,500 increase for the Superintendent for the 2021-2022 term passed with a motion by Kim Burry and a second by Donna Stuart.
Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Kim Kildow: Yea, Donna Stuart: Yea

VIII.H. Discuss, Consider, and Take all Necessary Action in Regard to Adding a Mental Health/Counseling Support Professional Position to School Staffing

Motion Passed: Motion to approve adding a Mental Health/Counseling Support Professional position passed with a motion by Donna Stuart and a second by Joe Applegate.
Votes: Carolyn Applegate: Yea, Joe Applegate: Yea, Kim Burry: Yea, Kim Kildow: Yea, Donna Stuart: Yea

VIII.I. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Certificated Staff for the 2021-2022 School Term

No action taken

IX. Discussion Items

IX.A. Review and Discussion of Policies 1000 through 1401 in the 1000 series.

Dr. Miller discussed policies 1000 through 1401 with the board.

X. Reports

X.A. Principals and District Administrators

Mr. McLaughlin provided his report to the board. Academics: Showcase was a big success on Thursday Evening. Our students were able to showcase their work in several areas including music (kindergarten), Art, PE, and all core subjects. I wanted to thank the kitchen staff for helping with the meal and our teaching staff for the work they did in preparation for the event. Our students are extremely special and we appreciate the work they have done in preparation for this event. NWEA and NSCAS assessments are complete. We have tried to make sure that our students are rewarded for their growth over time. We will begin analyzing the NWEA data to help determine our effectiveness over the past year. If you are interested in learning more about the outcomes of these assessments we will have some pretty concise data figured out shortly, I would be happy to visit about scores and planning for the future. Teaching staff are working diligently on our priority standards and developing what is known as the Year at a Glance, this document will help us hone in on what is most important for our students, and how we plan on verifying student learning. This is no easy task, but if we get it right, then we should have a great model for how best to assess our students to prove they are learning. Leadership: Leader in Me surveys were given to staff, families, and students, this data will give us guidance on what where we are being effective with our programming, and hopefully should guide us on how to get better within that program. Principal evaluation model was recently reviewed by our staff and sent into the state. Title One reviews were completed this month. I had to review another school's plan, and verify that our plan was up to date and in place. Engagement: Scheduling is something that we are working on as the school year winds down. We are planning to utilize our staff in 2nd and 3rd grade similar to how we use our staff in k-1. One teacher will "float" between 2nd and 3rd grade teaching core subjects (Math and Reading) and then working as an intervention specialist during the day to address the needs of the children throughout the rest of the day. Community: Great support for the 5th and 6th grade musical last month. 175 enrolled at Bayard Elementary School down four from last month, some late term moves.

Mrs. Rice provided her report to the board. Academics: All make up tests for NWEA will be completed this week. A big thank you to Mrs. Rafferty and the other teachers for ensuring our students had the opportunity to be successful. Scheduling for next year is completed. Mrs. Rafferty has created our master schedule and is continuing to meet with students to discuss required courses and filling their schedules for next year. We are in the process of finalizing summer school. All students will attend from 9-12 unless other arrangements have been made. Students who appear on the ineligible list will have until 4:30PM the day before an activity to complete missing assignments and bring their grade up to passing. Our policy states that if a student is failing, they are required to stay for Academic Intervention. Following this policy will help prevent students from waiting until the last minute to turn in missing work. Cell phone usage during class has increased over the last few years and teachers have been working on a different procedure to comply with the current cell phone policy. Next year, students will be required to place their phone in their backpack before entering the classroom so that they can focus on their learning and not on the notifications they are receiving. Leadership: Community clean-up is scheduled for Friday, May 14th. Besides cleaning the school grounds, students will also work at the Bayard Museum, the City Library, and work to complete the picnic tables for the city parks. I would like to commend Mrs. Ehler and Mrs. Barker for their work organizing the silent auction to benefit Mr. Salazar. Engagement: 27 students completed the Babysitting clinic hosted by UNL. Students in 5th-8th grade spent the day with UNL staff Sarah Paisley and Katlyn Rosas, and CPR instructor, Kay Anderson. The Student Showcase and Spring music programs were a big success. Thank you to all of the teachers for their part in making this event a success. The Seniors attended County Government Day on April 26th. Mrs. Ferguson is to be commended for preparing our students for a successful day. The staff at the Courthouse were impressed with the behavior and participation of our Seniors. Community: Mr. Rafferty and the FFA Chapter are to be commended for the success of the Greenhouse Open House held on May 7th. Our donors and supporters were complementary of the quality of the plants for sale. Current enrollment is 173 students at the secondary level.

Mr. Miller provided his report to the board. Academics: We have another SFI meeting on May 28, 2021. In this meeting we will continue to discuss closing the gaps in academic instruction with our cohort group, there will also be time for every SFI school to share their experiences and stories. I will begin working with Cindy, Cortney and Jenny to implement the new extensions to Infinite Campus that will allow us to have all of our

academic and athletic information in one location. Bobbie Stuart and I have continued to stay in communication with NDE about the SFI grant reimbursements, we submitted a new financial plan on May 4, 2021. Our 2nd Semester SFI Grant report is due on June 1, 2021. Leadership: Tammy Tillman - Tammy has been a huge success to the Track program this year. She has worked with Cindy and Gerald to help host and run the computer software! Doug Hadden- Please thank Doug Hadden and crew for their leadership and assistance with offering school physicals to our students. This is a priceless service that greatly benefits our student body and their families. Engagement: Field Day - May 10 (K-3), May 11 (4-6) - Bayard Golf Meet- May 11 - We have invited 15 teams to participate in the Bayard Golf Invite tomorrow! District Track - May 13 – Sutherland. District Golf - May 17 – Bridgeport. Summer Camps - The Summer Camp Schedule is starting to fill up, once I have a comprehensive list I will publish the information in one location. 2021-2022 Contracts - All of the officiating contracts for the 2021-2022 school year have been complete. We have also booked the Golf Course for Girls Golf, Boys Golf and XC for the 2021-2022 school year. Community: BCD Track Meet - The event was a huge success! A special thank you to everyone who helped, attended and supported all the events that happened on Friday! School Physicals - we were able to complete 89 school physicals on May 6, 2021. This is a great opportunity for our students and families to have one less thing to worry about.
Mrs. Foreman provided her report to the board. In 1965 Congress first addressed students with disabilities. Grants were made available to assist in initiating and improving programs. In 1970 the Education for Handicap Part B Law was enacted. Students with disabilities were guaranteed a Free Appropriate Public Education (FAPE). Individualized Educational Plans (IEPs) were not required at that time. Beginning in 1975 Districts were required to develop IEPS for each verified student. In 1986, Title 619 Grants became available for verified children aged 3-5. Next, Least Restrictive Environment (LRE) became a requirement. Disabled students were to be educated with their peers. Autism and Traumatic Brain Injury were verifications recognized by the 1990 Amendments. Nationally there was a 397 % increase in children verified from 1965-1990. Today those numbers are even higher and we are educating more students with intense needs in our schools. Regular Education Teacher participation on IEP teams became a requirement in 1997. Before that time only 10% of the disabled students participated in state and district assessments. What began as access to the regular environment now requires student outcomes with their same-aged peers. Currently, the youngest child served is eighteen months and our oldest will graduate from LifeLink. Districts are responsible for verified students ranging from the ages of birth through the school year of when the student turns twenty-one or when the student earns a regular high school diploma. The IEP team determines if the child should continue with a transition program after their senior year of high school. During the 20-21 school year there have been 85 verified students. 13 moved to other school districts and 2 no longer require special education. One will graduate from LifeLink and one will graduate from BHS. There is still one student in the evaluation process. We have 70 students verified at this time. Fortunately, we know more than ever before about students, their disabilities and how they learn best. There is more information available to staff to provide sound educational practices for students. Bayard has a reputation for acceptance and wanting to do what is right for all students. Our Administrators are supportive and understand our responsibility to the families and students. Bayard's dedicated and qualified staff serve as providers that recognize students' interests and abilities, rather than focusing on their disabilities. It truly does take everyone working together to make a difference for our students.

X.B. Superintendent

Dr. Miller provided his report to the board. Teachers are continuing their work on alignment of curricular materials with the Nebraska standards. Our staff members are to be commended for their work this year. Our team has worked hard to keep a focus on opportunities for learning each day. Our staff has demonstrated flexibility, growth, and commitment to students. I am very proud of and deeply appreciative of our team. We have received an update on our request to FEMA/NEMA for reimbursement of funds related the generator project design. The request is being processed and we are likely to be reimbursed in the amount of $22,854. We will be putting the decommissioned school bus we have replaced through the diesel emissions program up for sale on BigIron.com soon, now that we have received the grant rebate from the Nebraska Department of

Environmental Quality. We are scheduled to interview applicants for the school nurse position on May 17th. We received a strong pool of qualified applicants. We are exploring some possibilities for an interim activities director for the 2021-2022 school term. We have received pre-approval for the following ESSER II projects from NDE: Replacement of Windows at Bayard High School, Replacement of the HVAC Unit Servicing the Bayard High School Auditorium, Installation of Telecommunications/Distance Education Equipment, Installation/Expansion of Camera Systems on Campus and on Buses, Purchase of Additional Transportation Vehicles. We will be working to identify opportunities through ESSER III Funding, with guidance likely to be issued in May. 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. NDE has certified our state aid. However, there is the possibility that the Legislature might decertify our state aid, change the formula, and cause NDE to issue a re-certification. Under the current certification, we are scheduled to receive $1,992,532 in state aid for the 2021-2022 school term. Under the current certification we will receive an increase of $18,037 from this year's state aid of $1,974,495. We will again be partnering with the City of Bayard to honor seniors with banners displayed on Main Street. We hope this will be a continued tradition/partnership to honor our seniors each year. I would like to commend our staff for successful student showcase evenings. I would like to commend Dr. Rice on working with the major grantor/donors for the greenhouse and for inviting them to be the first customers at the opening on May 7th. I would like to commend our staff on their solidarity with Mr. Salazar during his ongoing battle with cancer. I would like to commend our students and staff for their efforts during this most unusual school year. I am proud of the work done by everyone to make the best of the school year.

XI. Set Next Meeting Date

Next meeting set for June 14, 2021 at 7:00p.m.

XII. Adjournment

Motion Passed: Motion for adjournment at 9:13p.m. passed with a vote by Donna Stuart and a second by Kim Burry.

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

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Secretary

Bayard Public Schools
6/14/2021
GENERAL FUND

Vendor Name	GL Acct #	Description	Amount
ACTION COMMUNICATIONS	01 2710 610 000 000 0	Radio Installation in New Bus	352.67
	Total		**352.67**
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
	Total		**57.90**
AMPLIFIED IT	01 1100 810 001 001 1	yearly subscription for Gopher for Users	350.00
	Total		**350.00**
APPLE AWARDS INC.	01 2310 610 000 000 0	Retirement bells	251.40
	01 2310 610 000 000 0	shipping/handling	23.13
	Total		**274.53**
BANNER COUNTY SCHOOL	01 1100 382 001 001 1	history american west (5)	750.00
	Total		**750.00**
BAYARD AUTOMOTIVE	01 2610 610 001 001 1	impact sprinkler	89.00
	Total		**89.00**
BAYARD PUBLIC SCHOOLS - ACTIVITY	01 3540 610 002 002 2	snowcones for prek grad	132.00
	Total		**132.00**
BAYARD PUBLIC SCHOOLS - LUNCH	01 1160 610 000 000	may21 staff meals	524.63
	Total		**524.63**
Bayard Tiger Paws	01 2610 626 001 001 1	may 21 fuel	81.14
	01 2610 626 001 001 1	discount	(1.62)
	01 2712 626 000 000 0	may21 sped fuel	267.20
	01 2712 626 000 000 0	discount	(5.34)
	Total		**341.38**
BAYARD TRANSCRIPT	01 2310 540 000 000 0	publications	452.34
	01 2220 640 001 001 1	subscription	20.00
	Total		**472.34**
BENZEL PEST CONTROL	01 1100 110 001 001 1	pest control	221.55
	Total		**221.55**
BLACK HILLS ENERGY	01 2610 621 000 000 0	#267959 heating fuels	184.85
	01 2610 621 001 001 1	#242155 heating fuels	1,657.06
	01 2610 621 000 000 0	#462419 heating fuels	1,080.47
	Total		**2,922.38**
BLICK ART MATERIALS	01 1100 610 001 001 1	ruler acrylic	50.83
	Total		**50.83**
BSN Sports	01 2610 610 001 001 1	floor tape	390.62
	Total		**390.62**
BUREAU OF EDUCATION & RESEARCH	01 6212 330 063 002 2	catching students up-reilly binder ferre	777.00
	Total		**777.00**
Cadwallader, Deb	01 1291 591 003 000 0	may 21 3-5 resource teacher	124.51
	01 1292 591 003 000 0	may 21 3-5 resource teacher	249.03
	Total		**373.54**
CANNON FINANCIAL SERVICES	01 1100 610 001 001 1	copier lease	129.50
	01 1100 610 002 002 2	copier lease	129.50
	01 1100 610 001 001 1	copier rental	206.82
	01 1100 610 002 002 2	copier rental	206.81
	Total		**672.63**
Capital One	01 6968 610 002 002 2	COOKING CLUB	35.71
	Total		**35.71**
CARDMEMBER SERVICE	01 1100 610 001 001 1	13" MacBook 128 GB	799.00
	01 1100 610 001 001 1	Students comic book	172.00
	01 1100 610 001 001 1	Shipping	39.92
	01 1100 610 002 002 2	Party items	25.40
	01 1160 610 000 000	Artic king 2 door 3.2 cub feet chair	226.69
	01 2510 382 000 000 0	1 mo cell phone	37.10
	01 1100 330 001 001 1	Registration for "NETA Academy - Google	199.00
	01 3540 610 002 002 2	pots soil	36.12
	01 1100 610 002 002 2	Sidewalk chalk	29.95
	01 2710 610 000 000 0	bus licensing	16.50
	01 2510 531 000 000 0	postage	211.74
	01 2320 610 000 000 0	postcards filters	588.37
	01 2320 580 000 000 0	nexgen fuel-miller	39.68
	01 2510 810 000 000 0	mailchimp	9.99
	01 2320 810 000 000 0	journal star	9.99
	01 1200 580 003 000 0	mckibbin- fuel meals	75.13
	Total		**2,516.58**
CASECADE SCHOOL SUPPLIES	01 1100 610 001 001 1	index cards pencil marker	6.98
	01 1100 610 002 002 2	clasp envelope hanging file marker clips	53.49

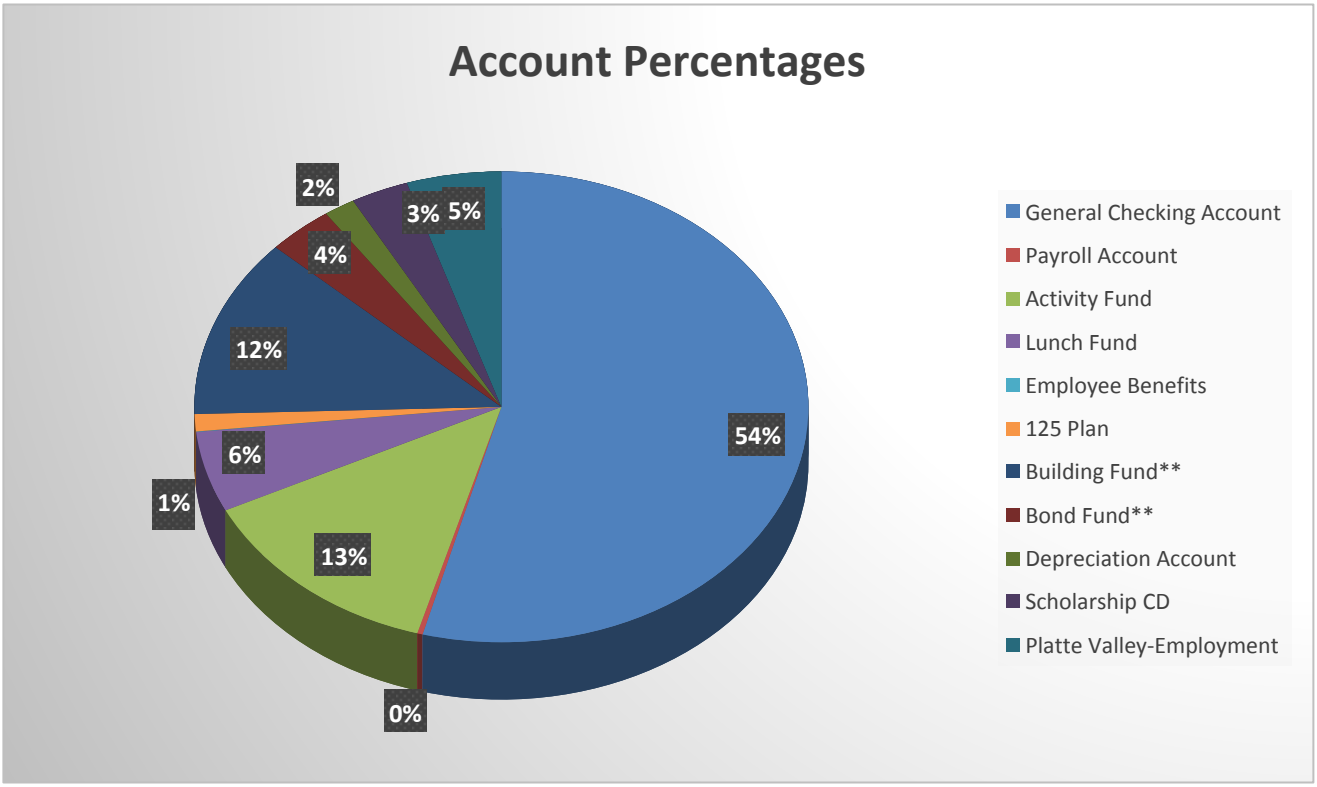
	Total		**60.47**
CDI Dallas LLC	01 2610 610 002 002 2	weather radio	26.68
	Total		**26.68**
CENTURY LINK	01 2510 382 002 002 2	#1510 telephone	142.37
	01 2510 382 002 002 2	#7931 telephone	201.97
	01 2510 382 001 001 1	#1785 telephone	547.06
	01 2510 382 001 001 1	#0450 telephone	175.37
	Total		**1,066.77**
CITY OF BAYARD	01 1100 610 002 002 2	Summer reading program 50% of	187.50
	01 2610 621 000 000 0	#31200 electric	37.00
	01 2610 621 001 001 1	#75400 electric	5,473.28
	01 2610 410 001 001 1	#75400 utilities	1,209.00
	01 2610 621 002 002 2	#75600 electric	2,610.15
	01 2610 410 002 002 2	#75600 utlities	909.00
	Total		**10,425.93**
CONNECTING POINT	01 1100 610 001 001 1	may 21 service contract	388.20
	01 1100 610 002 002 2	may 21 service contract	388.19
	Total		**776.39**
CROSSROADS MUSIC	01 1100 610 001 001 1	folk songs	31.98
	01 1100 610 000 000 0	Kala Concert Ukulele	89.00
	Total		**120.98**
CULLIGAN WATER CONDITION	01 2610 610 001 001 1	may21 stmt r/o	25.50
	01 2610 610 002 002 2	may21 stmt r/o	105.90
	Total		**131.40**
DALES TIRE & RETREADING INC.	01 2710 610 000 000 0	Tire repair	21.50
	Total		**21.50**
DAS STATE ACCOUNTING - CENTRAL	01 1100 382 000 000 0	apr 21 network	232.49
	01 1100 382 000 000 0	may 21 network	232.49
	Total		**464.98**
DENNIS SUPPLY CO.	01 2610 610 001 001 1	air filters	358.56
	Total		**358.56**
DUEKER, NEAL	01 2710 332 000 000 0	apr 21 mileage	166.06
	01 2710 332 000 000 0	may 21 mileage	104.88
	Total		**270.94**
EDUCATIONAL SERVICE UNIT #13	01 2190 591 000 000 0	may21 therapeutic behavior/mental health	300.00
	01 2190 591 000 000 0	counseling nonsped students school age s	1,162.27
	01 2211 610 001 001 1	onto college test prep	3,040.00
	01 1100 382 000 000 0	may 21 dl	747.00
	01 1100 382 000 000 0	may 21 erate	350.00
	01 1160 610 000 000	may 21 neva	708.33
	01 1200 591 003 000	sup esu programs	695.15
	01 1200 591 003 002 2	meridan b	2,850.60
	01 1200 591 003 001 1	lifelink	3,927.00
	01 1200 591 003 001 1	credit lifelink	(1,963.50)
	01 1200 591 003 000	sup elem pt	4.80
	01 1200 591 003 001 1	meridian a	1,178.10
	01 1200 591 003 002 2	sup meridian speech	7.83
	01 1200 591 003 001 1	sup secondary pt	20.80
	01 1200 591 003 002 2	meridian b .80	950.20
	01 1200 591 003 002 2	sup elem low vision	29.16
	01 1200 591 003 001 1	sup elem ot	157.75
	01 1292 320 003 000 0	sup 0-2 ot	18.00
	01 1292 320 003 000 0	sup 0-2 esu programs	52.65
	01 2162 591 003 000	3-5 ot	569.70
	01 2161 591 003 002 2	elem ot	1,971.90
	01 2181 591 003 002 2	elem low vision	364.50
	01 2171 591 003 002 2	elem pt	60.00
	01 2171 591 003 001 1	secondary pt	260.00
	01 2152 591 003 000 0	speech 3-5	792.67
	01 2153 591 003 000 0	speech 0-2	658.09
	01 2151 591 003 001 1	secondary speech	164.22
	01 2151 591 003 002 2	elem speech	3,426.27
	01 2151 591 003 002 2	meridian speech elem	97.82
	01 1291 591 003 000 0	3-5 ot	45.58
	01 1291 591 003 000 0	3-5 sup esu programs	63.41
	01 2190 591 000 000 0	panhandle beginnings	965.70
	01 2163 591 003 000 0	0-2 ot	225.00
	01 2190 591 000 000 0	srs	1,162.91
	01 1200 330 003 000 0	sped inservice	86.10
	01 2141 591 003 001 1	secondary psych counseling	2,582.81
	01 2141 591 003 002 2	elem psych counseling	387.42
	01 2141 591 003 001 1	secondary psych assessment	22.95
	01 2141 591 003 002 2	elem psych assessment	2,019.55
	Total		**30,162.74**

EGAN SUPPLY CO	01 2610 610 001 001 1	liners	216.54
	Total		**216.54**
GROSS, ALLEN	01 2660 352 000 000 0	20-21 SAFETY REVIEW	300.00
	Total		**300.00**
Home Depot, The	01 2620 610 002 002 2	roller handles rollers paint	100.88
	01 3300 610 000 000	gloves for community cleanup day	158.24
	Total		**259.12**
HULLINGER GLASS & LOCKS INC.	01 1100 610 001 001 1	Mirror Glass	249.44
	Total		**249.44**
IDEAL LINEN SUPPLY	01 2610 610 001 001 1	mats mops	115.08
	01 2610 610 002 002 2	mats mops	167.80
	Total		**282.88**
IDEAL/BLUFFS FACILITY SOLUTIONS	01 2610 610 002 002 2	toiletpaper	159.96
	01 2610 610 002 002 2	black scrub pads, finish. nabc, foaming	3,182.66
	Total		**3,342.62**
INLAND TRUCK PARTS COMPANY	01 2710 610 000 000 0	repairs to 20 bus	1,098.34
	Total		**1,098.34**
JOSTENS	01 2310 610 000 000 0	grad outfit	34.00
	Total		**34.00**
KUSKIE OIL CO.	01 2710 626 000 000	may21 fuel	2,656.33
	Total		**2,656.33**
LINGO COMMUNICATIONS	01 2510 382 000 000 0	may21telephone	180.60
	Total		**180.60**
MATH LEARNING CENTER, THE	01 6212 610 057 002 2	bridges books	2,407.50
	Total		**2,407.50**
MATHESON TRI-GAS INC.	01 1100 610 010 001 1	Band saw blades	157.40
	Total		**157.40**
MCI COMM SERVICE	01 2510 382 000 000 0	may21 telephone	37.24
	Total		**37.24**
MCLAUGHLIN, MATT	01 1100 610 002 002 2	runza receipt for meals I bought for cap	17.53
	01 1100 610 002 002 2	Water and health supplies purchase for f	17.00
	Total		**34.53**
MENARDS	01 1100 610 001 001 1	Belt sanding belts	13.98
	01 2610 610 001 001 1	plumbinng hose tires	114.73
	Total		**128.71**
MID-AMERICAN RESEARCH CHEMICAL	01 2610 610 001 001 1	1 Case of Disinfectant Carpet Cleaner	388.30
	Total		**388.30**
MIDWEST TECHNOLOGY PRODUCTS	01 1100 610 001 001 1	screwdrivers vise grips foam brush	191.75
	01 2610 610 002 002 2	drill bit set	131.40
	Total		**323.15**
MILLER, JAMES	01 2410 580 001 001 1	mileage reimb	25.76
	Total		**25.76**
NE COUNCIL OF SCHOOL	01 1200 330 003 000 0	nases-mckibbin	195.00
	Total		**195.00**
PAUL REED CONSTRUCTION	01 2310 610 000 000 0	Large sign	190.00
	Total		**190.00**
PRATT, JAMES A. & JENNIFER J.	01 2610 610 001 001 1	gym seal	3,526.00
	Total		**3,526.00**
PRINT EXPRESS INC.	01 2310 610 000 000 0	grad programs	144.00
	Total		**144.00**
Pyramid School Products	01 3540 610 002 002 2	school supplies	992.17
	01 1100 610 001 001 1	school supplies	3,008.74
	Total		**4,000.91**
QUADIENT FINANCE USA, INC	01 2510 531 000 000 0	postage	549.14
	01 2510 531 000 000 0	postage	560.77
	Total		**1,109.91**
RENAISSANCE LEARNING INC.	01 1100 810 002 002 2	21-22 ar	3,559.50
	Total		**3,559.50**
RESILITE SPORTS PRODUCTS, INC	01 2620 610 001 001 1	door mats	309.10
	01 2620 610 001 001 1	shipping	277.00
	Total		**586.10**
RICE, KELLEY	01 3300 610 000 000	reimburse for gloves-community clean up	102.59
	Total		**102.59**
RON'S TOWING	01 2710 610 000 000 0	bus21 stuck and pulled out	600.00
	Total		**600.00**
S & S WORLDWIDE, INC.	01 1100 610 000 000 0	newsprint paper construction paper	103.94
	01 1100 610 000 000 0	floor tape glue dots	32.04
	Total		**135.98**
SANDBERG IMPLEMENT	01 2610 610 001 001 1	Weedeater	372.05
	01 2610 610 001 001 1	deflector	16.50
	01 2610 350 001 001 1	Weed eater repair	35.70
	01 2610 350 001 001 1	Weed eater repair	15.75

	Total		**440.00**
SCHOOL HEALTH	01 1100 610 000 000 0	gloves strips	14.08
	Total		**14.08**
SCHOOL SPECIALTY SUPPLY	01 1100 610 000 000 0	cards clips push pin tape	211.51
	01 1100 610 000 000 0	sheet protectors tape legal pads	240.87
	Total		**452.38**
SCOTT ELECTRIC	01 1100 610 002 002 2	laminating film	31.00
	Total		**31.00**
SIMMONS OLSEN LAW FIRM P.C.	01 2330 317 000 000 0	apr21 legal services	536.50
	01 2330 317 000 000 0	legal services	826.00
	Total		**1,362.50**
SIMPLOT GROWER SOLUTIONS	01 2610 610 001 001 1	weed killer	271.95
	Total		**271.95**
SOAR PEDIATRIC THERAPY, LLC	01 2171 591 003 002 2	may21 pt elem	1,014.74
	01 2172 591 003 000 0	may 21 pt 3-5	854.94
	01 2173 591 003 000 0	may 21 pt 0-2	39.08
	01 2171 591 003 002 2	apr21 pt elem	1,343.52
	01 2172 591 003 000 0	apr21 pt 3-5	1,002.33
	01 2173 591 003 000 0	apr21 pt 0-2	139.58
	Total		**4,394.19**
SOLIANT HEALTH	01 6212 591 053 002 2	school psych	1,148.00
	01 6212 591 053 002 2	school psych	1,476.00
	01 6212 591 053 002 2	school psych	1,148.00
	01 6212 591 053 002 2	school psych	984.00
	01 6212 591 053 002 2	school psych	1,312.00
	01 6212 591 053 002 2	school psch	1,127.50
	01 6212 591 053 002 2	school psch	984.00
	01 6212 591 053 002 2	school psych	1,230.00
	Total		**9,409.50**
STAPLES ADVANTAGE	01 1100 610 000 000 0	liners earplugs gojo easel pens	339.01
	01 2410 610 002 002 2	easel post it pens sticky notes	61.81
	Total		**400.82**
STAPLES	01 2510 610 000 000 0	blue gel pens	42.28
	01 2510 610 000 000 0	6 pack coffee	42.99
	01 2410 610 001 001 1	Clasp Envelopes 9 x 12	48.24
	01 2510 610 000 000 0	hp64a cartridge for check printer	193.89
	01 2220 610 001 001 1	Cartridge 424A On for Laser Jet 42A Prin	205.89
	01 2410 610 002 002 2	2021-2022 Academic Yearly Planner,	93.66
	Total		**626.95**
STEPH'S STUDIO	01 2310 540 000 000 0	senior banners	1,190.00
	01 2310 540 000 000 0	school package grad	1,680.00
	Total		**2,870.00**
SYNCB/AMAZON	01 2710 610 000 000 0	Backup alarm	19.90
	01 6212 610 050 002 2	(2 Pack) Supershieldz for Apple iPad 9.7	10.99
	01 6212 610 050 002 2	(2 Pack) Supershieldz for Samsung	11.99
	01 2610 610 001 001 1	Light bulb (4 pack)	14.49
	01 2610 610 001 001 1	Rubbermaid Mop bucket	133.00
	01 2610 610 001 001 1	Rubbermaid mop handles	72.00
	01 3599 610 000 000 0	Beyond School Bells Solar generator	2,999.94
	01 1100 610 000 000 0	For Dell Chromebook 11 11.6" WXGA HD	71.99
	01 2610 610 001 001 1	HP 61 ink cartridge	20.89
	01 3599 610 000 000 0	Beyond School Bells Grant Bird watching	320.00
	01 6212 610 057 002 2	Tissue Paper Gift Wrap Bulk Wrapping	79.98
	01 6212 610 057 002 2	Mont Marte Discovery School Acrylic, Tit	23.95
	Total		**3,779.12**
TEACHER CREATED RESOURCES	01 1100 610 002 002 2	Rigorous Reading: Hatched (Enhanced E-	17.99
	Total		**17.99**
TIME MANAGEMENT SYSTEMS	01 2510 610 000 000 0	may21 timeclock	162.50
	Total		**162.50**
VERIZON	01 2710 610 000 000 0	GPS	210.47
	Total		**210.47**
VIRCO, INC	01 1100 733 001 001 1	desks	2,113.80
	Total		**2,113.80**
WPCI	01 2710 340 000 000 0	random pool	155.00
	Total		**155.00**
MENARDS	03 4700 720 000 000	supplies for trophy cases	333.44
	Total		**333.44**
		General Fund Total	**$108,177.33**
		Building Fund	**$333.44**
		Payroll	**$409,128.47**

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

General Checking Account	$	1,301,953.33
Payroll Account	$	6,877.51
Activity Fund	$	320,872.40
Lunch Fund	$	133,233.38
Employee Benefits	$	741.97
125 Plan	$	28,428.37
Building Fund**	$	296,876.64
Bond Fund**	$	83,381.23
Depreciation Account	$	39,751.64
Scholarship CD	$	73,141.73
Platte Valley-Employment	$	119,830.21
	$	2,405,088.41

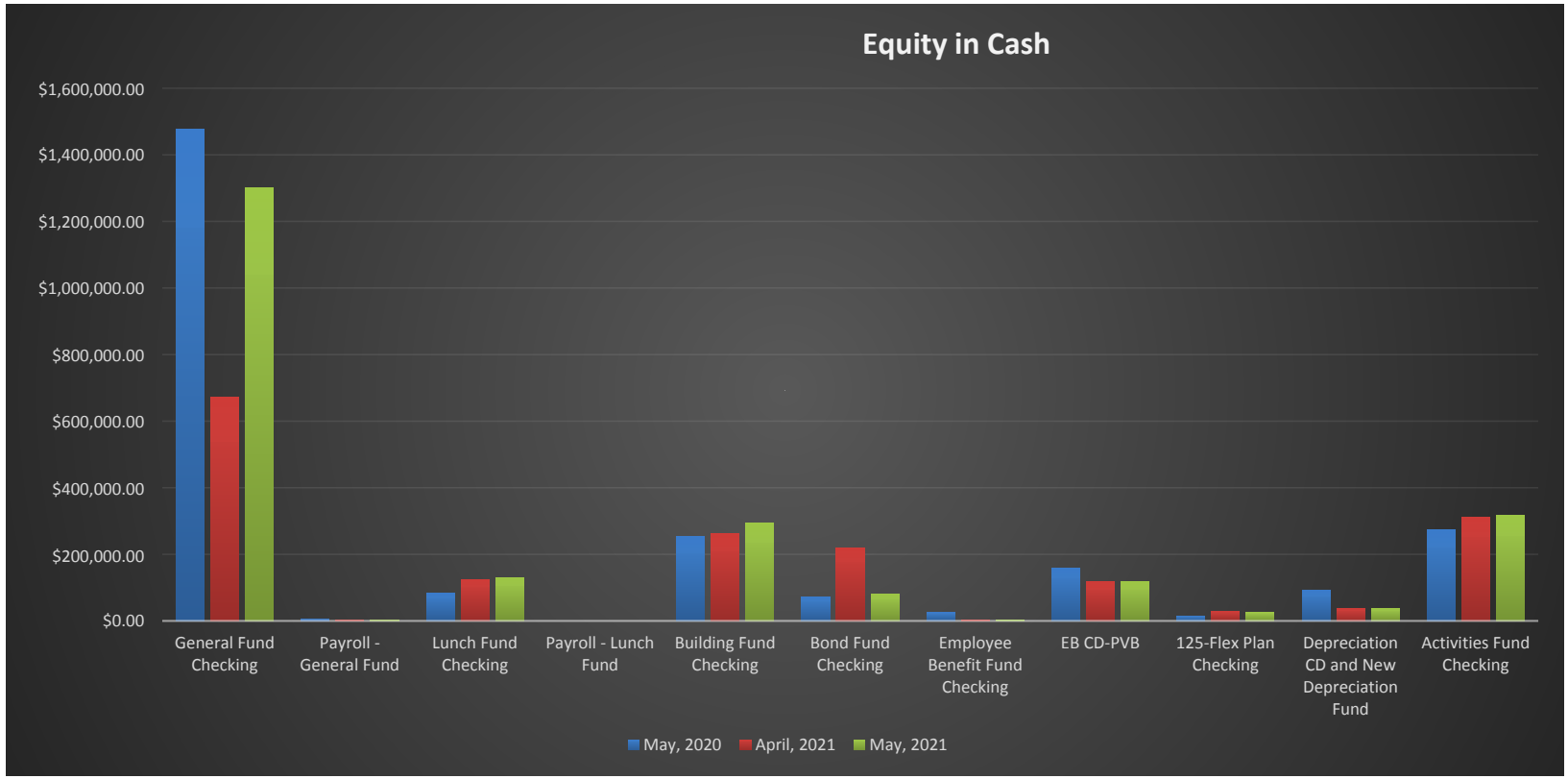


Bayard Public Schools

Equity in Cash

May 31, 2021

Fund	Fund #	May, 2020 PRIOR YEAR BALANCE	April, 2021 PRIOR MONTH BALALANCE	May, 2021 REVENUES	May, 2021 EXPENSES	May, 2021 ENDING BALANCE
General Fund Checking	01-101	$1,478,314.83	674,741.25	1,284,325.87	(657,113.79)	$1,301,953.33
Payroll - General Fund	01-104	$9,542.50	6,876.33	415,476.65	(415,475.47)	$6,877.51
Lunch Fund Checking	02-101	$86,859.08	127,933.32	32,342.85	(27,042.79)	$133,233.38
Payroll - Lunch Fund	02-104	$0.00	0.00	8,089.10	(8,089.10)	$0.00
Building Fund Checking	03-101	$256,017.72	264,068.11	32,808.53	0.00	$296,876.64
Bond Fund Checking	04-101	$74,124.79	222,086.70	57,713.28	(196,418.75)	$83,381.23
Employee Benefit Fund Checking	05-101	$28,816.01	721.74	1,811.91	(1,791.68)	$741.97
EB CD-PVB	05-106-1000	$160,450.73	119,830.21	0.00	0.00	$119,830.21
125-Flex Plan Checking	05-107	$17,156.98	31,505.49	4,368.89	(7,446.01)	$28,428.37
Depreciation CD and New Depreciation Fund	06-101	$94,759.60	39,698.35	53.29	0.00	$39,751.64
Activities Fund Checking	07-101	$276,744.15	315,398.28	30,001.92	(24,527.80)	$320,872.40
Scholarship CD	07-114	$79,462.36	72,920.73	221.00	0.00	$73,141.73
TOTAL		$2,562,248.75	$ 1,875,780.51	$ 1,867,213.29	$ (1,337,905.39)	$2,405,088.41



2020/2021 Grants DRAFT

Grant Checklist

Federal Grants	
☐	REAP $23,683
✔	SFI 2019 $542,000
☐	SFI 2021 $300,368 + carryover ($85154)
☐	Title I $142,285
☐	21st Century $50,000
☐	IDEA 6408 $ 75,785 64 6406 $1073
☐	FEMA Generator $180,000

State Grants	
☐	Bus Grant $42,000
✔	Early Childhood $11,474
☐	Pathfinder Equipment Grant
☐	
☐	
☐	

COVID Funding	
✔	ESSERS #1 $100,454
☐	ESSERS #2 $ 382,767
✔	FEMA 1 $9350.55
✔	FEMA2 $3,149.70
☐	ESSERS#3 TBD
☐	Afterschool Grant $5,550 (awaiting approval)

Other Grants

	Applied	GAN	Reimbursed
Education Quest (5yrs) $20,000	✔	✔	☐
Wind/Solar	✔	✔	☐
PEAK Funds $1633.50	✔	✔	☐
Vape Detector Grant $5,000	✔	✔	☐
AfterSchool NASA	✔	✔	✔
	☐	☐	☐

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

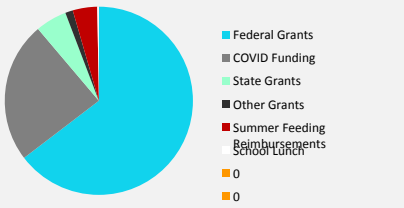
Grant Budget

CATEGORY	% OF BUDGET	SUBTOTALS
Federal Grants	68%	$1,324,147.12
COVID Funding	25%	$495,721.25
State Grants	6%	$110,587.22
Other Grants	1%	$26,883.50
Summer Feeding Reimbursements	4%	$86,361.04
School Lunch	0%	$5,350.08
0	0%	$0.00
0	0%	$0.00

TOTAL GRANT FUNDS

$1,957,339.09

Does not include Lunch Program



CATEGORY	AMOUNT	COMMENTS
Federal Grants	$1,324,147.12	
REAP	$23,683.00	
SFI 2019	$542,000.00	received 85,00 rolled over
SFI 2021	$300,368.00	
Title I	$142,285.00	
21st Century (Pathfinders)	$50,000.00	
FEMA Generator	$180,000.00	
IDEA 6408 Ages 5-21	$75,785.00	
IDEA 6406 Agese 3-5	$1,073.00	
RLIS	$8,953.12	
	$0.00	
	$0.00	
	$0.00	
COVID Funding	$495,721.25	
ESSERS #1	$100,454.00	received
ESSERS #2	$382,767.00	
ESSERS #3 TBD	$0.00	
FEMA #1	$9,350.55	approved waiting on reimbursement
FEMA #2	$3,149.70	approved waiting on reimbursement
ESSERS III		
	$0.00	
	$0.00	
	$0.00	
State Grants	$110,587.22	
Bus Grant	$42,000.00	
Early Childhood	$11,474.00	final reimbursement request submitted
Afterschool grant for Equipment	$15,841.90	
Wind/Solar Grant	$18,748.32	

Flex	$17,523.00	
Vape	$5,000.00	final reimbursement request submitted
Other Grants	**$26,883.50**	
PEAK	$1,633.50	
Vape Detector Grant	$5,000.00	
NASA Afterschool	$250.00	Do not have to request reimbursement they sent items needed
Education Quest Grant (5 yr. Grant)	$20,000.00	received $500.00 summer 2020, received $900.00 2/21
Summer Feeding Reimbursements	**$86,361.04**	
20-Oct	$26,735.10	received
20-Nov	$16,043.75	received
20-Dec	$18,821.23	received
20-Jan	$24,760.96	have not received
School Lunch	**$5,350.08**	
20-Aug	$532.80	received
20-Sep	$1,442.88	received
20-Oct	$1,584.00	received
20-Nov	$490.56	received
20-Dec	$546.24	received
21-Jan	$753.60	received
	$0.00	
	$0.00	

Year	Grant	Amount Award	Current Expenditures	Received Reimbursement	Amount Left to be reimbursed	Pending Reimbursemnts	Amount to Rollover
18/19	Solar and Wind Energy (Teacher Evaluation)	$18,748.32	$15,414.18	$0.00	$18,748.32	$18,748.32	
18/19	SFI (CSI)1 yr 2 yr grant	$542,000.00	$449,487.00	$456,846.00	$85,154.00		$85,154.00
19/20	ESSERS #1	$100,454.00	$100,454.00	$100,454.00	$0.00		
19/20	FEMA #1	$9,350.55	$9,350.55	$9,350.55	$0.00		
19/20	FEMA #2	$3,149.70	$3,149.70	$7,316.45	($4,166.75)		
19/20	Diesel Mitigation Bus Grant	$42,000.00	$42,000.00	$42,000.00	$0.00		
19/20	EdQuest 5yr	$20,000.00		$1,400.00	$18,600.00	$0.00	
19/20	Afterschool Equip grant	$15,841.90	$9,333.66	$0.00	$15,841.90		
19/20	FEMA Generator	$180,000.00	$22,854.12	$17,140.59	$0.00		
20/21	Title I	$142,285.00	$121,314.25	$0.00	$142,285.00		
20/21	21st Centuty Pathfinders	$50,000.00	$47,102.92	$0.00	$50,000.00		
20/21	Early Childhood	$11,474.00	$11,474.00	$11,474.00	$0.00		
20/21	IDEA 6408	$75,785.00	$75,785.00	$0.00	$75,785.00	$75,785.00	
20/21	IDEA 6406	$1,073.00	$1,073.00	$0.00	$1,073.00	$1,073.00	
20/21	SFI Year 3	$385,451.00	$270,306.80	$0.00	$385,451.00	$250,046.12	
20/21	REAP	$23,683.00	$9,169.60	$0.00	$23,683.00		
20/21	ESSERS #2 (pending)	$382,767.00	$1,204.50	$0.00	$382,767.00		
20/21	Vape Detector Grant	$5,000.00	$5,000.00	$5,000.00	$0.00		
20/21	HAL		$524.63	$0.00	$0.00		
20/21	Flex	$17,523.00	$14,099.27	$0.00	$17,523.00		
20/21	PEAK	$1,633.50	$1,633.50	$1,750.00	($116.50)		
20/21	NASA	$250.00		$250.00	$0.00		
20/21	RLIS	$8,953.12	$0.00	$0.00	$8,953.12		
20/21	Beyond School Bells -Summer Innovation (pending)	$14,351.00	$0.00	$14,351.00	$0.00		
21/22	ESSERS III (pending)	$859,640.00	$0.00	$0.00	$859,640.00		
20/21	Cares Afterschool Grant	$5,550.00	$5,550.00	$5,550.00	$0.00		
20/21	Albertson's Grant (Nutrition)	$3,000.00	$0.00	$1,500.00	$1,500.00		
Totals		**$2,919,963.09**	**$1,216,280.68**	**$674,382.59**	**$2,245,580.50**	**$345,652.44**	**$85,154.00**

Total Awarded Grants	**$2,919,963.09**
Total money spent toward grants	**$933,991.21**
Grant Reimbursement Received	**$674,382.59**
Pending Reimbursements	**$345,652.44**
Entitled Funds Not yet claimed	**$196,245.65**

Bayard Public Schools 2011-2020

Competitive Grants/Donations/Refinances	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Total
NCLB	$109,680.00	$101,925.00	$93,217.00	$96,011.00	$93,728.00	$81,472.00						$576,033.00
IDEA	$22,364.00	$22,364.00	$22,364.00	$22,364.00	$22,364.00	$22,377.00	$34,679.00	$26,364.00	$76,045.00	$76,858.00		$348,143.00
Title I				$8,137.00	$4,091.00	$3,963.00						$16,191.00
ESSA							$85,035.00	$97,367.00	$125,542.00	$142,285.00		$450,229.00
Education Jobs	$2,071.00											$2,071.00
Early Childhood Education Grant				$125,000.00	$100,000.00	$100,000.00	$22,815.00	$34,225.00	$29,613.00	$11,747.00		$423,400.00
21st Century Community Learning Center Grant					$69,320.00	$69,320.00	$69,320.00	$55,456.00	$50,000.00	$50,000.00		$363,416.00
Flex								$15,682.66	$17,050.00	$17,523.00		$50,255.66
Perkins Grants		$8,000.00	$12,661.00	$14,799.00	$11,000.00				$10,963.78			$57,423.78
REAP				$12,988.00		$14,407.00	$21,151.00	$19,865.00		$25,325.19		$93,736.19
RLIS									$7,372.00			$7,372.00
Nebraska Department of Environmental Quality			$20,895.00									$20,895.00
Quivey Bay Foundation			$25,000.00									$25,000.00
Oregon Trail Community Foundation			$2,500.00						$5,000.00			$7,500.00
Sustainable Schoolyards				$12,000.00								$12,000.00
Partner Commitments (UNL)					$20,000.00	$20,000.00	$20,000.00					$60,000.00
Valley Bank and Trust		$25,000.00	$25,000.00	$25,000.00	$25,000.00							$100,000.00
Platte Valley Bank		$25,000.00										$25,000.00
Bond Refinance Savings	$114,298.00				$246,328.00							$360,626.00
Dollar General Literacy Grant					$3,000.00							$3,000.00
Title IV-A SSAE Grant (FranklinCovey Partnership)							$78,302.00					$78,302.00
Comprehensive School Improvement (CSI)(SFI)								$542,000.00		$300,368.00		$842,368.00
Nebraska Diesel Emission Mitigation Program Grant								$42,000.00	$42,000.00	$42,000.00		$126,000.00
Solar and Wind Energy (Teacher Evaluation)								$18,748.32				$18,748.32
FEMA Hazard Mitigation Grant									$180,000.00			$180,000.00
FEMA Tornado												$0.00
Fema Covid									$12,500.25			$12,500.25
ESSERS									$100,454.00	$382,767.00	$1,080,899.00	$1,564,120.00
CenturyLink Grant (Schluterbusch)					$1,000.00							$1,000.00
Bayard Public Library Partnership									$4,000.00			$4,000.00
												$0.00
Total	$248,413.00	$182,289.00	$201,637.00	$316,299.00	$595,831.00	$311,539.00	$331,302.00	$851,707.98	$660,540.03	$1,048,873.19	$1,080,899.00	**$5,829,330.20**

Workforce Partnerships
Experience Works Partnership
Foster Grandparent Partnership

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

	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
SPED SA	203514	190292	236959	176641	173212	161004	149226	159657	144585	
SPED SA Trans	34648	35272	35149	13943	7191	1707	0	4889	4426	
Apportionment	45257.2	60184.75	53374.07	56933.23	52911.56	54742.33	50996.05	45439.32	52018.47	42808.41
State Aid	2039213.66	2007080.36	2099946	2109919	2097895	1942483	1877561	1943838	1985757	
Breakfast State	763.5	554.12	875.18	722.95	789.5	1935.45	1858.45	1697.35	1612.8	
Lunch Federal	118230.16	113919.96	124632.4	143382.9	150883.8	154781.1	147439.8	153368	118227.5	
Lunch State	548.02	599.69	614.99	594.91	560.26	513.23	480.07	494.86	463.3	
Fruit Veggie	11144.4	0	0	0	0	0	0	0	0	
Distance Ed	2000	2000	4000	16000	0	0	6425.64	6469.29	10142.28	
IDEA/Poverty	33651	126793	80180	10910	88198	68640	9834	58852	56940	
Summer Food Expanding	0	0	6290.71	6518.12	0	0	0	0	0	
Nutrition Training	0	0	0	1994.26	0	0	0	0	0	
Summer Feeding	0	0	0	10013.98	8134.03	5821.09	7053.04	6434.55	95890.14	
HAL			0	0	0	0	2342	2202	4748	4745

NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES
2021/22 STATE AID CERTIFICATION

BAYARD PUBLIC SCHOOLS (62-0021-000)

FORMULA STUDENTS CALCULATION

(	Fall Membership	x	ADM/FM Ratio	)	+ Contracted Out	=	Formula Students
(	344	x	0.9983216455	)	+ 0	=	343.42
KDG Adjustment		(	0 students	x .5)	times ADM Factor	=	0.00
Early Childhood (002)		(	6 students	x 570.5 hours / 1,032 hours	x .6)	=	1.99
Total Formula Students							*345.41*

FORMULA NEEDS CALCULATION

Basic Funding	4,967,473.00
Poverty Allowance	286,913.00
Limited English Proficiency Allowance	31,052.00
Focus School & Program Allowance	0.00
Summer School Allowance	11,378.00
Special Receipts Allowance	163,114.00
Transportation Allowance	111,453.00
Elementary Site Allowance	0.00
Distance Education & Telecommunications Allowance	29,270.00
Averaging Adjustment	0.00
New School Adjustment	0.00
Student Growth Adjustment	0.00
Community Achievement Plan Adjustment	0.00
Limited English Proficiency Allowance Correction	(2,727.00)
Student Growth Adjustment Correction	0.00
Poverty Allowance Correction	0.00
Non Qualified LEP Adjustment	0.00
Total Calculated Formula Needs	5,597,926.00
Formula Needs Stabilization	0.00
Total Formula Needs	5,597,926.00

FORMULA RESOURCES CALCULATION

Yield From Local Effort Rate	306,976,227 / 100 x 1.0000000000	3,069,762.00
Net Option Funding		0.00
Allocated Income Tax Funds		30,992.00
Other Actual Receipts		535,632.00
Community Achievement Plan Aid		0.00
Total Formula Resources		3,636,386.00

Some numbers may be rounded for presentation. For further information, see the "Tax Equity and Educational Opportunities Support Act" document available on the FOS/State Aid website. For questions, contact (402) 450-1418 or (402) 471-4320.

NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES
2021/22 STATE AID CERTIFICATION

BAYARD PUBLIC SCHOOLS (62-0021-000)

STATE AID CALCULATION

Equalization Aid	1,961,540.00
Net Option Funding	0.00
Allocated Income Tax Funds	30,992.00
Community Achievement Plan Aid	0.00
Total State Aid Calculated	1,992,532.00
Prior Year (2021/22) State Aid Correction	(6,972.00)
Total State Aid	**1,985,560.00**
Carryover Adjustment from years prior to 2021/22	0.00

Some numbers may be rounded for presentation. For further information, see the "Tax Equity and Educational Opportunities Support Act" document available on the FOS/State Aid website. For questions, contact (402) 450-1418 or (402) 471-4320.

NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES

2021/22 STATE AID TO BE PAID BY SYSTEM COMPARED TO 2020/21 PAID

COUNTY/ DISTRICT NUMBER	DISTRICT NAME	CLASS	2020/21 SYSTEM STATE AID PAID	2021/22 SYSTEM STATE AID TO BE PAID	TOTAL DOLLAR DIFFERENCE
ADAMS					
01-0003-000	KENESAW PUBLIC SCHOOLS	3	220,622	210,768	(9,854)
01-0018-000	HASTINGS PUBLIC SCHOOLS	3	19,896,331	21,491,019	1,594,688
01-0090-000	ADAMS CENTRAL PUBLIC SCHOOLS	3	1,096,229	876,787	(219,442)
01-0123-000	SILVER LAKE PUBLIC SCHOOLS	3	25,734	26,905	1,171
ANTELOPE					
02-0009-000	NELIGH-OAKDALE SCHOOLS	3	45,484	54,475	8,991
02-0018-000	ELGIN PUBLIC SCHOOLS	3	269,729	295,684	25,955
02-0115-000	SUMMERLAND PUBLIC SCHOOLS	3	42,775	39,884	(2,891)
ARTHUR					
03-0500-000	ARTHUR COUNTY SCHOOLS	2	429,797	332,143	(97,654)
BANNER					
04-0001-000	BANNER COUNTY PUBLIC SCHOOLS	3	270,519	397,276	126,757
BLAINE					
05-0071-000	SANDHILLS PUBLIC SCHOOLS	3	121,206	142,792	21,586
BOONE					
06-0001-000	BOONE CENTRAL SCHOOLS	3	500,241	522,993	22,752
06-0017-000	ST EDWARD PUBLIC SCHOOLS	3	18,483	19,051	568
06-0075-000	RIVERSIDE PUBLIC SCHOOLS	3	45,196	89,964	44,768
BOX BUTTE					
07-0006-000	ALLIANCE PUBLIC SCHOOLS	3	2,384,283	2,288,378	(95,905)
07-0010-000	HEMINGFORD PUBLIC SCHOOLS	3	820,882	771,105	(49,777)
BOYD					
08-0051-000	BYOD COUNTY SCHOOLS	3	99,078	121,380	22,302
BROWN					
09-0010-000	AINSWORTH COMMUNITY SCHOOLS	3	47,910	46,489	(1,421)
BUFFALO					
10-0002-000	GIBBON PUBLIC SCHOOLS	3	796,152	1,125,908	329,756
10-0007-000	KEARNEY PUBLIC SCHOOLS	3	8,045,293	8,439,117	393,824
10-0009-000	ELM CREEK PUBLIC SCHOOLS	3	459,727	660,556	200,829
10-0019-000	SHELTON PUBLIC SCHOOLS	3	193,674	450,974	257,300
10-0069-000	RAVENNA PUBLIC SCHOOLS	3	37,130	37,854	724
10-0105-000	PLEASANTON PUBLIC SCHOOLS	3	27,136	299,295	272,159
10-0119-000	AMHERST PUBLIC SCHOOLS	2	1,553,124	1,834,840	281,716
BURT					
11-0001-000	TEKAMAH-HERMAN COMMUNITY SCHS	3	62,278	63,784	1,506
11-0014-000	OAKLAND CRAIG PUBLIC SCHOOLS	3	91,601	217,944	126,343
11-0020-000	LYONS-DECATUR NORTHEAST SCHS	3	31,644	31,649	5
BUTLER					
12-0056-000	DAVID CITY PUBLIC SCHOOLS	3	123,700	122,855	(845)
12-0502-000	EAST BUTLER PUBLIC SCHOOLS	3	50,068	49,965	(103)
CASS					
13-0001-000	PLATTSMOUTH COMMUNITY SCHOOLS	3	5,927,291	5,577,327	(349,964)
13-0022-000	WEEPING WATER PUBLIC SCHOOLS	3	383,148	405,498	22,350
13-0032-000	LOUISVILLE PUBLIC SCHOOLS	3	1,573,425	1,800,558	227,133
13-0056-000	CONESTOGA PUBLIC SCHOOLS	3	341,179	99,324	(241,855)
13-0097-000	ELMWOOD-MURDOCK PUBLIC SCHOOLS	3	1,073,495	1,205,027	131,532

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CEDAR					
14-0008-000	HARTINGTON NEWCASTLE PUBLIC SC	3	81,462	83,203	1,741
14-0045-000	RANDOLPH PUBLIC SCHOOLS	3	32,145	32,637	492
14-0054-000	LAUREL-CONCORD-COLERIDGE SCHOO	3	60,928	66,354	5,426
14-0101-000	WYNOT PUBLIC SCHOOLS	3	1,334,214	1,417,829	83,615
CHASE					
15-0010-000	CHASE COUNTY SCHOOLS	3	310,475	230,607	(79,868)
15-0536-000	WAUNETA-PALISADE PUBLIC SCHS	3	48,139	182,979	134,840
CHERRY					
16-0006-000	VALENTINE COMMUNITY SCHOOLS	3	76,604	81,902	5,298
16-0030-000	CODY-KILGORE PUBLIC SCHS	2	1,115,435	1,237,192	121,757
CHEYENNE					
17-0001-000	SIDNEY PUBLIC SCHOOLS	3	5,330,204	5,431,004	100,800
17-0003-000	LEYTON PUBLIC SCHOOLS	3	99,531	27,731	(71,800)
17-0009-000	POTTER-DIX PUBLIC SCHOOLS	3	517,255	495,342	(21,913)
CLAY					
18-0002-000	SUTTON PUBLIC SCHOOLS	3	199,148	201,404	2,256
18-0011-000	HARVARD PUBLIC SCHOOLS	3	286,432	197,499	(88,933)
COLFAX					
19-0039-000	LEIGH COMMUNITY SCHOOLS	3	242,846	190,800	(52,046)
19-0058-000	CLARKSON PUBLIC SCHOOLS	3	94,275	120,334	26,059
19-0070-000	HOWELLS-DODGE CONSOLIDATED SCH	3	54,209	54,375	166
19-0123-000	SCHUYLER COMMUNITY SCHOOLS	3	4,119,434	4,862,159	742,725
CUMING					
20-0001-000	WEST POINT PUBLIC SCHOOLS	3	139,739	135,988	(3,751)
20-0020-000	BANCROFT-ROSALIE COMM SCHOOLS	3	611,532	629,100	17,568
20-0030-000	WISNER-PILGER PUBLIC SCHOOLS	3	443,498	398,501	(44,997)
CUSTER					
21-0015-000	ANSELMO-MERNA PUBLIC SCHOOLS	3	468,680	270,147	(198,533)
21-0025-000	BROKEN BOW PUBLIC SCHOOLS	3	99,689	99,608	(81)
21-0044-000	ANSLEY PUBLIC SCHOOLS	3	16,103	26,908	10,805
21-0084-000	SARGENT PUBLIC SCHOOLS	3	35,757	16,416	(19,341)
21-0089-000	ARNOLD PUBLIC SCHOOLS	3	198,688	142,255	(56,433)
21-0180-000	CALLAWAY PUBLIC SCHOOLS	3	21,746	23,597	1,851
DAKOTA					
22-0011-000	SO SIOUX CITY COMMUNITY SCHS	3	28,921,917	27,741,240	(1,180,677)
22-0031-000	HOMER COMMUNITY SCHOOLS	3	2,087,990	1,981,878	(106,112)
DAWES					
23-0002-000	CHADRON PUBLIC SCHOOLS	3	4,219,785	4,396,492	176,707
23-0071-000	CRAWFORD PUBLIC SCHOOLS	3	811,910	699,934	(111,976)
DAWSON					
24-0001-000	LEXINGTON PUBLIC SCHOOLS	3	21,456,437	21,258,586	(197,851)
24-0004-000	OVERTON PUBLIC SCHOOLS	3	675,374	647,046	(28,328)
24-0011-000	COZAD COMMUNITY SCHOOLS	3	1,906,001	1,976,682	70,681
24-0020-000	GOTHENBURG PUBLIC SCHOOLS	3	723,416	823,400	99,984
24-0101-000	SUMNER-EDDYVILLE-MILLER SCHS	3	210,472	177,786	(32,686)
DEUEL					
25-0025-000	CREEK VALLEY SCHOOLS	3	30,620	26,988	(3,632)

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DEUEL					
25-0095-000	SOUTH PLATTE PUBLIC SCHOOLS	3	266,820	402,190	135,370
DIXON					
26-0001-000	PONCA PUBLIC SCHOOLS	3	1,972,858	2,160,707	187,849
26-0070-000	ALLEN CONSOLIDATED SCHOOLS	3	15,473	15,950	477
26-0561-000	EMERSON-HUBBARD PUBLIC SCHOOLS	3	29,219	33,299	4,080
DODGE					
27-0001-000	FREMONT PUBLIC SCHOOLS	3	17,243,566	16,117,771	(1,125,795)
27-0062-000	SCRIBNER-SNYDER COMMUNITY SCHS	3	38,208	38,550	342
27-0594-000	LOGAN VIEW PUBLIC SCHOOLS	3	698,211	828,175	129,964
27-0595-000	NORTH BEND CENTRAL PUBLIC SCHS	3	819,414	959,017	139,603
DOUGLAS					
28-0001-000	OMAHA PUBLIC SCHOOLS	5	284,583,964	268,285,985	(16,297,979)
28-0010-000	ELKHORN PUBLIC SCHOOLS	3	19,360,351	20,014,228	653,877
28-0015-000	DOUGLAS CO WEST COMMUNITY SCHS	3	1,041,469	1,369,983	328,514
28-0017-000	MILLARD PUBLIC SCHOOLS	3	76,555,091	73,782,429	(2,772,662)
28-0054-000	RALSTON PUBLIC SCHOOLS	3	11,060,850	9,787,636	(1,273,214)
28-0059-000	BENNINGTON PUBLIC SCHOOLS	3	14,626,690	17,429,266	2,802,576
28-0066-000	WESTSIDE COMMUNITY SCHOOLS	3	19,714,291	21,439,612	1,725,321
DUNDY					
29-0117-000	DUNDY CO STRATTON PUBLIC SCHS	3	37,126	39,149	2,023
FILLMORE					
30-0001-000	EXETER-MILLIGAN PUBLIC SCHOOLS	3	39,243	38,295	(948)
30-0025-000	FILLMORE CENTRAL PUBLIC SCHS	3	83,295	90,346	7,051
30-0054-000	SHICKLEY PUBLIC SCHOOLS	3	191,756	229,814	38,058
FRANKLIN					
31-0506-000	FRANKLIN PUBLIC SCHOOLS	3	118,871	135,533	16,662
FRONTIER					
32-0046-000	MAYWOOD PUBLIC SCHOOLS	3	191,890	333,467	141,577
32-0095-000	EUSTIS-FARNAM PUBLIC SCHOOLS	3	24,378	23,694	(684)
32-0125-000	MEDICINE VALLEY PUBLIC SCHOOLS	3	768,693	938,745	170,052
FURNAS					
33-0018-000	ARAPAHOE PUBLIC SCHOOLS	3	191,158	116,710	(74,448)
33-0021-000	CAMBRIDGE PUBLIC SCHOOLS	3	1,101,044	1,048,353	(52,691)
33-0540-000	SOUTHERN VALLEY SCHOOLS	3	36,905	37,752	847
GAGE					
34-0001-000	SOUTHERN SCHOOL DIST 1	3	1,492,361	1,512,116	19,755
34-0015-000	BEATRICE PUBLIC SCHOOLS	3	6,229,539	6,023,980	(205,559)
34-0034-000	FREEMAN PUBLIC SCHOOLS	3	609,683	782,173	172,490
34-0100-000	DILLER-ODELL PUBLIC SCHOOLS	3	166,090	184,009	17,919
GARDEN					
35-0001-000	GARDEN COUNTY SCHOOLS	3	42,837	24,188	(18,649)
GARFIELD					
36-0100-000	BURWELL PUBLIC SCHOOLS	3	178,657	277,763	99,106
GOSPER					
37-0030-000	ELWOOD PUBLIC SCHOOLS	3	39,349	43,625	4,276
GRANT					
38-0011-000	HYANNIS AREA SCHOOLS	3	58,476	39,340	(19,136)

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GREELEY					
39-0060-000	CENTRAL VALLEY PUBLIC SCHOOLS	3	28,634	28,819	185
HALL					
40-0002-000	GRAND ISLAND PUBLIC SCHOOLS	3	59,345,290	57,059,078	(2,286,212)
40-0082-000	NORTHWEST PUBLIC SCHOOLS	3	8,933,830	8,280,702	(653,128)
40-0083-000	WOOD RIVER RURAL SCHOOLS	3	58,598	58,436	(162)
40-0126-000	DONIPHAN-TRUMBULL PUBLIC SCHS	3	82,728	78,853	(3,875)
HAMILTON					
41-0002-000	GILTNER PUBLIC SCHOOLS	2	766,340	728,876	(37,464)
41-0091-000	HAMPTON PUBLIC SCHOOLS	3	407,918	459,143	51,225
41-0504-000	AURORA PUBLIC SCHOOLS	3	195,249	194,038	(1,211)
HARLAN					
42-0002-000	ALMA PUBLIC SCHOOLS	3	1,415,261	1,455,372	40,111
HAYES					
43-0079-000	HAYES CENTER PUBLIC SCHOOLS	3	9,017	8,285	(732)
HITCHCOCK					
44-0070-000	HITCHCOCK CO SCH SYSTEM	3	27,258	138,071	110,813
HOLT					
45-0007-000	O'NEILL PUBLIC SCHOOLS	3	105,497	99,795	(5,702)
45-0044-000	STUART PUBLIC SCHOOLS	3	1,045,836	1,222,046	176,210
45-0137-000	CHAMBERS PUBLIC SCHOOLS	2	120,833	167,306	46,473
45-0239-000	WEST HOLT PUBLIC SCHOOLS	3	39,394	42,801	3,407
HOOKER					
46-0001-000	MULLEN PUBLIC SCHOOLS	3	223,603	286,963	63,360
HOWARD					
47-0001-000	ST PAUL PUBLIC SCHOOLS	3	1,677,935	2,100,460	422,525
47-0100-000	CENTURA PUBLIC SCHOOLS	3	288,973	255,670	(33,303)
47-0103-000	ELBA PUBLIC SCHOOLS	2	836,430	953,732	117,302
JEFFERSON					
48-0008-000	FAIRBURY PUBLIC SCHOOLS	3	104,413	115,373	10,960
48-0300-000	TRI COUNTY PUBLIC SCHOOLS	3	468,205	447,411	(20,794)
48-0303-000	MERIDIAN PUBLIC SCHOOLS	3	671,463	694,024	22,561
JOHNSON					
49-0033-000	STERLING PUBLIC SCHOOLS	3	23,338	98,358	75,020
49-0050-000	JOHNSON CO CENTRAL PUBLIC SCHS	3	54,479	57,595	3,116
KEARNEY					
50-0001-000	WILCOX-HILDRETH PUBLIC SCHOOLS	3	26,219	27,220	1,001
50-0501-000	AXTELL COMMUNITY SCHOOLS	3	238,077	334,369	96,292
50-0503-000	MINDEN PUBLIC SCHOOLS	3	105,673	112,224	6,551
KEITH					
51-0001-000	OGALLALA PUBLIC SCHOOLS	3	127,447	125,280	(2,167)
51-0006-000	PAXTON CONSOLIDATED SCHOOLS	3	647,147	633,777	(13,370)
KEYA PAHA					
52-0100-000	KEYA PAHA COUNTY SCHOOLS	2	29,593	10,686	(18,907)
KIMBALL					
53-0001-000	KIMBALL PUBLIC SCHOOLS	3	51,439	49,797	(1,642)
KNOX					
54-0013-000	CREIGHTON COMMUNITY PUBLIC SCH	3	65,540	38,135	(27,405)

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KNOX					
54-0096-000	CROFTON COMMUNITY SCHOOLS	3	316,479	423,277	106,798
54-0501-000	NIOBRARA PUBLIC SCHOOLS	3	1,804,770	1,685,642	(119,128)
54-0505-000	SANTEE COMMUNITY SCHOOLS	2	3,208,736	3,399,741	191,005
54-0576-000	WAUSA PUBLIC SCHOOLS	3	25,032	66,151	41,119
54-0583-000	VERDIGRE PUBLIC SCHOOLS	3	11,290	13,368	2,078
54-0586-000	BLOOMFIELD COMMUNITY SCHOOLS	3	38,094	37,563	(531)
LANCASTER					
55-0001-000	LINCOLN PUBLIC SCHOOLS	4	112,828,624	116,210,420	3,381,796
55-0145-000	WAVERLY SCHOOL DISTRICT 145	3	381,949	315,238	(66,711)
55-0148-000	MALCOLM PUBLIC SCHOOLS	3	3,120,877	3,836,299	715,422
55-0160-000	NORRIS SCHOOL DIST 160	3	5,177,476	4,222,084	(955,392)
55-0161-000	RAYMOND CENTRAL PUBLIC SCHOOLS	3	374,718	939,105	564,387
LINCOLN					
56-0001-000	NORTH PLATTE PUBLIC SCHOOLS	3	9,477,434	9,885,536	408,102
56-0006-000	BRADY PUBLIC SCHOOLS	2	287,744	424,512	136,768
56-0007-000	MAXWELL PUBLIC SCHOOLS	3	1,852,845	1,717,883	(134,962)
56-0037-000	HERSHEY PUBLIC SCHOOLS	3	1,653,981	1,616,327	(37,654)
56-0055-000	SUTHERLAND PUBLIC SCHOOLS	3	45,514	165,068	119,554
56-0565-000	WALLACE PUBLIC SCH DIST 65 R	2	253,456	250,389	(3,067)
LOGAN					
57-0501-000	STAPLETON PUBLIC SCHOOLS	3	451,978	441,578	(10,400)
LOUP					
58-0025-000	LOUP COUNTY PUBLIC SCHOOLS	2	7,185	6,617	(568)
MADISON					
59-0001-000	MADISON PUBLIC SCHOOLS	3	73,268	72,940	(328)
59-0002-000	NORFOLK PUBLIC SCHOOLS	3	12,002,823	9,534,217	(2,468,606)
59-0005-000	BATTLE CREEK PUBLIC SCHOOLS	3	759,335	886,491	127,156
59-0013-000	NEWMAN GROVE PUBLIC SCHOOLS	3	24,146	26,167	2,021
59-0080-000	ELKHORN VALLEY SCHOOLS	3	122,796	54,994	(67,802)
MCPHERSON					
60-0090-000	MC PHERSON COUNTY SCHOOLS	3	5,061	5,462	401
MERRICK					
61-0004-000	CENTRAL CITY PUBLIC SCHOOLS	3	92,511	94,475	1,964
61-0049-000	PALMER PUBLIC SCHOOLS	3	1,295,638	1,417,873	122,235
MORRILL					
62-0021-000	BAYARD PUBLIC SCHOOLS	3	1,974,495	1,985,560	11,065
62-0063-000	BRIDGEPORT PUBLIC SCHOOLS	3	446,217	602,019	155,802
NANCE					
63-0001-000	FULLERTON PUBLIC SCHOOLS	3	30,182	31,894	1,712
63-0030-000	TWIN RIVER PUBLIC SCHOOLS	3	48,305	47,834	(471)
NEMAHA					
64-0023-000	JOHNSON-BROCK PUBLIC SCHOOLS	3	902,627	894,929	(7,698)
64-0029-000	AUBURN PUBLIC SCHOOLS	3	2,958,492	3,954,136	995,644
NUCKOLLS					
65-0011-000	SUPERIOR PUBLIC SCHOOLS	3	841,329	1,127,531	286,202
65-2005-000	SOUTH CENTRAL NEBRASKA UNIFIED	3	85,711	90,162	4,451

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OTOE					
66-0027-000	SYRACUSE-DUNBAR-AVOCA SCHOOLS	3	144,644	107,511	(37,133)
66-0111-000	NEBRASKA CITY PUBLIC SCHOOLS	3	4,060,964	4,578,299	517,335
66-0501-000	PALMYRA DISTRICT O R 1	3	1,303,507	1,194,748	(108,759)
PAWNEE					
67-0001-000	PAWNEE CITY PUBLIC SCHOOLS	3	1,134,616	1,081,782	(52,834)
67-0069-000	LEWISTON CONSOLIDATED SCHOOLS	3	450,244	417,168	(33,076)
PERKINS					
68-0020-000	PERKINS COUNTY SCHOOLS	3	61,010	60,167	(843)
PHELPS					
69-0044-000	HOLDREGE PUBLIC SCHOOLS	3	173,280	181,914	8,634
69-0054-000	BERTRAND PUBLIC SCHOOLS	3	30,133	28,377	(1,756)
69-0055-000	LOOMIS PUBLIC SCHOOLS	2	531,131	629,708	98,577
PIERCE					
70-0002-000	PIERCE PUBLIC SCHOOLS	3	259,546	277,235	17,689
70-0005-000	PLAINVIEW PUBLIC SCHOOLS	3	40,159	36,676	(3,483)
70-0542-000	OSMOND COMMUNITY SCHOOLS	3	142,934	136,967	(5,967)
PLATTE					
71-0001-000	COLUMBUS PUBLIC SCHOOLS	3	16,616,319	18,184,815	1,568,496
71-0005-000	LAKEVIEW COMMUNITY SCHOOLS	3	90,625	245,570	154,945
71-0067-000	HUMPHREY PUBLIC SCHOOLS	3	548,024	622,642	74,618
POLK					
72-0015-000	CROSS COUNTY COMMUNITY SCHOOLS	3	212,012	201,657	(10,355)
72-0019-000	OSCEOLA PUBLIC SCHOOLS	3	34,992	36,810	1,818
72-0032-000	SHELBY - RISING CITY PUBLIC SC	3	645,898	538,884	(107,014)
72-0075-000	HIGH PLAINS COMMUNITY SCHOOLS	3	32,464	34,109	1,645
RED WILLOW					
73-0017-000	MC COOK PUBLIC SCHOOLS	3	5,860,385	6,067,532	207,147
73-0179-000	SOUTHWEST PUBLIC SCHOOLS	3	28,410	38,329	9,919
RICHARDSON					
74-0056-000	FALLS CITY PUBLIC SCHOOLS	3	286,938	370,694	83,756
74-0070-000	HUMBOLDT TABLE ROCK STEINAUER	3	40,493	39,250	(1,243)
ROCK					
75-0100-000	ROCK COUNTY PUBLIC SCHOOLS	3	229,993	241,504	11,511
SALINE					
76-0002-000	CRETE PUBLIC SCHOOLS	3	9,829,870	9,503,504	(326,366)
76-0044-000	DORCHESTER PUBLIC SCHOOL	3	238,309	383,158	144,849
76-0068-000	FRIEND PUBLIC SCHOOLS	3	39,006	39,782	776
76-0082-000	WILBER-CLATONIA PUBLIC SCHOOLS	3	547,033	817,146	270,113
SARPY					
77-0001-000	BELLEVUE PUBLIC SCHOOLS	3	50,539,568	50,585,324	45,756
77-0027-000	PAPILLION-LA VISTA PUBLIC SCHS	3	36,798,351	34,711,878	(2,086,473)
77-0037-000	GRETNA PUBLIC SCHOOLS	3	20,729,975	21,387,347	657,372
77-0046-000	SPRINGFIELD PLATTEVIEW COMMUNI	3	762,265	1,126,914	364,649
SAUNDERS					
78-0001-000	ASHLAND-GREENWOOD PUBLIC SCHS	3	1,123,900	1,266,501	142,601
78-0009-000	YUTAN PUBLIC SCHOOLS	3	2,318,041	2,509,460	191,419
78-0039-000	WAHOO PUBLIC SCHOOLS	3	176,732	194,801	18,069

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SAUNDERS					
78-0072-000	MEAD PUBLIC SCHOOLS	3	518,069	519,462	1,393
78-0107-000	CEDAR BLUFFS PUBLIC SCHOOLS	3	3,356,823	3,233,001	(123,822)
SCOTTS BLUFF					
79-0002-000	MINATARE PUBLIC SCHOOLS	3	2,733,106	2,937,260	204,154
79-0011-000	MORRILL PUBLIC SCHOOLS	3	1,568,276	1,837,927	269,651
79-0016-000	GERING PUBLIC SCHOOLS	3	9,001,054	9,353,708	352,654
79-0031-000	MITCHELL PUBLIC SCHOOLS	3	4,549,012	4,531,369	(17,643)
79-0032-000	SCOTTSBLUFF PUBLIC SCHOOLS	3	16,807,931	16,778,827	(29,104)
SEWARD					
80-0005-000	MILFORD PUBLIC SCHOOLS	3	1,560,875	2,125,304	564,429
80-0009-000	SEWARD PUBLIC SCHOOLS	3	293,213	270,316	(22,897)
80-0567-000	CENTENNIAL PUBLIC SCHOOLS	3	73,396	77,262	3,866
SHERIDAN					
81-0003-000	HAY SPRINGS PUBLIC SCHOOLS	3	1,439,531	1,655,775	216,244
81-0010-000	GORDON-RUSHVILLE PUBLIC SCHS	3	54,187	53,009	(1,178)
SHERMAN					
82-0001-000	LOUP CITY PUBLIC SCHOOLS	3	27,531	27,736	205
82-0015-000	LITCHFIELD PUBLIC SCHOOLS	2	12,079	12,284	205
SIOUX					
83-0500-000	SIOUX COUNTY PUBLIC SCHOOLS	3	10,273	8,665	(1,608)
STANTON					
84-0003-000	STANTON COMMUNITY SCHOOLS	3	140,271	94,538	(45,733)
THAYER					
85-0060-000	DESHLER PUBLIC SCHOOLS	3	413,299	315,131	(98,168)
85-0070-000	THAYER CENTRAL COMMUNITY SCHS	3	51,366	52,087	721
85-2001-000	BRUNING-DAVENPORT UNIFIED SYS	2	37,866	35,446	(2,420)
THOMAS					
86-0001-000	THEDFORD PUBLIC SCHOOLS	2	198,177	196,071	(2,106)
THURSTON					
87-0001-000	PENDER PUBLIC SCHOOLS	3	537,912	617,430	79,518
87-0013-000	WALTHILL PUBLIC SCHOOLS	3	3,473,163	3,660,724	187,561
87-0016-000	UMO N HO N NATION PUBLIC SCHS	3	6,443,079	6,795,205	352,126
87-0017-000	WINNEBAGO PUBLIC SCHOOLS	3	6,384,854	6,785,888	401,034
VALLEY					
88-0005-000	ORD PUBLIC SCHOOLS	3	258,694	57,133	(201,561)
88-0021-000	ARCADIA PUBLIC SCHOOLS	2	984,132	1,060,826	76,694
WASHINGTON					
89-0001-000	BLAIR COMMUNITY SCHOOLS	3	419,754	456,255	36,501
89-0003-000	FORT CALHOUN COMMUNITY SCHS	3	4,011,548	4,462,420	450,872
89-0024-000	ARLINGTON PUBLIC SCHOOLS	3	817,362	896,810	79,448
WAYNE					
90-0017-000	WAYNE COMMUNITY SCHOOLS	3	304,830	326,494	21,664
90-0560-000	WAKEFIELD PUBLIC SCHOOLS	3	1,534,615	1,786,492	251,877
90-0595-000	WINSIDE PUBLIC SCHOOLS	3	411,473	690,184	278,711
WEBSTER					
91-0002-000	RED CLOUD COMMUNITY SCHOOLS	3	299,160	292,722	(6,438)
91-0074-000	BLUE HILL PUBLIC SCHOOLS	3	800,127	657,531	(142,596)

Due to the annexation of transferred property by a city or village per Section 79-1065.02 of the Nebraska Revised Statutes, prior year data may result in different outcomes as published on the prior year report.

2021/22 STATE AID TO BE PAID BY SYSTEM COMPARED TO 2020/21 PAID

COUNTY/ DISTRICT NUMBER	DISTRICT NAME	CLASS	2020/21 SYSTEM STATE AID PAID	2021/22 SYSTEM STATE AID TO BE PAID	TOTAL DOLLAR DIFFERENCE
WHEELER					
92-0045-000	WHEELER CENTRAL SCHOOLS	3	10,442	8,642	(1,800)
YORK					
93-0012-000	YORK PUBLIC SCHOOLS	3	1,627,544	1,500,366	(127,178)
93-0083-000	MC COOL JUNCTION PUBLIC SCHS	2	876,879	944,027	67,148
93-0096-000	HEARTLAND COMMUNITY SCHOOLS	3	54,328	57,780	3,452
TOTAL STATE AID TO BE PAID			1,053,175,257	1,047,015,768	(6,159,489)

Due to the annexation of transferred property by a city or village per Section 79-1065.02 of the Nebraska Revised Statutes, prior year data may result in different outcomes as published on the prior year report.

Bayard Public Schools

Superintendent's Evaluation for Building Administrators

(Principals and Directors)

Principal being Evaluated_____ Date _____

1. The evaluation for building administrators is divided into four areas: Management of Instruction, Human Relations, Management Resources and General Management>

2. It is recommended that job targets be developed by each administrator.

3. Ratings are as follows: (1) Outstanding (2) Good (3) Average (4) Below Average (5) Unsatisfactory (NA) Not Applicable

I MANAGEMENT OF THE INSTRUCTIONAL PROGRAM

A. _____Planning: Demonstrates the ability to develop a comprehensive educational plan for the school.

B. _____ Decision Making: Demonstrates the ability to quickly weigh alternatives and make workable decisions.

C. _____ Judgment: Decisions reflect the use of reasonable data gathering and deliberation.

D. _____ Organization: Demonstrates the ability to inspire others to high purpose in satisfying school and district goals.

E. _____ Ability to Motivate: Demonstrates the ability to inspire others to high purpose in satisfying school and district goals.

Comments:

II. HUMAN RELATIONS

A. _____ Poise: Maintains ability to effectively communicate during stress periods.

B. _____ Tact: Is able to relate candidly to people without seriously impairing interpersonal relationships.

C. _____ Community relations: Maintains ongoing positive relationships with the community.

D. _____ Staff Relations: Is perceived as allowing to exercise professional initiative. Promotes positive school climate with regard to school and district.

E. _____ Staff-Student Relations: Is perceived as allowing to exercise professional initiate. Promotes positive school climate with regard to school and district.

F. _____Student Relations: Deals fairly and compassionately with children.

G. _____ Appearance: Dress and appearance appropriate and in good taste.

H. _____ Discipline: Establishes educational atmosphere conducive to learning (maintains discipline).

I. _____ Support: Supports decisions made by teachers.

Comments:

III. MANAGEMENT OF RESOURCES

A. _____ Physical Building: Building meets minimum standards of cleanliness, repair and effective usage.

B. _____ Grounds: School grounds meet minimum standards of cleanliness, repair and effective usage.

C. _____ Staffing Plan: Human resources are effectively deployed, consistent with the goals of the school.

D. _____ Consultants: Consultants are used effectively to assist in the achievement of the goals of the school.

E. _____ Resources: Ability to acquire needed facilities, equipment, personnel, etc.

F. _____ Staff Evaluation: Has ability to evaluate the staff realistically.

Comments:

IV. GENERAL MANAGEMENT PERFORMANCE

A. _____ Vitality: Has sufficient endurance to effectively deal with peak load activity. Is able, on occasion, to demand an inordinate amount of effort to satisfy emergency, high priority goal attainment.

B. _____ Team Loyalty: Will take Board of Education decisions, and implement and enforce same as if they were his/her own.

C. _____ Flexibility: Demonstrates the ability to function situationally, allowing specific variable to guide problem solving.

D. _____ Creativity: Approaches each decision with an open mind; is able to generate a wide range of alternative problem solving.

E. _____ Thoroughness: Completes tasks; evidences follow-through on important assignments.

F. _____ Skill growth: growth in technical skill. Is conversant with research and current administrative theory.

G. _____ Problem solving: is able to quickly attack and solve a problem.

H. _____ Delegation: Demonstrates ability to delegate responsibility.

Comments:

A. Areas of Strength:

B. Areas that need Improvement/Job Targets and Dates:

Comments by Principal/Director

Recommended for Renewal _____

Not Recommended for Renewal _____

Signatures:

_____ _____

Principal/Director Superintendent/Evaluator

Conference Date:

Principal/Director Evaluation

Principal/Director:	Building: __Elementary __Secondary __Districtwide
Evaluator:	Date of Evaluation: ____/___/_____
☐ Probationary ☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Non-Probationary	Date: _____/_____/_____ ☐ Formal: ☐ Informal: School Year: _____/_____

PRINCIPAL/DIRECTOR GOALS

Current Principal/Director Goals	Evidence of Progress or Completion
1.	
2.	
3.	

STANDARD 1 - COMMUNICATION

The Principal/Director communicates effectively with students, staff, families, and community members.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
The Principal/Director …	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
1.1 Communicates early and often with families on the expectations and procedural needs of the building.				
1.2 Communicates information with students, parents, and community members in accordance with established communication plans and authorized modes of communication.				
1.3 Utilizes strategies that invite effective communication and parent involvement in the student's education.				
1.4 Utilizes grammatically correct written and oral communication. Communication is professional, and conducted in a positive and honest manner. When negative information must be shared, it is done in a respectful manner.				
1.5 Responds appropriately to parental concerns and deals fairly and compassionately with the students of the district.				
Evaluator's Comments and/or Observations:				

STANDARD 2 - Vision for Learning

The Principal/Director, as an instructional leader, embodies and inspires all members of the educational community to collectively embrace and actualize the shared vision, mission, and goals of the school and district for high-quality teaching and learning that results in improved student growth and achievement, reduction of opportunity gaps, and enhanced student and staff well-being.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
The Principal/Director...	**Continually exceeds the criteria**	**Consistently meets the criteria**	**Partially meets the criteria**	**Does not meet the criteria**
2.1 Leads all constituent groups within the school community in the analysis of multiple sources of relevant data to drive the creation of the vision, mission, and goals of the school, and ensures alignment with district, state, and federal policies				
2.2 Establishes high expectations for the well-being and performance of self, students, and staff and widely communicates how the vision, mission and goals of the school align with those expectations				
2.3 . Leads all members of the educational community in a systematic review of the vision, mission, and goals of the school and adjusts based on the changing needs of the students and the learning community				
2.4 Promotes teaching practices based on sound instructional theory and pedagogy, research on student learning and development, alignment to the vision, mission and goals of the school, and the needs of each student and staff member				
2.5 Ensures each student's instructional experience is based on intentional and district supported use of high quality instructional materials and aligned to innovative and impactful programming personalized to the interests and needs of individual students and groups of students				
2.6 Implements a systematic plan, using multiple sources of relevant data, to ensure alignment of curriculum, instruction, and assessment processes based on instructional priorities and student and staff development and support needs				
2.7 Models behavior that demonstrates the belief that all students and staff members can reach their full potential with meaningful access to educational resources they need at the right moment, at the right level, and with the right intensity				
2.8 Ability to Motivate: Demonstrates the ability to inspire others to purpose in satisfying school and district goals				
Evaluator's Comments and/or Observations:				

STANDARD 3 - Culture for Learning

The Principal/Director, as an instructional leader, cultivates and nurtures an inclusive, caring, and supportive learning environment that promotes the academic success and well-being of each member of the educational community.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
The Principal/Director...	**Continually exceeds the criteria**	**Consistently meets the criteria**	**Partially meets the criteria**	**Does not meet the criteria**
3.1 Is consistently visible in the school and community, leads efforts to create and sustain a safe and healthy learning environment of respect and rapport based on clear guidelines for appropriate behavior, and addresses student and staff conduct in a positive, fair, unbiased manner				
3.2 Articulates a vision that defines a student-centered school culture, and creates and sustains school conditions that ensure equitable access to learning and development opportunities for each student, staff member, and self				
3.3 Implements a systematic process, using multiple sources of relevant data, to provide a layered continuum of support to meet the academic, physical, social-emotional, and mental health needs of each student				
3.4 Supports protocols and practices that provide collaboration time among staff, cultivating mutual respect, collegiality, and collective responsibility for meeting student and staff goals				
3.5 Promotes high expectations and mutual accountability, recognizes successes of students and staff, and uses multiple sources of relevant data to monitor the climate and culture of the educational community				
3.6 Models cultural competence and responsiveness and collaborates with the educational community to create, implement, and sustain systematic instructional protocols and practices that confront and eliminate institutional bias and student marginalization				
3.7 Recognizes diversity as an asset, and creates and sustains a learning environment in which all students, staff, and community members are known, accepted, valued, trusted and respected, and encouraged to be active and responsible members of the school community				
3.8 Models and teaches the habits of highly effective people.				
3.9 Utilizes and promotes the cultural, social, and intellectual resources of the community				
3.10 Effectively manages discipline related to the school in accordance with established procedures.				
Evaluator's Comments and/or Observations:				

STANDARD 4 - Continuous Improvement

The Principal/Director, as an instructional leader, leads a continuous improvement process that results in improved student growth and achievement, enhanced student and staff well-being, and greater school effectiveness.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
The Principal/Director …	Continually exceeds the criteria	Consistently meets the criteria	Partially meets the criteria	Does not meet the criteria
4.1 In collaboration with the educational community, develops, implements, monitors, and revises a school improvement plan that is aligned with district, state, and federal guidelines and goals				
4.2 Adopts a systems perspective and promotes coherence among improvement efforts in all aspects of school organization, programs, and services to align with the school's vision, mission, and goals				
4.3 Implements a school-wide documented professional learning plan that is developed based on staff input, aligned to the school's continuous improvement processes, and evaluated and adjusted based on participant feedback and student outcome data				
4.4 Manages the process of change within the school, communicating the need and process for change so that it is fully understandable, consistent, and transparent, and utilizing the collective efforts of all members of the educational community				
4.5 In collaboration with the educational community, aligns the school's curriculum and high quality instructional materials to district and state content standards to ensure cultural responsiveness and high expectations for student learning				
4.6 Creates and sustains strategic partnerships with diverse groups of community leaders, keeping them informed and seeking their perspectives on issues affecting the school				
4.7 . In collaboration with the educational community, monitors the achievement of each student group and other sources of data to make informed decisions about student learning, teacher effectiveness, and school improvement				
4.8 Coordinates collaborative school-wide learning communities that meet to reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning				
4.9 Monitors the effectiveness of family and community engagement efforts and regularly uses results to inform school improvement efforts				
4.10 Planning: Demonstrates the ability to develop a comprehensive educational plan for the school				
Evaluator's Comments and/or Observations:				

STANDARD 5 - Staff Support & Development

The Principal/Director, as an instructional leader, develops and supports the professional capacity and practice of personnel to maximize student learning opportunities and outcomes that align with district and state content standards and the school's vision, mission, and goals.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
The Principal/Director ...	**Continually exceeds the criteria**	**Consistently meets the criteria**	**Partially meets the criteria**	**Does not meet the criteria**
5.1 Builds a climate of trust, responsiveness, and equity in decision making that is based on the needs and voices of each staff member				
5.2 Implements a performance evaluation system for teachers and instructional support staff based on a common instructional language and effective teaching practices				
5.3 Observes instructional staff formally and informally and provides specific, actionable, and timely feedback to improve instructional practice, and takes action to provide each instructional staff member with the supports and development needed				
5.4 Leads efforts for the development and implementation of differentiated learning and growth opportunities in the areas of professional knowledge, skills, and practice for individual teachers and staff members				
5.5 Engages in ongoing professional dialogue with instructional staff to ensure high quality instructional materials and evidence-based, district-supported strategies are fully implemented as intended, resulting in increased student growth and achievement				
5.6 Develops and implements a systematic recruitment and retention plan that includes analysis of multiple sources of data to ensure equitable access to effective educators for each student				
5.7 Mentors emerging staff leaders to build leadership capacity within the school community				
5.8 Organization: Demonstrates the ability to inspire others to high purpose in satisfying school and district goals.				
5.9 Judgment: Decisions reflect the use of reasonable data gathering and deliberation				
Evaluator's Comments and/or Observations:				

STANDARD 6 - Professionalism

The Principal/Director, as an instructional leader, exhibits a high level of professional ethics and advocates for policies of equity and excellence in support of the vision, mission, and goals of the school.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
The Principal/Director ...	**Continually exceeds the criteria**	**Consistently meets the criteria**	**Partially meets the criteria**	**Does not meet the criteria**
6.1 Systematically reflects on his/her own professional practice and makes adjustments in order to bring about continuous improvement.				
6.2 Actively pursues and completes meaningful professional development and maintains documentation of such development.				
6.3 Contributes professional expertise and talent in efforts to accomplish the strategic initiatives of the school.				
6.4 Meets and upholds the code of ethics of the teaching profession and standards of professional practices.				
6.5 Adheres to and complies with school policies, procedures, and regulations.				
6.6 Adheres to and complies with directives.				
6.7 Maintains accurate records, documentation, and data.				
6.8 Participation in all meetings is active and professional.				
6.9 Completes assigned duties professionally and on time.				
6.10 Displays emotional control and poise when confronted with the unexpected during the workday.				
6.11 Understands and complies with expectations for students and educational confidentiality.				
6.12 Models a positive attitude toward education, Bayard Public Schools, students, parents, colleagues, and patrons.				
6.13 Addresses concerns, questions, and disagreements professionally through the established chain of command.				
6.14 Dresses professionally in accordance with established expectations.				
6.15 Provides supports for students transitioning between grade levels, programs, schools, districts, and ultimately, college and careers.				
Evaluator's Comments and/or Observations:				

STANDARD 7 - Operations & Management

The Principal/Director manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

Professional Practice	Highly Effective	Effective	Developing	Ineffective
The Principal/Director ...	**Continually exceeds the criteria**	**Consistently meets the criteria**	**Partially meets the criteria**	**Does not meet the criteria**
7.1 In collaboration with the educational community, establishes, implements, and communicates the school's policies, protocols, and daily operations to promote the vision, mission, and goals of the school				
7.2 Creates, implements, and sustains a system of conflict resolution among all members of the educational community that aligns with the vision, mission, and goals of the school				
7.3 Promotes the school as a community center and resource for families and community members				
7.4 Maintains an organized data system and uses the system consistently to communicate actionable information about classroom and school improvement with the educational community				
7.5 In collaboration with the educational community, uses multiple sources of relevant data to ensure academic and social interventions, accommodations, and curricular and extracurricular activities are available to meet the strengths and needs of each student				
7.6 Informs the development of, complies with, and helps the educational community understand local, state, and federal regulations, policies, and laws that impact the learning environment				
7.7 Engages in responsible, ethical, and accountable budgeting and accounting practices				
7.8 Manages and monitors the school's site, facilities, services, and equipment to maintain a safe, clean, healthy learning environment				
7.9 Maintains positive working relationships with certificated and non-certificated staff members.				
7.10 Contributes to the cohesiveness of the school team.				
7.11 Recognizes and values individual differences and upholds and respects the dignity of all stakeholders.				
7.12 Manages staff resources, assigning staff members to roles that optimize their professional capacity to address each student's strengths and needs				
Evaluator's Comments and/or Observations:				

STANDARD PERFORMANCE SUMMARY and GOAL REVIEW SHEET

(To be completed by Evaluator)

District Standard	Highly Effective	Effective	Developing	Ineffective
1. Communication				
2. Vision for Learning				
3. Culture for Learning				
4. Continuous Improvement				
5. Staff Support & Development				
6. Professionalism				
7. Operations & Management				
Review of Goals	**Exceeded Goal**	**Met Goal**	**Partially Met Goal**	**Didn't Meet Goal**
1.				
2.				
3.				

OBSERVATION SUMMARY

(To be completed by Evaluator)

Principal/Director Name:	**Building: __Elementary __Secondary __Districtwide**
Evaluator:	**Date of Evaluation: _____/_/_____**
☐ **Probationary** ☐ **Year 1** ☐ **Year 2** ☐ **Year 3** ☐ **Non-Probationary**	**Date Observed: _____/____/_____** ☐ **Formal:** ☐ **Informal:** **School Year: ___2020_____/_____2021__**
Summary of evaluation:	
Identified Strengths:	
Suggestions for Improvement:	
☐ **This staff member has met the District standard(s) for effective performance.** ☐ **This staff member has not met the District standard(s) for effective performance and is being officially moved into the deficiency stage of evaluation.**	
Date: _____/_____/_____ Principal/Director's Signature: _____ Date: _____/_____/_____ Evaluator's Signature: _____	

The signature of the staff member does not indicate agreement with statements made within this form. Signature indicates that the staff member has been observed, informed of the observation and has been given a copy of any information to be placed in their file with respect to this observation. It is the responsibility of the Principal/Director to submit a written statement indicating his/her disagreement with statements made within this summary.

DEFICIENCY NOTIFICATION FORM and PLAN OF IMPROVEMENT

(To be completed by Evaluator)

Additional pages may be used.

Principal/Director Name:	**Grade/Subject Area/Position:**
Evaluator:	**Date of Evaluation:**_____/_____/_____
☐ **Probationary** ☐ **Year 1** ☐ **Year 2** ☐ **Year 3** ☐ **Non-Probationary**	**Date Observed:** _____/_____/_____ **Time Observed:** _____ ☐ **Formal:** ☐ **Informal:** **School Year:** _____/_____

Deficiencies Noted in Observation:

Guidelines From Evaluator for Improvement:

Suggested Resources to Assist Improvement:

Timeline of Improvement:

If improvement does not take place within the timeline identified, the staff person's continued employment in the Bayard Public School system will be in question.

Date: _____/_____/_____ Principal/Director's Signature: _____

Date: _____/_____/_____ Evaluator's Signature: _____

The signature of the staff member does not indicate agreement with statements made within this form. Signature indicates that the staff member has been observed, informed of the observation and has been given a copy of any information to be placed in their file with respect to this observation. It is the responsibility of the Principal/Director to submit a written statement indicating his/her disagreement with statements made within this summary.

MATTHEW L. BLOMSTEDT, PH.D., COMMISSIONER

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Lincoln, NE 68509-4987

education.ne.gov

May 12, 2021

Dr. Travis Miller
Bayard Public Schools
726 4th Avenue
Bayard, Nebraska 69334

Dr. Miller:

This letter is to inform you that we have received and reviewed the Principal Evaluation instrument from Bayard Public Schools. Bayard Board Policy 4008, pursuant to NAC 92 Rule 10: Section 007.06 that was approved by the Nebraska Department of Education and the Bayard School Board in 2011 remains in effect for Principal Evaluation in your district.

The new principal evaluation instrument aligns directly with Nebraska's Principal Performance Standards. This instrument, along with the certified employee policies and procedures for Bayard Public Schools will remain approved until Bayard Public Schools revises them. These documents, including this letter, will be added to your school's file at the Nebraska Department of Education. A copy of the upcoming minutes of the Bayard School Board, where this new instrument will be approved, will be included as well. Please send that directly after your next board meeting.

If you have any questions regarding this letter or any of the applicable requirements of Rule 10: *Regulations and Procedures for the Accreditation of Schools,* feel free to contact me.

Sincerely,

Todd F. Wolverton

Todd F. Wolverton

__. JUUL MASS ACTION LITIGATOIN

It is recommended that the Board of Education ("Board") approve participation in pursuing claims for damages associated with JUUL® and Electronic Cigarette (e-cigarette) litigation, to include the filing of a lawsuit and approving the Attorney-Client Fee Contract with the Frantz Law Group, APLC (the "Agreement"), provided that the Frantz Law Group, APLC enters into a co-counsel agreement with the Perry Law Firm related to such claims.

A complete copy of the Agreement is available in the Superintendent's Office, and additional details about the Agreement or Program are available from district staff.

The Board by approving this agenda item is ratifying, confirming, consenting to and approving participation in litigation against JUUL® and all the provisions of the related attorney-client Agreement and any associated documents related thereto according to the terms and conditions as presented or such other or additional terms and provisions as hereinafter negotiated and approved by the Superintendent, _____, or a designee; and the Board is hereby delegating authority to and authorizing and directing the Superintendent, _____ or a designee to sign, execute and deliver the Agreement for and on behalf of BPS, or hereby ratifies and approves same to the extent it has already taken place, is further hereby delegating authority to and authorizing and directing such above named BPS officials or their designee to take or cause to be taken any and all other action and sign any other documents as may be necessary to complete the matter and to file suit as contemplated thereby and determined appropriate, for and on behalf of this school district, and hereby delegates authority to and designates the Superintendent or _____ or another person from time to time with regard to such lawsuit and resolution of such lawsuit.

ATTORNEY-CLIENT FEE CONTRACT

The ATTORNEY-CLIENT FEE CONTRACT ("Agreement") is entered into by and between the Bayard 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

Initials _____

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

Initials _____

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.

Initials _____

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 Bayard 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 at 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.

Initials _____

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.

Initials _____

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

Initials _____

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]

Initials _____

Dated: _____

_____
Print Name:
Frantz Law Group, APLC

Dated: _____

_____
Dr. Travis Miller, Superintendent
Bayard Public Schools

_____

_____

Initials _____

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.

INTERLOCAL COOPERATIVE AGREEMENT
AMENDED MAY 2021

This **AMENDED INTERLOCAL COOPERATIVE AGREEMENT** made and entered into by and between Banner County Public School District No. 04-0001 (hereinafter referred to as "Banner County"), Bayard Public School District No. 62-0021 (hereinafter referred to as "Bayard"), Bridgeport Public School District No. 62-0063 (hereinafter referred to as "Bridgeport"), Creek Valley Public School District No. 25-0025 (hereinafter referred to as "Creek Valley"), Gering Public School District No. 79-0016 (hereinafter referred to as "Gering"), Kimball Public School District No. 53-0001 (hereinafter referred to as "Kimball"), Minatare Public School District No. 79-0002 (hereinafter referred to as "Minatare"), Mitchell Public School District No. 79-0031 (hereinafter referred to as "Mitchell"), Morrill Public School District No. 79-0011 (hereinafter referred to as "Morrill"), and Sidney Public School District No. 17-0001 (hereinafter referred to as "Sidney"), collectively referred to in this Interlocal Cooperative Agreement as the "parties".

RECITALS

WHEREAS, Banner County, Bayard, Bridgeport, Creek Valley, Gering, Kimball, Minatare, Mitchell, Morrill, and Sidney are desirous to enter into an Interlocal Cooperative Agreement, the purpose of which is to provide an alternative learning environment for students; and

WHEREAS, Banner County, Bayard, Bridgeport, Creek Valley, Gering, Kimball, Minatare, Mitchell, Morrill, and Sidney are determined that the establishment of this Interlocal Cooperative Agreement will best serve the students of each respective school district and further shall provide the means of improving and facilitating the quality of education for said students and further shall provide a means of sharing instructional assignments, programs, activities, and functions thereby eliminating duplications of cost of providing such services**.**

NOW, THEREFORE, IT IS AGREED by and between the parties as follows:

1. **NAME**
   The name of the Interlocal Cooperative Agency hereby established shall be: **VALLEY ALTERNATIVE LEARNING TRANSITIONING SCHOOL** (hereinafter referred to as "VALTS")

2. **PURPOSE**
   Banner County, Bayard, Bridgeport, Creek Valley, Gering, Kimball, Minatare, Mitchell, Morrill, and Sidney hereby agree pursuant to the terms of this Interlocal Cooperative Agreement that there is hereby established an Interlocal Cooperative Agreement pursuant to Sec. 13-804 R.R. S. 1943 et seq. hereby establishing a separate entity for

the purpose of providing for the general education needs and providing educational services as identified and required by member school districts and further providing for economy, efficiency and cost effectiveness in the cooperative delivery of education services.

3.

Subject to approval by the Board of Education of VALTS, the allocation of educational slots for students attending VALTS shall be as follows:

Gering Public School District #16	=	20 slots
Mitchell Public School District # 31	=	7 slots
Sidney Public School District #1	=	7 slots
Bridgeport Public School District #63	=	3 slots
Bayard Public School District #21	=	2 slots
Creek Valley Public School District #25	=	2 slots
Kimball Public School District #1	=	2 slots
Minatare Public School District #2	=	2 slots
Morrill Public School District #11	=	2 slots
Banner County Public School District #1	=	1 slot

Additional slots for districts may be allowed if approved by VALTS/ESU #13 Administration. Member districts also have the option of transferring excess student slots. Any transfer must meet the following conditions:

1. Should a district assume such a slot, the cost of the slot will be the prevailing rate charged all member districts for that same year.
2. The district assuming the slot will pay for the slot on a quarterly basis.

3. <u>GOALS</u>

1. To provide alternative ways for students to achieve high school graduation resulting in increased graduation rates and preparation for life after high school.
2. To certify that, upon completion of a course, students will have reached or surpassed the district and/or state performance assessments which measure student progress.
3. To develop innovative student performance assessments which measure student progress.
4. To provide a caring, diversified learning environment where students will develop positive self-concepts, increase their self-esteem, and recognize and appreciate the correlation between education and success in the workplace.
5. To be accountable to the community and the home school district through quality student achievement.
6. To provide opportunities for community involvement.
7. To provide a safe and orderly school environment.

8. To provide an alternative, diversified environment where students can achieve success.

4. MISSION

The mission of VALTS is to empower students to meet the challenges of our changing world. Our setting will create engaging and empowering learning opportunities.

5. PHILOSOPHY

The philosophy is based upon the belief that students have a right to a free, appropriate education; and students, when offered the appropriate environment, can experience educational success. The traditional education model, effective as it may be for the majority of our students, does not provide the right environment for some students. VALTS will be student rather than department centered. Its curriculum will be built upon state and district mandated standards.

6. DURATION

This Interlocal Cooperative Agreement shall continue until terminated by the Parties as provided herein. This Agreement may be terminated by agreement of all Parties.

7. NOTICE OF PARTICIPATION

The district will be committing to participate in VALTS for two school years beyond the current school year. Each member district agrees it shall budget and pay an assessed amount per slot as determined and agreed to each year by the VALTS Board of Education. The VALTS Board of Education shall, on an annual basis, discuss procedures to address any shortfalls or excesses in the budget which may exist.

A district shall notify ESU #13 and the VALTS Board of Education of its intent to increase slots in the VALTS program for the upcoming year by February 1st of the current school year. If such notification is received by ESU #13 and the VALTS Board of Education after February 1st, then such change shall be subject to the approval of ESU #13 and the VALTS Board of Education as to if it will become effective for the upcoming year.

A district shall notify ESU #13 and the VALTS Board of Education of its intent to decrease slots in the VALTS program for the upcoming year by February 1st of the current school year. If such notification is received by ESU #13 and the VALTS Board of Education after February 1st, then such change shall not become effective for the upcoming year, but shall become effective for the following year.

If a party is completely withdrawing from the VALTS program, it must give notice before February 1st of the current school year, and such withdrawal shall become effective two years from the end of the school year notification is received. A party who has withdrawn shall have no right to accumulated assets of the Interlocal Cooperative Agency, nor shall the withdrawing party have a right to require the remaining parties to liquidate or

otherwise dispose of assets of the Interlocal Cooperative Agency.

8. GENERAL POWERS

Said Interlocal Cooperative Agency shall have all power authorized by the laws of the State of Nebraska including the power to acquire or dispose of real and personal property and shall constitute a separate public body corporate and politic of the state and shall have power: (a) to sue and be sued; (b) to make and execute contracts and other instruments necessary and convenient to exercise of its power; (c) and from time to time to make, amend and repeal bylaws, rules and regulations not inconsistent with the Interlocal Cooperative Act and the agreement providing for its creation, and to carry out and effectuate said powers and purposes.

9. GENERAL ORGANIZATION

This Interlocal Cooperative Agency shall be governed by a Board of Education which shall be comprised of three duly elected Board of Education members from the district that purchases the most slots, two duly elected Board of Education members from the district that purchases the second most slots, and two duly elected Board of Education members from the district that purchases the third most slots. In the event of a tie, the superintendents of the participating districts shall determine the appropriate district(s) to provide Board of Education members. Members of the Board shall receive no compensation for their services, but shall be reimbursed for the actual and necessary expenses incurred in the performance of their duties. The Board shall elect from its members a President and a Vice President. The Board will also elect a Secretary and appoint the ESU #13 Business Manager as the Treasurer. The Board may receive for a purpose for which is made available any school district, county, state, or federal funds made available to it or funds or property received from any source for operating expenses and for the purpose of matching any funds that may be made available to it on a matching basis by any state or federal agency. The Board shall further have the power to contract for services connected with the operation of this Interlocal Cooperative Agency as needs and interest demand and shall establish fees and charges for services including the power to establish tuition rates for course of instruction offered and shall have the power to exercise any other powers, duties and responsibilities necessary to carry out the purpose of the Interlocal Cooperative Agency authorized by the laws of the State of Nebraska.

10. PURCHASING PROCEDURES

The VALTS Board of Education recognizes the importance of a sound fiscal management program and expects VALTS to maintain an efficient and consistent procedure in purchasing materials and services for the school. All purchasing for VALTS will adhere to the ESU #13 approved purchase process and relevant Board policies.

11. TERMINATION-DISPOSAL OF ASSETS

Upon agreement of the participating parties (all parties other than a party who may have

withdrawn) to terminate this Interlocal Cooperative Agreement, the participating parties shall, upon payment of all debts, distribute remaining assets on pro rata; i.e.:

Gering Public School District #16	=	42%
Mitchell Public School District #31	=	15%
Sidney Public School District #1	=	15%
Bridgeport Public School District #63	=	6%
Bayard Public School District #21	=	4%
Creek Valley Public School District #25	=	4%
Kimball Public School District #1	=	4%
Minatare Public School District #2	=	4%
Morrill Public School District #11	=	4%
Banner County Public School District #1	=	2%
		100%

This **AMENDED AGREEMENT** shall be effective upon its approval by the Board of Education of Banner County Public School District No. 04-0001, the Board of Education of Bayard Public School District No. 62-0021, the Board of Education of Bridgeport Public School District No. 62-0063, the Board of Education Creek Valley Public School District No. 25-0025, of the Board of Education of Gering Public School District No. 79-0016, the Board of Education of Kimball Public School District No. 53-0001, the Board of Education of Minatare Public School District No. 79-0002, the Board of Education of Mitchell Public School District No. 79-0031,the Board of Education of Morrill Public School District No. 79-0011, and the Board of Education of Sidney Public School District No. 17-0001, and upon execution of such agreement by the Presidents of such school districts.

SIGNATURE PAGES TO FOLLOW

BANNER COUNTY PUBLIC SCHOOL
DISTRICT NO. 04-0001

Dated _____ By _____
President, Board of Education

ATTEST:

_____
Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

BAYARD PUBLIC SCHOOL
DISTRICT NO. 62-0021

Dated _____ By _____
President, Board of Education

ATTEST:

_____
Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

BRIDGEPORT PUBLIC SCHOOL
DISTRICT NO. 62-0063

Dated _____ By _____
President, Board of Education

ATTEST:

_____
Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

CREEK VALLEY PUBLIC SCHOOL
DISTRICT NO. 25-0025

Dated _____ By _____
President, Board of Education

ATTEST:

_____
Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

GERING PUBLIC SCHOOL
DISTRICT NO. 79-0016

Dated _____ By _____
President, Board of Education

ATTEST:

_____
Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

KIMBALLPUBLIC SCHOOL
DISTRICT NO. 53-0001

Dated _____ By _____
President, Board of Education

ATTEST:

_____
Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

MINATARE PUBLIC SCHOOL
DISTRICT NO. 79-0002

Dated _____ By _____
President, Board of Education

ATTEST:

_____
Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

MITCHELL PUBLIC SCHOOL
DISTRICT NO. 79-0031

Dated _____ By _____
President, Board of Education

ATTEST:

_____
Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

MORRILL PUBLIC SCHOOL
DISTRICT NO. 79-0011

Dated _____ By _____
President, Board of Education

ATTEST:

_____
Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

SIDNEY PUBLIC SCHOOL
DISTRICT NO. 17-0001

Dated _____ By _____
President, Board of Education

ATTEST:

_____
Secretary of the Board

VALLEY ALTERNATIVE LEARNING TRANSITIONING SCHOOL
BYLAWS AMENDED MAY 2021

ARTICLE I
NAME

An Interlocal Cooperative Agreement among Banner County School District No. 04-0001, Bayard Public School District No. 62-0021, Bridgeport Public School District No. 62-0063, Creek Valley Public School District No. 25-0025, Gering Public School District No. 79-0016, Kimball Public School District No. 53-0001, Minatare Public School District No. 79-0002, Mitchell Public School District No. 79-0031, Morrill Public School District No. 79-0011, and Sidney Public School District No. 17-0001 creates an interlocal educational agency named Valley Alternative Learning Transitioning School hereinafter referred to as VALTS.

ARTICLE II
PURPOSES

A. The Interlocal Agreement hereby establishes a separate entity for the purpose of providing for the general educational needs and providing educational services as identified and required by member school districts and further providing for economy, efficiency and cost effectiveness in the cooperative delivery of educational services.

B. Goals
    1. To provide alternative ways for students to achieve high school graduation resulting in increased graduation rates and preparation for life after high school.
    2. To certify that, upon completion of a course, students will have reached or surpassed the district and/or state performance assessments which measure student progress.
    3. To develop innovative student performance assessments which measure student progress.
    4. To provide a caring, diversified learning environment where students will develop positive self-concepts, increase their self-esteem, and recognize and appreciate the correlation between education and success in the workplace.
    5. To be accountable to the community and the home school district through quality student achievement.
    6. To provide opportunities for community involvement.
    7. To provide a safe and orderly school environment.
    8. To provide an alternative, diversified environment where students can achieve success.

C. The Mission of VALTS is to empower students to meet the challenges of our changing world. Our setting will create engaging and empowering learning opportunities.

ARTICLE III
MEMBERSHIP

A. Membership includes the districts participating in the Interlocal Cooperative Agreement.

B. Participation will be determined by the Interlocal Cooperative Agreement.

C. Any party may withdraw from the Interlocal Cooperative Agreement by giving written notification as outlined in the Agreement.

ARTICLE IV
BOARD OF EDUCATION

A. The Interlocal Cooperative Agreement provides for a governing Board of Education. The name of the Board will be the VALTS Board of Education hereinafter referred to as VALTS BOE.

B. Membership of the VALTS BOE is defined in the Interlocal Cooperative Agreement.

C. In the event a member is unable to attend either a regular or special meeting, a substitute member with full voting privileges will be appointed from the represented district.

D. Should a vacancy on the VALTS BOE occur, it will be the responsibility of the district represented by the vacant position to appoint a replacement member.

E. The Board shall elect from its members a President and Vice President. The Board shall elect a Secretary and appoint the ESU #13 Business Manager as the Treasurer.

F. Officers of the Board

President: The President will preside at all meetings. The President will conduct all meetings in accordance with the bylaws adopted by the VALTS BOE. The President will have the right to discuss questions and to vote. The President will have signature authority for the VALTS BOE.

Vice President: In the absence of the President, the Vice President will perform the duties and have the obligations of the President.

Secretary: The Secretary will keep the minutes of the meetings, send out notices of meetings and arrange publication of meeting notices and minutes of the meetings.

Treasurer: The Treasurer will maintain copies of all transactions of the VALTS BOE.

G. The term of office for the officers of the VALTS BOE will be one year.

H. Duties and Responsibilities of the Board

1. Approve annual VALTS budget, including the per slot amount each district will pay, prior to August 1.
2. Review the compensation of any ~~A~~ administrator, teacher, service contractor, or other employee which will be in accordance with ESU 13's compensation package process.
3. Adopt and administer a budget funded by revenue from assessments of the member school districts.
4. Receive any school district, county, state or federal funds or funds or property received from any other source for operating expenses and for the purpose of matching any funds that may be made available to it on a matching basis by any state or federal agency.
5. Review contract for any necessary services connected with operation of VALTS as needs and interests demand.
6. Review any necessary fees and charges.
7. Shall have the power to exercise any powers, duties, and responsibilities necessary to carry out the purposes of VALTS authorized by the laws of the State of Nebraska.

ARTICLE V
MEETINGS OF THE BOARD

A. Regular Meetings

1. A regular quarterly meeting will be held to legally transact any and all business in accordance with appropriate statutes, typically in the months of March, June, September, and December.
2. Regular meeting time will be TBA.
3. Regular meeting location will be published in the meeting notification.

B. Special Meetings

1. Special meetings of the VALTS BOE may be called between regularly scheduled meetings in order to discuss or take action on a single issue, a set of issues, or any necessary emergency issue.

2. Special meetings may be called by the VALTS BOE as a whole, the President of the VALTS BOE, or through written request of a quorum of the VALTS BOE.

C. A majority of the members will constitute a quorum for the transaction of business.

D. All meetings of the VALTS BOE will be announced in advance through publication as required by statute.

E. The Director of Alternative Education is responsible for preparing agendas, subject to modification by the president. Control of the meeting agenda is the responsibility of the VALTS BOE president.

ARTICLE VI
FINANCES

A. The fiscal year will be the same as the fiscal year for Nebraska public schools, September 1 through August 31.

B. Fiscal Officer: ESU #13 will serve as the Fiscal Officer for VALTS.

C. Approve annual VALTS budget, including the per slot amount each district will pay, prior to August 1.

D. Annual Audit

1. An annual audit of the books, accounts, policies, and procedures will be performed following the close of each fiscal year as part of the ESU #13 annual audit.
2. If requested, a prepared audit report or a report of the pertinent findings from the audit of the contracting agency and the fiscal agent's district will be presented to the VALTS BOE at a regularly scheduled meeting.

E. Members of the VALTS BOE shall receive no compensation for their services, but shall be reimbursed for the actual and necessary expenses incurred in the performance of their duties.

ARTICLE VII
ELECTION OF BOARD OFFICERS

A. An annual reorganizational meeting will be held at the first regularly scheduled quarterly meeting of the calendar year.

B. Election of Board officers will be from VALTS BOE members.

ARTICLE VIII
ADVISORY COUNCIL

A. The function of the Advisory Council is to act in a supportive and consultative capacity between the Director of Alternative Education and the VALTS BOE.

B. The Director of Alternative Education will designate an Advisory Council consisting of principals and/or counselors from each member district.

ARTICLE IX
PARLIAMENTARY AUTHORITY

A. Except as otherwise provided by law, by regulation or by the VALTS bylaws, meetings will be conducted according to Robert's Rules of Order, Revised.

B. Any action taken on any question or motion duly moved and seconded will be by roll call vote of the VALTS BOE in open session. The record will state how each member voted or if the member was absent or not voting.

C. Public comment may be taken during any meeting. A limitation of five minutes will be observed for each individual. The presiding officer may limit redundant comments.

ARTICLE X
PROCEDURAL RULINGS

A. The VALTS BOE reserves to itself the function of providing guides for the procedures to be followed in the transaction of VALTS operations. These guides shall constitute the procedures governing the operations of VALTS.

B. Procedures may be adopted after consideration at a meeting of the VALTS BOE with prior written notification.

C. The formal adoption of procedures shall be recorded in the minutes of the VALTS BOE.

D. The operation of any section or sections of procedures, not established by law or contract, may be temporarily suspended by a majority vote of the VALTS BOE members present at regular or special meeting times.

E. VALTS BOE procedures may be subject to amendment only by a majority vote of all members of the VALTS BOE.

F. Proposals for New Procedures or Changes to Existing Procedures

1. Proposals for new procedures or changes to existing procedures may be initiated, in writing, by any VALTS BOE member or Advisory Council member.
2. Procedure proposals and suggested amendments to or revisions of existing procedures shall be submitted to all VALTS BOE members, in writing, at least three days prior to a regular or special VALTS BOE meeting, at which such a proposed procedure of revision shall be voted upon.

ARTICLE XI
AMENDMENTS TO BYLAWS

A. Bylaws may be adopted after consideration at a meeting of the VALTS BOE with prior written notification.

B. Any section or sections of the bylaws not established by law or contract may be temporarily suspended by a majority vote of the VALTS BOE members present at a regular or special meeting, but such bylaw suspension must be reviewed at the next regular or special meeting.

C. VALTS bylaws may be subject to amendment only by a two-thirds vote of all members of the VALTS BOE.

D. Amendments to the Bylaws

1. Amendments to the bylaws may be initiated, in writing, by any VALTS BOE member.
2. Suggested amendments shall be submitted to all VALTS BOE members in writing, at least two weeks prior to a regular or special VALTS BOE meeting, at which such a proposed procedure or revision shall be voted upon.

INTERLOCAL AGREEMENT FOR
DAY SCHOOL / TREATMENT FACILITY
AMENDED MAY 2021

This **Amended Interlocal Agreement ("Agreement")** is made and entered into under the provisions of the Nebraska Interlocal Cooperation Act, NEB. REV. STAT. §§ 13-801 to 13-827 ("Act"), between:

Educational Service Unit No. 13 (hereinafter referred to as "ESU 13"), Alliance Public School District No. 07-0006 (hereinafter referred to as "Alliance"), Banner County Public School District No. 04-0001 (hereinafter referred to as "Banner County"), Bayard Public School District No. 62-0021 (hereinafter referred to as "Bayard"), Bridgeport Public School District No. 62-0063 (hereinafter referred to as "Bridgeport"), Gering Public School District No. 79-0016 (hereinafter referred to as "Gering"), Hay Springs Public School District No. 81-0003 (hereinafter referred to as "Hay Springs"), Hemingford Public School District No. 07-0010 (hereinafter referred to as "Hemingford"), Kimball Public School District No. 53-0001 (hereinafter referred to as "Kimball", Leyton Public School District No. 17-0003 (hereinafter referred to as "Leyton"), Minatare Public School District No. 79-0002 (hereinafter referred to as "Minatare"), Mitchell Public School District No. 79-0031, (hereinafter referred to as "Mitchell"), Potter-Dix Public School District No. 17-0009 (hereinafter referred to as "Potter-Dix"), Scottsbluff Public School District No. 79-0032 (hereinafter referred to as "Scottsbluff"), and Sidney Public School District No. 17-0001 (hereinafter referred to as "Sidney").

The school districts are referred to collectively as "Districts". ESU 13 and the Districts are referred to collectively as "Parties".

WHEREAS, the Act provides that two or more public agencies may enter into an agreement for joint or cooperative action, and this Agreement is made and entered into pursuant to the provisions of that Act; and

WHEREAS, the Parties are school districts and an educational service unit and, therefore, also public agencies and political subdivisions of the State of Nebraska;

WHEREAS, the Parties desire to make the most efficient use of their taxing authority and other powers to enable them to cooperate with each other and other entities as further agreed on the basis of mutual advantage to provide goods, services, and facilities in a manner and pursuant to forms of governmental organization that will accord the best results in terms of geographic, economic, population, and other factors that will influence the needs and development of the Parties;

WHEREAS, the Parties have passed resolutions authorizing each party to approve and enter into this Agreement;

NOW, THEREFORE, in consideration of the mutual covenants contained herein, it is agreed by the parties as follows:

1. No Separate Legal Entity. This Agreement does not establish a separate legal or joint entity.

2. Purpose. The purpose of this Agreement is to operate a Day School / Treatment Facility, (hereinafter "Facility") which will include specialized therapeutic and educational services on a full time basis for youth that have been determined to meet entrance criteria at ESU 13, and to enter into any arrangements or agreements that are desirable or necessary to achieve this purpose.

3. Term. This Agreement shall commence on June 1, 2020 and shall continue until terminated by the Parties as provided herein, with a minimum term of 5 years.

4. Administration. The ESU 13 Administrator ("Administrator") shall be responsible for jointly administering the cooperative undertaking described in this Agreement, with the input of the superintendents of the Districts. The Administrator and District Superintendents shall meet bi-annually to discuss the operation and budget of the Facility. The Administrator may take any action authorized, either explicitly or implicitly, by the Interlocal Cooperation Act, including any action that may be necessary to perform the duties and functions as provided in this Agreement.

5. Fiscal Agent. ESU 13 shall serve as the fiscal agent for the purposes of this Agreement. The fiscal agent shall segregate funds contributed to a project pursuant to this Agreement from other funds it maintains and shall provide and review bi-annual statements to the Parties of all activity. The fiscal agent will thereafter be authorized to make all necessary and appropriate expenditures in support of the project.

6. Control and Supervision. ESU 13 shall exercise the degree of control and supervision of the Facility as necessary to achieve the purpose(s) of this agreement. Such control and supervision will include the enforcement of any rules and regulations adopted by the Parties for the safety of persons engaged in use of the Facility.

7. Care and Maintenance. ESU 13 shall be responsible for the general maintenance and care of the Facility, subject to financial payments or contributions made by the Districts.

8. Facility Improvements. ESU 13 may make such alterations, improvements, and repairs to the Facility as it desires without other Parties' approval. In circumstances where (1) capital construction additions or improvement expenses will be passed on to the Parties, the other Parties' must approve said facility improvements in writing and (2) the alterations, improvements, or repairs that need to be approved by the appropriate regulatory authority are so approved by that authority.

9. Utilities. ESU 13 shall be responsible for the payment of all utilities.

10. Districts' Contributions. ESU 13 shall, based upon the anticipated costs and outside contributions, determine the Districts' share of the annual facility expenses. Districts shall have the following payment options:

1. Option One – pay an all-inclusive amount proportionate to school district student enrollment;
2. Option Two – pay a flat dollar amount for services for membership in this Agreement (for the first year of this Agreement the flat dollar amount is $3,333.00) plus a per seat cost.

Exhibit A, attached hereto, identifies each District's Option choice and initial annual cost. Districts shall not change their Option choice within the first 5 years of this Agreement, unless approved by Administrator or allowed pursuant to this paragraph. By June 1st of each year, Administrator will advise Districts of the upcoming school year's costs, which shall become effective September 1st. Administrator may increase the annual Districts' costs by up to 5% per year (due to cost of living/payroll increases, etc.). If the Administrator increases the annual cost by more than 5%, Districts shall have the right to change its Option choice or withdraw from the Agreement by giving notice to Administrator by July 15th.

11. ESU 13 Responsibilities. ESU 13 agrees to act as the Consortium Coordinating Agency, and as such, agrees to:

A. Furnish the therapeutic and educational personnel for the Facility as well as administrative personnel to manage all administrative duties in regard to this Agreement.

B. Perform all the bookkeeping and financial operations necessary to manage this Agreement.

C. Prepare and submit all necessary reports and agreements as required for the management of this Agreement.

12. Expenses. Unless provided otherwise herein, all expenses resulting from this Agreement shall be paid by ESU 13.

13. Manner of Acquiring, Holding, and Disposing of Real and Personal Property. The Parties' respective governing boards shall determine the manner of acquiring, holding, or disposing of real property in the event that such a need arises. In no event shall the Administrator have the authority to acquire real property on behalf of the Parties. The Administrator shall have the authority to acquire and hold any personal property that is needed or required for the implementation of any purpose of this Agreement. The title to all such personal property shall be held in the name of ESU 13. ESU 13 shall have the authority to dispose of such personal property, provided that (a) any such disposal shall comply with state law, and (b) any funds raised from such sale shall be shared by the parties in proportion to their contribution made to obtain the property.

14. Financing and Budgeting. The Administrator, or his or her designee, with input from the Districts' Superintendents will prepare and approve a budget on an annual basis based on a fiscal year that begins on September 1st and ends on August 31st. Each Party will budget separately to pay the costs and expenses that it will reasonably and necessarily incur to fulfill its obligations under this Agreement.

15. Taxes. This Agreement does not grant the Parties any authority to levy, collect, or account for any tax authorized under sections 13-318 through 13-326 or 13-2813 through 2816. The Party owning the Property will be liable for any real estate tax or assessment on such Property.

16. Nondiscrimination. The Parties shall not discriminate against any employee or applicant who is to be employed for performance of this Agreement with respect to his or her hire, tenure, terms, conditions, or privileges of employment, because of his race, color, religion, sex, disability, or national origin.

17. Notice of Participation and Withdrawal of Party. Unless a district notifies ESU 13 of its intent to withdraw from the Day School / Treatment Facility and this Agreement prior to March 1st of the current year, the district is committing to participate in the Facility and this Agreement for two years beyond the current year. Any party may withdraw from this

Agreement by giving written notification to the remaining parties by March 1st of the current year. Such withdrawal shall become effective two years from the end of the year notification is received. A party who has withdrawn shall have no right to accumulated assets of the Interlocal Cooperative Agency, nor shall the withdrawing party have a right to require the remaining parties to liquidate or otherwise dispose of assets of the Interlocal Cooperative Agency.

18. Default. A party shall be in default under this Agreement if it breaches, defaults on or otherwise fails to perform or satisfy any agreement, obligation, term, covenant, condition or provision set forth herein or arising hereunder, and such breach, default or failure to perform continues for a period of thirty (30) days after the party receives written notice of such breach or failure to perform from the other party; or, if such breach cannot reasonably be cured within such 30-day period, and the breaching party fails to commence to cure such breach within such thirty (30) days after notice from the non-breaching party or fails to proceed diligently to cure such breach within a reasonable time thereafter. Upon default by a party, the remaining parties may pursue any remedy provided by law.

19. Liability Insurance. Each party shall obtain and pay for its own liability insurance coverage for their participation in this Agreement. The minimum coverage under such insurance shall be $1,000,000 for one accident and $5,000,000 in the aggregate.

20. New Members. The Parties may add additional parties (at the then existing cost/rates) to this Agreement by the majority consent of the then current member Parties.

21. Notice. Each Party giving any Notice ("Notice") under this Agreement must give written Notice by personal delivery, registered or certified Mail (in each case, return receipt requested and postage prepaid), or electronic mail to the School Districts' superintendents and the ESU 13 Administrator at the address on file with the Nebraska Department of Education. Notice is effective only if the party giving the Notice has complied with this section.

22. Reservation of Rights. Each party reserves the right to enforce its own rights, obligations, or benefits of this Agreement.

23. Amendments and Modifications. The Parties may amend or modify this Agreement only by a signed, written unanimous agreement that identifies itself as an amendment or modification to this Agreement. No other alterations in the terms of this agreement shall be valid or binding.

24. Severability. If any provision of this Agreement is determined to be unenforceable, the remaining provisions of this Agreement remain in full force, if the essential terms and conditions of this Agreement for each party remain enforceable.

25. Counterparts. The Parties may execute this Agreement in multiple counterparts, each of which constitutes an original, and all of which, collectively, constitute only one agreement. The signatures of all of the Parties need not appear on the same counterpart, and delivery of an executed counterpart signature page by facsimile or other electronic means is as effective as executing and delivering this Agreement in the presence of the other Parties to this Agreement. This Agreement is effective upon delivery of one executed counterpart from each party to the other party. In proving this Agreement, a party must produce or account only for the executed counterpart of the party to be charged.

26. Assignment. The Parties shall not assign or otherwise dispose of this Agreement or any duty, right, or responsibility contemplated in this Agreement to any other person or entity without the previous written consent of the other Parties.

27. Entire Agreement. The Agreement is the complete and exclusive expression of the Parties' agreement on the matters contained in this Agreement. All prior and contemporaneous negotiations and agreements between the Parties on the matters contained in this Agreement are expressly merged into and superseded by this Agreement.

This **AMENDED AGREEMENT** shall be effective upon its approval by the Board of Education of Alliance Public School District No. 07-0006, the Board of Education of Banner County Public School District No. 04-0001, the Board of Education of Bayard Public School District No. 62-0021, the Board of Education of Bridgeport Public School District No. 62-0063, the Board of Education of Gering Public School District No. 79-0016, the Board of Education of Hay Springs Public School District No. 81-0003, the Board of Education of Hemingford Public School District No. 07-0010, the Board of Education of Kimball Public School District No. 53-0001, the Board of Education of Leyton Public School District No. 17-0003, the Board of Education of Minatare Public School District No. 79-0002, the Board of Education of Mitchell Public School District No. 79-0031, the Board of Education of Potter-Dix Public School District No. 17-0009, the Board of Education of Scottsbluff Public School District No. 79-0032, and the Board of Education of Sidney Public School District No. 17-0001, and upon execution of such agreement by the Presidents of such school districts.

SIGNATURE PAGES TO FOLLOW

ALLIANCE PUBLIC SCHOOL
DISTRICT NO. 07-0006

Dated _____ By _____
President, Board of Education

ATTEST:

_____
Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

BANNER COUNTY PUBLIC SCHOOL
DISTRICT NO. 04-0001

Dated _____ By _____
President, Board of Education

ATTEST:

_____
Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

BAYARD PUBLIC SCHOOL
DISTRICT NO. 62-0021

Dated _____ By _____
President, Board of Education

ATTEST:

_____
Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

BRIDGEPORT PUBLIC SCHOOL
DISTRICT NO. 62-0063

Dated _____ By _____
President, Board of Education

ATTEST:

_____
Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

GERING PUBLIC SCHOOL
DISTRICT NO. 79-0016

Dated _____ By _____
President, Board of Education

ATTEST:

_____
Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

HAY SPRINGS PUBLIC SCHOOL
DISTRICT NO. 81-0003

Dated _____ By _____
President, Board of Education

ATTEST:

_____
Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

HEMINGORD PUBLIC SCHOOL
DISTRICT NO. 07-0010

Dated _____ By _____
President, Board of Education

ATTEST:

_____
Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

KIMBALL PUBLIC SCHOOL
DISTRICT NO. 53-0001

Dated _____ By _____
President, Board of Education

ATTEST:

_____
Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

LEYTON PUBLIC SCHOOL
DISTRICT NO. 17-0003

Dated _____ By _____
President, Board of Education

ATTEST:

_____
Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

MINATARE PUBLIC SCHOOL
DISTRICT NO. 79-0002

Dated _____ By _____
President, Board of Education

ATTEST:

_____
Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

MITCHELL PUBLIC SCHOOL
DISTRICT NO. 79-0031

Dated _____ By _____
President, Board of Education

ATTEST:

_____
Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

POTTER-DIX PUBLIC SCHOOL
DISTRICT NO. 17-0009

Dated _____ By _____
President, Board of Education

ATTEST:

_____
Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

SCOTTSBLUFF PUBLIC SCHOOL
DISTRICT NO. 79-0032

Dated _____ By _____
President, Board of Education

ATTEST:

_____
Secretary of the Board

ADDITIONAL SIGNATURE PAGES TO FOLLOW

SIDNEY PUBLIC SCHOOL
DISTRICT NO. 17-0001

Dated _____ By _____
President, Board of Education

ATTEST:

_____
Secretary of the Board

ADDITIONAL SIGNATURE PAGE TO FOLLOW

EDUCATIONAL SERVICE UNIT NO. 13

Dated _____ By _____
President, Board of Education

ATTEST:

_____
Secretary of the Board

EXHIBIT A

OPTION 1	
DISTRICT NAME	**ANNUAL COST**
Alliance	$34,846.00
Banner County	$3,175.00
Bayard	$9,657.00
Bridgeport	$11,801.00
Gering	$48,287.00
Hay Springs	$4,710.00
Kimball	$10,266.00
Leyton	$4,180.00
Minatare	$4,815.00
Potter-Dix	$4,921.00
Scottsbluff	$86,467.00

OPTION 2	
DISTRICT NAME	**ANNUAL COST**
Hemingford	$3,333.00 plus per seat cost
Mitchell	$3,333.00 plus per seat cost
Sidney	$3,333.00 plus per seat cost

SUBIAS CONSTRUCTION

For All Your Construction Needs (308)641-0177

Proposal Submitted To: Bayard Elementary School
Address: 726 4th Avenue
Bayard, NE 69334
Phone: (308) 586-1211

Job Name: Concrete Replacement
Job Location: Same

Date: 06/08/2021

We hereby submit specifications and estimates for: **Concrete Replacement**

- Remove existing concrete 4"
- Haul and dispose of debris
- Replacement Concrete 4" thickness, ready mix 5 ½ bag per yard big rock

Total area. Front of building **(South side)** 3.845 sq. ft.
Total price for Labor and Materials **$23,742.00**

Total area.**(East) side** of building 4,053 sq. ft.
Total price for Labor and Materials **$24,978.00**

Total $48,720.00

We propose to furnish labor and Material-complete in accordance with the above specifications for the sum of: **$48,720.00 Dollars** with payments to be made as follows: **$40%** down payment, **19,488.00** remaining balance paid in full upon job completion. **$29,232.00**

*Any alterations or deviation from above specifications involving extra costs
Will be executed only upon written order, and will become an extra charge
Over and above the estimate. All agreements contingent upon strikes,
Accidents,or delays beyond our control.

NOTE--This proposal may be withdrawn by us if not accepted within 30 days

Acceptance of Proposal

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payments will be made as outlined above.

Signature_____

Signature_____

Date of Acceptance_____

SUNRISE CONSTRUCTION

For All Your Construction Needs (305)964-0177

Proposal Submitted To: Sigrid Elementary School
Address: 720 4th Avenue
Elgrand, FL 49234
Phone: (304) 586-1211

Job Name: Concrete Replacement
Job Location: Same
Date: 06/06/2021

We hereby submit specifications and estimates for: Concrete Replacement

- Remove existing concrete 4"
- Haul and dispose of debris
- Replacement Concrete 4" thickness, ready mix 3,5 psig pour and brg truck

Total price for Labor and Materials $23,762.00

Total area (sq.ft.) slab of building 4,053 sq. ft.
Total price for Labor and Materials $23,762.00

Total $23,762.00

We propose to furnish labor and Materials complete in accordance with the above specifications for the sum of $23,762.00 Dollars with payments to be made as follows: 50% down payment, ($11,881.00) remaining balance paid in full upon job completion $23,762.00

Any alterations or deviation from above specifications involving extra costs will be executed only upon written order, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, Accidents or delays beyond our control.

Acceptance of Proposal

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payments will be made as outlined above.

Signature_____

Signature_____

Date of Acceptance_____

NS Perry Construction, LLC
P.O. Box 82
Bayard, NE 69334
(308) 641-4759
nperryconstruction@yahoo.com

ADDRESS
Bayard Elementary School

Estimate 1171

DATE 06/02/2021

EXPIRATION DATE 07/02/2021

ACTIVITY	QTY	RATE	AMOUNT
Services Removing of the existing approach, Forming and pouring the new approach/walk way . The new approach will have the flower bed cut out in them to match the drawing supplied by the school. This concrete will need to be 4" concrete . Installation of one ADA pad to meet code .	1	5,000.00	5,000.00
Services This line is for the labor to complete the approach/walk way with flower bed cut out in them.	1	14,000.00	14,000.00
Services disposal fee. This is for hauling away any and all related concrete materials needed for the jobs.	1	2,000.00	2,000.00
Services Any fill sand to complete the project will be taken for the site. (north side of school)	1	0.00	0.00

This estimate does not include permits and or inspection fees.

TOTAL **$21,000.00**

Accepted By

Accepted Date

Houchin Construction -Estimate

1207 Main Street
Bayard, Ne. 69301

Po Box 186
Bayard, Ne. 69334

Estimate No.: 2735

From: Houchin Construction

To: Bayard Public Schools

Work to be Performed At: Bayard Elementary
726 4th Ave.
Bayard, NE. 69334

Date: 5/10/21

Description of Materials/Work to be Performed:

Concrete Removal and Replacement

- Front apron between driveway drop-off and front awning
  - Remove and haul-off concrete within the curbed area where students are dropped off
  - Pour back nominal **4" thick, metal reinforced** concrete with formed in "planters" similar to provided design (no landscape figured)
  - Repair damaged curbs and add ADA compliant approach features

- Concrete parking apron
  - Remove and haul-off existing parking apron concrete east and north of front apron up to and beside annex building
  - Pour back nominal **6" thick, metal reinforced** parking apron area concrete

- Concrete sidewalk next to parking apron
  - Remove and haul-off sidewalk concrete next to parking apron
  - Pour back nominal **4" thick, metal reinforced concrete** with ADA compliant features

Total: $64,400.00

- Deduct $4,500.00 if no sidewalk next to parking apron **($4,500.00)**

Total: $59,900.00

Estimate good for 15 days from estimate date

All Material is guaranteed to be as specified, and the above work will performed in accordance with the drawings and specifications provided for the above work, and will be completed in a substantial workmanlike manner for the agreed sum of **Fifty-nine thousand, nine hundred Dollars ($59,900.00).**

Thanks for your business!!!

Houchin Construction -Estimate

1207 Main Street
Bayard, Ne. 69301

Po Box 186
Bayard, Ne. 69334

Estimate No.: 2734

From: Houchin Construction

To: Bayard Public Schools

Work to be Performed At: Bayard high-school
726 4th Ave.
Bayard, NE. 69334

Date: 6/10/21

Description of Materials/Work to be Performed:

Teacher's Lounge

- Remove mailbox/storage cabinet, replace with block wall
  - Haul-off/disposal
  - Prime and paint block wall
  - Flooring patch/repair
  - Vinyl wall base

- Add security wall and door in office/lounge partition wall
  - Remove and replace flooring and ceiling for block
  - Install wall block with door opening
  - Commercial, fire-rated door and frame with closer and hardware
  - Prime and paint block wall
  - Install door, stain and seal, install hardware
  - Vinyl wall base

$11,500.00

Estimate good for 15 days from estimate date

All Material is guaranteed to be as specified, and the above work will performed in accordance with the drawings and specifications provided for the above work, and will be completed in a substantial workmanlike manner for the agreed sum of **Eleven Thousand, five hundred Dollars ($11,500.00).**

Thanks for your business!!!

NS Perry Construction, LLC
P.O. Box 82
Bayard, NE 69334
(308) 641-4759
nperryconstruction@yahoo.com

ADDRESS
Bayard High School

Estimate 1170

DATE 06/02/2021

EXPIRATION DATE 07/02/2021

ACTIVITY	QTY	RATE	AMOUNT
Services Removal of the built in mail box cabinet in the teachers lounge. Framing of the hole where the mail box cabinet was. This wall is to be the finished to be the same plan as the block wall. This wall is to be insulated to reduce sound and is to be finished with sheet rock. The sheet rock is to have a orange peel texture. This wall is to be finished off the same on both sides. This line includes Labor and materials	1	2,678.89	2,678.89
Services Installing a steel jamb with a wood door to match the like kind a quality of the doors in the school. This door is to be a 36 inch door and is to be installed in the the short hall between the office and bathroom/ lounge. To do this portion of the project a wall will need to be framed to accommodate the door . This wall will also be finished with sheetrock and the sheetrock will be on the same plan as the block. This wall will also have insulation to achieve the best sound reduction. This line includes Labor and Materials.	1	4,429.68	4,429.68

TOTAL **$7,108.57**

Accepted By

Accepted Date

BAYARD PUBLIC SCHOOLS

ACTIVITIES HANDBOOK and END OF SEASON INFORMATION PACKET

FOR COACHES and SPONSORS

2021-2022 School Year

MISSION STATEMENT

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

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individual who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877- 8339. Additionally, program information may be made available in languages other than English.

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

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

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

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

This institution is an equal opportunity provider.

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BAYARD PUBLIC SCHOOLS ACTIVITIES PROGRAM

Philosophy – Activities Are an Educational Experience

Over the course of a season, many people will closely scrutinize the conduct of the Bayard Public Schools participants and coaches. Knowing this, it is important for each person involved in athletics or activities to display appropriate conduct by demonstrating the following concepts.

During the competition: Participants and coaches will not use profanity, illegal tactics or display unsportsmanlike conduct. Participants and coaches will maintain self control at all times; respect the effort and decision of the contest officials; show respect for opponents and injured team members; accept both victory and defeat with pride and compassion. Above all, those involved in activities will remember that high school sports are a part of the educational process. **SPORTSMANSHIP IS AS ESSENTIAL AS THE GAME ITSELF!**

TEAMWORK is an essential part of the Bayard Public Schools Activities Program. All coaches need to work together to encourage participation – not only in their activity – but in other sports that could provide a positive experience to the student. No one activity is more important than any other – or more important than the total Bayard Public Schools Activities Program.

It takes the cooperation and effort of all involved in the Bayard Public Schools Activities Program to build activities programs that can provide students with positive experiences and remain competitive in the various activities. Successful activities programs are built with the cooperation of coaches at all levels; junior high, junior varsity, and varsity.

Purpose

The basic purpose of an activities program and its operation is to help each student be or become the very best that he or she is capable of being or becoming. In order to accomplish this purpose the coaches of this program must work with the students and their parents.

A successful activities program will work toward accomplishing the following goals:

1. Contribute toward the academic, social, physical, and emotional maturity of the student-athlete.
2. Develop an awareness of the vital importance that **ATTITUDE** plays toward success in any endeavor.
3. Encourage the student to achieve his or her greatest potential in the activities and academic areas.
4. Help the student become aware of concerns in regard to mannerisms, behavior, dress, and general appearance.
5. Teach, develop, and exhibit high moral and ethical values.
6. Teach the pursuit and practice of excellence in competition.
7. Always try to achieve high goals and be the very best he or she can possibly be.

MISSION STATEMENT

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

VISION STATEMENT

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

CORE COVENANTS

BAYARD PUBLIC SCHOOLS

Focused on the Student
- Positive Interactions and Relationships
- Focus On Student Potential
- Diverse Opportunities
- Unconditional Acceptance

Attitude of Excellence
- Act With Integrity
- Expect To Be Great
- Accept Daily Challenges & Setbacks
- Think "Big Picture"

Community
- Support Each Other
- Set Aside Self For Benefit Of The Group
- Respect Everyone
- Be A Wing, Not A Weight

Tiger Way!

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

ACADEMIC SEAL OF BAYARD PUBLIC SCHOOLS



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

The phrase, ***Every Person, Every Day*****,** which is derived from the Core Covenants of Bayard Public Schools, reminds us of the dignity and value of every member of our school community. Every person matters for the future of our school and community, and every day is an opportunity to make a contribution to our greater well-being. Surrounding the central ring are academic pillars and six icons describing our enduring strengths, values, and aspirations.

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

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

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

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

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

Coaching and Developing the Team

1. Identify students for participation in the sport or activity and encourage students to participate.
2. Conduct a pre-season/activity meeting with parents and participants and provide them with information about team procedures, the parent-student activity handbook, forms required to be completed for participation, training and conduct rules, practice requirements, and lettering or other recognition standards.
3. The head coach of each sport has the final decision on how to conduct practices, make fair and consistent decisions regarding team selection, level of participation (varsity, JV, etc.), and playing time. The head coach has the final decision on what students will be retained on the team and which ones will not be retained. If not to be retained the student must be told the reason for the decision.

High School Building Hours

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

Bayard Jr./Sr. High School Bell Schedule

Zero Hour:	7:11 – 7:57
1st period:	8:00 – 8:48
2nd period:	8:51 – 9:37
3rd period:	9:40 – 10:26
4th period:	10:29 – 11:15
5th period:	11:18 – 12:34
Lunch A:	11:15 – 11:45
5th A	11:48 – 12:34
5th B	11:18—12:04
Lunch B:	12:04 – 12:34
6th period:	12:37 – 1:23
7th period:	1:26 – 2:12
8th period: Leadership Development	2:15 – 2:42
9th period:	2:45 – 3:31

Pride and Care of Bayard Public Schools

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

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

Participation

It is the goal of the Bayard Public Schools Activities Program to offer the opportunity of participation to every student who has the ability and desire to do so. Interscholastic activities foster competition and cooperation. It also represents an area of great potential for teaching dedication, perseverance, courage, poise and for the pursuit of excellence, all traits that are essential ingredients in achieving a happy, successful life.

However, no student is obligated to take part in activities nor is participation in activities required for graduation. It is to be stressed that participation in the activities program is a **PRIVILEGE.**

The Bayard Public Schools Athletic Program is comprised of three seasons, Fall, Winter, and Spring. Fall sports include Girls Golf, Girls Cross Country, Girls Volleyball, Boys Cross Country, and Boys Football. Winter sports include Girls Basketball, Wrestling, and Boys Basketball. Spring sports include Girls Track & Field, Boys Golf and Boys Track & Field.

A student-athlete may not drop from a team after the first regular season contest and participate in another sport during the same season.

Procedure for being removed from the ineligibility list

To be removed from the ineligibility list, the student must go to their instructors and have the instructor indicate their current grade, and sign the ineligibility list removal form. Students can remove themselves from the ineligibility list when they have fewer than two failing grades in their classes and have a signed ineligibility list form submitted. To be removed from the ineligibility list for the remainder of the week the student must have the form signed and submitted to the activities director or designee prior to participation in any scheduled events for that week. The student is responsible for setting up the times to meet with his/her instructors and for following through on the appointments that are made.

Leaving the school during the school day

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

Junior/Senior High Absentees and Tardies

All students in grades 7-12 will be allowed up to nine (9) excused absences per semester.
After the 9th absence, credit will be deducted as follows:
0-9 days absent 0 credits deducted per course
10-15 absences 1 credit deducted per course
16-20 absences 2 credits deducted per course
21-25 absences 3 credits deducted per course
26-30 absences 4 credits deducted per course
31 + absences 5 credits deducted per course
To receive full credit for a class in which a student has been absent in excess of nine periods, the student will be given the opportunity to make up the time missed. Teachers will provide make-up (or extra credit work) to be done during the make-up period. The student will be supervised during the make-up time by the school principal or by an assigned detention teacher. The student must serve the same number of make-up minutes (per missed class) as the class was originally scheduled to meet, in order to receive full credit for making up a period. Scheduling of the make-up time will be done by the school principal. The make-up time may be scheduled before school, after school, or on weekends, but it MUST be served during the same semester as the absent day it is being served to make up. Absences for school-sponsored activities are not to be included in the nine-day absence policy.
The administration reserves the right to subtract from the number of absences those occasions which a student is hospitalized, prescribed bed rest by a physician, or gone due to a family emergency. (Family emergencies may include but not limited to accidents, funerals, etc.) The school administration will require written documentation from a hospital or a physician for absences due to prescribed bed rest.

Alcohol Tests

It is a violation of Board Policy and school rules for a student to use or be under the influence of alcohol while on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school sponsored activity or athletic event.
The Superintendent of Schools or his or her designee may require students to consent and submit to a breath test to determine the presence of alcohol or similar alcohol sensor (a "Test") as a prerequisite for admittance to any voluntary school event or activity if the Superintendent determines that such practice is necessary for the safety of students at such event or will prevent interference with school purposes. If the Test reveals that a student is under the influence of alcohol or the student refuses to submit to the Test, then the student may be denied admittance to the event (in addition to being subject to further discipline as allowed by law, school rules, and Board Policy).
The Superintendent of Schools or his or her designee may require a student to submit to a
Test at any time while on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school sponsored activity or athletic event if the Superintendent or his or her designee reasonably suspects that the student is under the influence of alcohol.

Random Drug Testing Policy for Students Involved in Extracurricular Activities

The Board of Education for Bayard Public Schools values students' participation in extracurricular activities. Such students, as role models for other students, are a key to our goal to provide the best possible educational program for our students. To achieve our goal and to maximize the skills and talents of our students, it is important that each student understands the dangers of drug and alcohol use. All students who participate in extracurricular activities in Bayard Public Schools must participate in our mandatory drug testing programs. Coaches/sponsors will distribute information and signature forms at the start of each season. Parents/guardians of students in grades 7 through 12 who do not participate in extracurricular activities may choose to opt their students into the program.

Hazing -- For Activities this procedure and its consequences are in effect year round.

Hazing by classes, clubs, athletic teams or other student organizations are prohibited. No student, teacher, administrator or other school district employee, contractor or volunteer shall plan, direct, encourage, aid or engage in hazing. No student, teacher, administrator or other school district employee, contractor or volunteer shall permit, condone or tolerate hazing. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act. This policy applies to hazing behavior that occurs on or off school property, during and after school hours and covers periods when school is not in session. The school district will act to investigate and/or report to law enforcement all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator or other school district employee, contractor or volunteer who is found to have violated this policy.

For purposes of this section, hazing means any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any organization.
Such hazing activity includes whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act which endangers the physical or mental health or safety of any person.

Sportsmanship violation:

Players will:
Show respect for teammates, coaches, opponents and officials.
Use no foul language, trash talk, negative gestures or actions to provoke a negative response. Unsportsmanlike conduct resulting in a penalty or not will be dealt with by reprimand and counseling by the coach or appropriate other school officials. Actions of this nature may lead to benching, suspension and/or withdrawal of athletic leadership positions such as being a team captain further loss of privileges and school disciplinary intervention if the rules/policies are violated.

Coaches will:

- Be consistent
- Attempt to instruct in a positive manner and use appropriate language at all times.
- Maintain their player's behavior on and around their respected competition areas.
- Not tolerate unsportsmanlike behavior or actions by players, assistants or volunteer coaches.
- Show courtesy to visiting teams, coaches, and officials.
- Dress appropriately, head coaches will need to coordinate with their assistants to make sure the entire coaching staff is representing BPS in a similar fashion during competitions.

Junior/Senior High Dances

When attending school-sponsored dances, students may dress casually, unless otherwise designated. Students that elect to leave the dance, once it has started, will not be allowed to return. School sponsored dances will be under the supervision of school employees or activity sponsors.
Students that wish to bring dates from outside the Bayard School system may do so but must obtain permission from the principal. Students attending high school dances shall be no younger than a high school freshman or not above the age of 20. This applies to students from other schools as well as from Bayard. Persons who are not regularly enrolled in a high school or graduates of high school will not be approved by the principal.

Administrative Directives

The following directives apply to all coaches in all sports.

1. In case of emergency call 911 and ask for help! Call immediately!!!

a. Each HEAD COACH will need complete an EMERGENCY ACTION PLAN for their activity. This EAP needs to highlight what each ADULT will be responsible for in the event of an emergency.

2. Maintain and submit orderly practice plans, highlighting techniques and safety measures being taught.

3. Conduct peer observations

4. Video all varsity competitions, so that they can be loaded onto Hudl.

5. Provide a volunteer or statistician to keep stats and scoreboards during competitions.

6. Activity sponsors at Bayard Public Schools are expected to utilize effective communication strategies and technological resources when appropriate to collaborate and engage with students, parents, families, and the community to create meaningful relationships that enhance the learning process.

7. In order to facilitate such communication between the school and homes, activity sponsors are expected and directed to follow the communications plans and protocols developed at the school and district levels. Such communications plans will include directions for frequency, content, and method/mode of communication teachers will be expected to utilize.

8. A student/athlete must have a completed physical on file with the principal's office to be allowed to participate in practices. The physical must include a signature from a parent or guardian, the student/athlete's signature, and a physician's signature and clinic name.

9. All activities participants must have a completed Emergency Medical Treatment Waiver Form on file with the principal's office before competing in interscholastic competition. A copy will be forwarded to the individual coach to keep on hand for all practices, scrimmages, and contests. A coach must have a copy for each student/athlete or manager that travels with the team. The Emergency Medical Treatment Waiver Form must include the name of the student/athlete's insurance carrier.

10. Students must have their own insurance to participate in activities to provide them coverage in the case of injury.

11. Report all injuries to the school activities director as soon as they occur. Fill out a student accident form and forward copies to the principal's office, activities director, superintendent's office, and each head coach should keep a copy.

12. Have a medical kit and the students' emergency information at all practices, scrimmages, and contests.

13. Be especially aware of heat and exhaustion during practices. Allow time in the practice schedule to allow participants the opportunity to hydrate their bodies.

14. Students involved in NSAA sponsored activities must meet minimum academic and attendance requirements from the previous semester and/or during the current school year. The Nebraska School Activities Association (NSAA) requires the student/athlete to be passing a minimum of 20 credits from the previous semester. These must be credits that apply toward graduation requirements.

15. Coaches must cover activity rules, school policies on attendance and eligibility, concussions, and the Drug and Alcohol Policy with each member of the team and the parents/guardians.

a. A copy of the information will be given to the activities director, as well as a sheet that each member of the team and the parents/guardians signs acknowledging that they have heard and understand the rules covered by the coach. Again the head coach should keep a copy of this information.
b. RWMC trainers will assist in student and parent/guardian training on concussions and base-line testing. They also will train at a minimum of two head coaches on how to administer the base-line testing.
c. All athletes will be base-lined tested grades 7-12.
d. An athlete cannot participate in any sport until the training and baseline testing has taken place.

16. Seasonal practice schedules must be given to the activities director prior to the start of the season to avoid scheduling conflicts with other sports and other organizations requesting to use the facilities.

17. If another sport is going on at the same time as yours and the gym must be shared, the head coaches must work out their practice schedules together. *A schedule of those practices must be on file with the activities director.*

18. Eligibility lists must be posted with the NSAA before the first contests; therefore, the coach needs to be emailed to the activities *director no later than the conclusion of the first week of practice.* The excel document must include; alphabetical listing of student/athlete last name, first name, date of birth and semester in school (not grade level).

19. Coaches must discuss varsity-lettering criteria with the team and give a copy of the criteria to the activities director. It should be specific criteria and the coaches' final decision.

20. The student/athlete should be allowed to participate in one sport and other extracurricular activities at the same time if the coaches can work it out. Activities are for the students, not the coaches or parents.

21. Emphasize that uniforms and equipment are being loaned and must be returned or accounted for when participation ends, or the student pays for them (uniforms and equipment). *All equipment needs to be* returned to coaches no later than 2 weeks after the end of any sport season. If the uniforms and/or equipment are not returned on time, contact should be made with the parents/guardians, and then if that disciplinary action will be considered by the activities director in conjunction with the head coach of the activity and the secondary principal.

    a. The cost of replacement will be charges for lost or damages items.
    b. The student will be prevented from participating in the next season until items are returned or paid for in the superintendent's office.

22. All coaches must email a typed completed roster of all athletes, managers, coaches and others that are taking part in a specific sport or activity to the activity director at least one week before the first contest. Include uniform number, name, height (if applicable), weight (if applicable), grade, and other relevant information.

23. In order to participate, managers, statisticians, and other student assistants must travel with the team (see number 31).

24. The head coach or the head coach's designated person will report all scores to the media for home and away contests.

25. All coaches are to impress on the student/athlete that they represent Bayard Public Schools and should act and dress in an appropriate manner.

26. All coaches are to be **positive** at all times and encourage these young people. Remember that even though you have been through this before, they have not.

27. The head coach is to make sure that all your transportation forms are checked for accuracy on dates, times, and places of contests.

28. If you need more training room supplies or equipment, notify the activities director as soon as possible. Please do not wait until the last minute.

29. The coaches should handle blood spills with rubber gloves during practices and games. Proper methods of handling body waste fluids need to be reviewed, and proper and sufficient amounts of supplies kept on hand.

30. Be sure to notify athlete/parents/office staff when you will be practicing and at what times. Athletes and parents should also be notified of departure times for away contests and approximate return times.

31. The head coach is responsible for giving notification of practices over holiday breaks to the activities director one week ahead of time for approval. The office staff and custodians will be made aware of the use of the facilities by the activities director.

32. *Coaches are responsible for being the last person out of the building after practice, home games and away contests.*

    a. Make sure that all students are out of the building and that all doors are locked and lights turned off.
    b. If students are waiting for a ride they need to do so in the foyer of the new gym (north doors on the west side), NOT BY THE SUPERINTENDENTS OFFICE.
    c. Coaches are responsible for the supervision of their athletes within the school.
    d. Remind students to stay out of unauthorized areas.
    e. Remind students to leave the building as soon as possible.

33. Coaches are responsible for accurate inventory, year end reports and records in their assigned activity. Be sure to organize and keep current inventories, information, and records.

34. Unless prior approval is given by the activities director, all coaches/sponsors must always ride the transportation conveyance with the students.

35. A parent or guardian wishing to take their student/athlete with them following a contest must give written and verbal notification to the coach/sponsor in charge. The parent is to fill out the colored form which the student should get from the office, or head coach. The form is given to the coach preferably before the bus leaves school, but is up to the discretion of each head coach. The head coach should keep these forms until the end of the current school year.

36. Coaches are expected to be at the school and in the place where the practice or team meeting is to occur ten minutes before their scheduled practice, meeting times, etc. for the students. This is to make sure that the students are supervised upon their arrival. Locker room supervision before and after practice is essential.

37. Coaches sponsoring open gym, weight room, track or other facilities are responsible for supervision, taking care of all equipment, turning off lights, and securing the facility. Open gym will not be held at a time that conflicts with an in season practice during the months that school is in session.

38. Transportation to and from activities is for sponsors/coaches and participants only. Family members, friends, community members, etc. are prohibited.

Practice Procedures

One coach is to be responsible for their squad at all times. This includes the classrooms, halls, locker room, and gym areas for supervision until all squad members have left and all facilities are locked.

Scheduling:

On Wednesday, all students must be out of the building by 6:00 p.m. for all activities.

Sunday Practice: No practices shall be scheduled on Sundays, unless necessary for post season competition.

There will be no practices for any sport or activity on days when school has been dismissed or is not in session due to inclement weather.

Each Head Coach/Sponsor will give each student a list of any additional regulations that apply to a specific sport or activity.

Practices are not to start until 4:00 on a normal day, no team meetings etc. during homeroom even if most or all students are available, unless approved by both the principal and activities director.

Activity pages on the school website

Each Activity sponsor is encouraged to work with the web page coordinator to maintain a webpage containing activity-appropriate and relevant information such as contact information, parent meeting materials, handbooks for the activity, student/parent expectations, links to the school activity calendar(s), and requirements for earning a letter in the activity. Posting of student information, student work, and images of students must be approved through the activity director and must be in accordance with board policy and any state and federal regulations.

Fundraisers and Activity Accounts

In order to ensure that the resources of the community are not strained as a result of multiple fundraisers occurring at simultaneously, all student organization fundraisers (other than the concession stand) must be approved by the organization's sponsor, the activities director, building principal, bookkeeper, and superintendent. When an organization wishes to engage in a fundraising activity the sponsor will need to

complete a Fundraiser Request Sheet and submit the form to the Activities Director. Fundraising activities should not begin until the request has been approved by the superintendent.
Funds earned in the name of a school organization belong to the organization rather than to the individual student. When students engage in fundraising as a member of a school organization (such as activities, groups, teams, or clubs) the proceeds from the fundraising shall remain with the organization regardless of the continued participation status of the student in such organization. If organizations are disbanded all funds remaining with the organization will be transferred to the activity travel account.
***Cash and checks which are collected are to be accounted for by the sponsor and remitted to the school bookkeeper each business day. All cash and checks must be remitted to the bookkeeper within 24 hours of the completion of any fundraiser.

Evaluation Process

The purpose of the evaluation process is to aid each coach in identification of areas that may need improvement. The evaluations will be completed at the end of the season for a particular sport and activity. If there is a coaching issue that arises during the season that needs attention – the issue will be resolved as quickly as possible by the Activities director, secondary principal, superintendent, and the coach involved.

Head coaches/sponsors will complete a performance evaluation for each assistant coach in the activity. These evaluations will be turned in to the activities director with their end of season packet. The form for these evaluations is located in this handbook. The evaluations will be discussed with each assistant coach. These discussions will involve the assistant coach and either the head coach, activities director, secondary principal, superintendent or a combination of these persons.

Head coaches/sponsors will be evaluated by any or all of the following: the secondary principal, activities director, and superintendent. These evaluations will then be compiled into one evaluation and discussed with the head coach. The form for these evaluations is located in this handbook.

The evaluation process will pertain to all junior high and high school coaches and activity sponsors.

Bayard Public Schools Coach Job Description

It is the policy of Bayard Public Schools to not discriminate on the basis of sex, handicap or disability, race, color, religion, marital status, veteran status, or national or ethnic origin in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Superintendent.

A. Job Title: Coach

B. Education Level: High school diploma or equivalent. Bachelor's degree preferred for head coaches at varsity and junior varsity levels and for assistant coaches at varsity level.

C. Certification: Head or assistant coach for NSAA sanctioned activities must possess a valid Nebraska Teaching Certificate or Nebraska Administrative and Supervisory Certificate or a Provisional Trades Certificate and/or Special Services Certificate endorsed in: coaching, first aid, CPR training, and concussion awareness, plus a driver's license for activities in which the coach is responsible for transporting students in a 10 or less passenger vehicle.

D. Preferences:

- On-staff certificated employee.
- Previous coaching experience in the assigned sport or activity.
- Experience as a participant in the assigned sport or activity.

E. Reports To: Activities Director, if a head coach or the head coach if is an assistant coach

F. Performance Responsibilities:

The function of a coach is to educate students through participation in extracurricular activities.

- Competitive success is desirable.
- The primary objectives, however, are to:
    - Enhance the student participants' academic achievement
    - Promote the physical, mental, moral, social and emotional well-being of the student participants
    - Promote appreciation of discipline and good sportsmanship
    - Promote an extracurricular activity program that represents the school community in a positive manner.

Coaches are to be an exemplary role model and maintain the highest standard of conduct at all times.

Maintaining Rule Compliance:

- Adhere to all district policies, rules, regulations, and supervisor directives.
- Adhere to the Coach's Code of Ethics.
- Ensure that students meet and maintain eligibility to participate as determined by the rules of the NSAA, as applicable, and the school.
- The coach's level of responsibility in this regard is to be arranged between the coach and the Activities Director; provided that the coach is required to respond to any known or suspected ineligibility situations.

Coaching and Developing the Team

1. Identify students for participation in the sport or activity and encourage students to participate.
2. Conduct a pre-season/activity meeting with parents and participants and provide them with information about team procedures, the parent-student activity handbook, forms required to be completed for participation, training and conduct rules, practice requirements, and lettering or other recognition standards.
3. Conduct practices and make fair and consistent decisions regarding team selection, level of participation (varsity, JV, etc.), and playing time.
4. Head coaches and other coaches with supervisory responsibility assign specific duties to team staff (assistant coaches, equipment managers, volunteers, etc.). Provide guidance and direction to the team staff. Motivate the team staff to achieve the objectives of the activity, monitor their performance, and report on their performance to the Activities Director for purposes of evaluations.
5. Plan, organize, and conduct practice sessions that will efficiently develop individual skills and team performance without interfering with academic and other commitments of the participants and that will actively involve all participants.
6. Plan and direct physical conditioning programs that will enable athletes to achieve maximum performance.
7. Instruct individuals or groups in sport or activity rules, strategies, and performance principles such as specific ways of moving the body, hands, and/or feet in order to achieve desired results, and explain and demonstrate the use of sports and training equipment.
8. Provide training direction, positive encouragement, and motivation in order to prepare students for games or competitive events.
9. Encourage and build mutual trust, respect and cooperation among team members.
10. Adjust coaching techniques based on the strengths and weaknesses of participants.
11. Analyze the strengths and weaknesses of opposing teams in order to develop game strategies.
12. Coach games and competitive activities with the objective of competitive success tailored to making the experience enjoyable and rewarding to the students. Maintain composure, keeping emotions, anger, and aggressive behavior in check, even in very difficult situations, so as to demonstrate good sportsmanship.
13. Select students for recognition (letters) and attend end of season or activity event to present the recognition awards.

Student Safety

1. Provide for the reasonable care and safety of students under the coach's supervision.
2. Supervise or ensure the supervision of student participants during activities, including in the locker room, the playing/practice area, and during team travel.
3. Explain and enforce safety rules and regulations.
4. Monitor students' use of equipment in order to ensure safe and proper use.
5. Oversee the safety conditions of the facility or area in which assigned sport or activity is conducted at all times that students are present.
6. Report damaged equipment to the Activities Director and do not allow use of equipment that is in a condition that may cause injury.
7. Exercise care in dealing with injuries and particularly those that are of a serious nature. Provide emergency response within the area of the coach's level of competency. Secure medical assistance in emergency situations.
8. Evaluate students' skills and condition in order to determine their fitness to participate or the level in which they may participate.
9. Maintain a record of injuries and submit accident reports to the trainer or Activities Director.
10. Communicate to students and parents that use of performance enhancing drugs are not permitted and report any suspected use to the Activities Director.
11. Report suspected child abuse or neglect to the Activities Director or Principal.

Student Behavior

1. Establish and distribute to students and parents written coach rules for behavior that are consistent with the rules of the school.
2. Be consistent in requiring students to follow rules and standards of the school, the coach, and the sport or activity.
3. Encourage good sportsmanship, fair play, and high academic achievement.
4. Ensure a positive environment free of hazing, harassment, bullying and intimidating language and behaviors.

Record Keeping

1. Maintain accurate individual and team statistics, records, and results of the season.
2. Maintain an accurate and current team roster and submits copies to the Activities Director.
3. Maintain confidentiality of information concerning colleagues, students, and parents in accordance with law and District rules.

School Property

1. Provide for proper care, maintenance and reasonable security of all District property in the coach's control.
2. Select, acquire, store, and issue equipment and other materials as necessary.
3. Make recommendations to the Activities Director in matters of scheduling and budgeting.
4. Responsibly maintain funds within the coach's control, use such funds for the purposes intended and in the manner directed, and submit financial reports as directed by the Activities Director.
5. Ensure that all windows, doors, and gates are locked in any area that has been used when the area is not going to be immediately used by others and custodians or others are not on site or not responsible for lock-up at that time.
6. Submit an accurate inventory of equipment and supplies for the coach's activity at the end of the season.

Coaching Development

1. Keep abreast of changing rules, techniques, technologies, and philosophies relevant to the sport or activity.
2. Participate in coaching skill development to maintain competence and to perform duties.

General

1. Develop and maintain a positive rapport with students and parents. Seek out assistance of the Activities Director for parent conflict resolution.
2. Develop and maintain a positive and professional working relationship with other staff and administration.
3. Develop and maintain a positive rapport with others outside the school community, such as coaches from other schools and media.
4. Perform other tasks as assigned by administrator; or in the case of assistant coaches, by the head coach.

G. Working Conditions:

The working conditions will vary depending on the sport or activity. Some sports require being outside for extended periods in inclement weather, with extreme heat or cold. Some indoor sports are held in areas where the climate controls are not always ideal.

H. Essential Functions: The essential functions of the Coach position include:

1. regular, dependable and punctual attendance
2. the ability to perform the identified performance responsibilities, which requires effective teaching and communication skills

3. the ability to demonstrate physical activities or bring in someone who can help the students (i.e. having the students read their speech to the superintendent and have the superintendent work with the student to improve the speech)
4. the ability to perform the duties necessary to coach the activity assigned

Code of Conduct for Coaches and Sponsors[1]

Extracurricular activity participation should be fun and be a significant part of a sound educational program. Coaches have a duty to assure that their programs impart important life skills and promote the development of good character. Essential elements of character building are embodied in the concept of sportsmanship and six core values: trustworthiness, respect, responsibility, fairness, caring, and good citizenship. Further, ethical principles established by the NDE related to commitment to the school employer, student, community, and profession are equally applicable to coaching duties. The expectations of persons designated as "sponsors" of extracurricular activity programs are exactly the same as coaches; so all references to coaches apply equally to sponsors. References to parents also include "guardians."

[1] To give credit and to explain the source of this Code of Conduct: the principles of this Code are drawn heavily from the CHARACTER COUNTS! Coalition as well as the ethical standards established by the Nebraska Department of Education for educators.

TRUSTWORTHINESS

Be worthy of trust in all you do. Teach students the importance of integrity, honesty, reliability and loyalty.

- *Integrity* — Model high ideals of ethics and sportsmanship.
- *Honesty* — Don't lie, cheat, steal or engage in or permit dishonest conduct.
- *Reliability* — Fulfill commitments; do what you say you will do. Be on time. Complete the season for which you have been assigned or hired.
- *Loyalty* — Be loyal to your school and team. Put the team above personal glory.
- *Candid* — Be candid with students and their parents about the student's likely level of participation, of getting an athletic scholarship or playing professionally.

RESPECT

Treat all people with respect and require the same of students.

- *Class* —Encourage students to help up fallen opponents, compliment extraordinary performance, and show sincere respect in pre- and post-game rituals.
- *Taunting* — Don't engage in or allow trash talking, taunting, boastful celebrations, or other actions that demean individuals or the program.
- *Respect for Officials* — Treat game officials with respect. Assure that neither you nor your players publicly criticize an official in a manner that discredits the game, impugns the honor or the integrity of any official or subjects the referees to ridicule or hostility.
- *Respect for Parents*— Treat parents with respect. Be clear about your expectations, goals and policies and maintain open lines of communication.
- *Profanity* — Don't engage in or permit profanity or obscene gestures during practices, extracurricular activity events, team travel, or in any other situation where the behavior could reflect badly on the school, the extracurricular activity program, or your position as a role model.
- *Positive Coaching* — Use positive coaching methods to make the experience enjoyable and increase self-esteem. Refrain from physical or psychological intimidation, verbal abuse, and demeaning conduct. Use incentives and disincentives consistent with sportsmanship and character-building goals.
- *Effort and Teamwork* — Encourage students to think and play as a team, to do their best and continually improve through personal effort and discipline. Discourage selfishness.
- *Professional Relationships* — Maintain appropriate, professional relationships with students and others involved in extracurricular activities. Respect proper coach-student boundaries. Sexual or romantic contact with students is strictly forbidden as is verbal or physical conduct of a sexual nature directed to or in view of students. Avoid conflicts of interest including financial or personal relationships that could be construed as exploitive of students or affect your impartiality.

RESPONSIBILITY

- *Life Skills* —Teach students positive life skills that will help them become well-rounded and responsible.
- *Advocacy of Education* — Advocate the importance of education beyond athletic eligibility standards. Assure that extracurricular activities do not unduly interfere with the ability and motivation of students to achieve their academic potential.
- *Good Character* — Foster the development of good character by teaching, enforcing, advocating and modeling high standards of ethics and sportsmanship. Look for opportunities to state and reinforce positive messages.
- *Role-Modeling* — Be a worthy role-model. Be mindful of the high visibility and great influence you have as a coach. Conduct yourself in private and coaching situations in a manner that exemplifies all you want your students to be. Refrain from profanity, disrespectful conduct, and the use of alcohol or tobacco in front of students or in other situations where your conduct could undermine your positive impact as a role model. Don't gamble or associate with professional gamblers.

- *Competence* — Strive to improve coaching competence and acquire increasing proficiency in coaching principles and current strategies, character-building techniques, and first-aid and safety.

- *Knowledge of Rules* — Maintain a thorough knowledge of current game and competition rules and assure that your students know and understand the rules. Be familiar with applicable NSAA and school rules and regulations on eligibility, recruiting, seasons, practice time, and out-of season activities.

- *Self-Control* — Control your ego and emotions; avoid displays of anger and frustration; don't retaliate.

- *Enforcing Rules* — Enforce the codes of conduct consistently even when the consequences are high. Report rule violations or misconduct.

- *Access* — Help make extracurricular activity experiences available to students of diverse backgrounds. Do not treat students differently (worse) based on race, nationality, disability, gender, religion or on any other protected category.

FAIRNESS

Be fair in competitive situations, team selection, discipline and all other matters. Be open-minded and willing to listen and learn.

CARING

- *Safe Competition* — Put safety and health considerations above the desire to win. Never permit students to intentionally injure any player or engage in reckless behavior that might cause injury to themselves or others.

- *Safety and Health* — Establish standards and regulations that put the health of students above other considerations. Be informed about basic first aid principles and the physical capacities and limitations of the students. Educate students about the dangers and prohibit the use of unhealthy and illegal substances including alcohol, tobacco and recreational or performance-enhancing drugs and nutritional supplements. Be vigilant for signs of eating disorders or unhealthy techniques to gain, lose or maintain weight.

- *Caring Environment* — Demonstrate concern for students as individuals. Maintain an environment that is physically and emotionally safe.

CITIZENSHIP

- *Honoring the Spirit of Rules* — Observe and require students to observe the spirit and the letter of all rules including the rules of the game and those relating to extracurricular activity participation.

- *Promoting Sportsmanship* — Promote sportsmanship over gamesmanship. Resist temptations to gain competitive advantage through strategies (such as devious rules violations, alteration of equipment or the field of play, or tactics designed primarily to induce injury or fear of injury) that violate the rules, disrespect the highest traditions of the sport or change the nature of competition by negating or diminishing the impact of the core skills that define the sport. Establish and regularly practice pre- and post-game rituals and traditions that reinforce the principles of sportsmanship. Specially acknowledge acts of good sportsmanship.

Commitment to the School

Coaches shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity. In fulfillment of the coach's responsibilities, the coach:

- Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.

- Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or handicapping condition.

- Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence personal decisions.

- Shall not make any fraudulent statement or fail to disclose a material fact for which the coach is responsible.
- Shall not exploit relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- Shall not sexually harass students, parents or school patrons, employees, or board members.
- Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of job duties.
- Shall report to the Superintendent or supervisors any known violation of the ethical principles of the Code of Conduct.
- Shall seek no reprisal against any individual who has reported a violation of this rule.

Commitment to the Student

Mindful that the coach's position exists for the purpose of serving the best interests of the school district's students and patrons, the coach shall perform coaching job duties with genuine interest, concern, and consideration for the student. The coach shall work to stimulate the formulation of worthy goals. In fulfillment of the obligation to the student, the coach:

- Shall make reasonable effort to protect the student from conditions which interfere with the academics or are harmful to health or safety.
- Shall keep in confidence personally identifiable information that has been obtained in the course of employment, unless disclosure is approved by the administration or is required by law.
- Shall not discipline students using corporal punishment.

Commitment to the Public

The responsibility inherent in working with students requires dedication to the principles of our democratic heritage. The coach bears responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public. In fulfillment of the obligation to the public, the coach:

- Shall not misrepresent an institution with which the coach is affiliated, and shall take added precautions to distinguish between the coach's personal and institutional views.
- Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- Shall neither offer nor accept gifts or favors that will impair judgment to be exercised in the course of employment.
- Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
- Shall not commit any act of moral turpitude, nor commit any felony.
- Shall, with reasonable diligence, attend to the duties of the coach's position.

Commitment to Employment Agreement

The coach shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The coach shall believe that sound personnel relationships with administration and the board of education are built upon personal integrity, dignity, and mutual respect. In fulfillment of these obligations, the coach:

- Shall apply for, accept, offer, or assign a position or responsibility on the basis of preparation and legal qualifications.
- Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
- Shall give prompt notice to the school of any change in availability of service.
- Shall conduct job related business through designated procedures, when available, that have been approved by the school.

- Shall not assign to unqualified personnel tasks for which the coach is responsible.
- Shall permit no commercial or personal exploitation of his or her position.
- Shall use time on duty and leave time for the purpose for which intended.

Commitment to Competent Performance

Coaches must possess the abilities and skills necessary to accomplish the designated task. Therefore, coaches will:

- Keep records for which the coach is responsible in accordance with law, NSAA rules and school policies.
- Supervise others in accordance with law and school policies.
- Recognize the role and function of community agencies and groups as they relate to the school and to the coach's position, including but not limited to booster or parent organizations.
- Utilize and protect available materials and equipment necessary to accomplish the designated task.
- Adhere to and enforce administrative policies of the school.
- Use channels of communication when interacting with administrators, community agencies, and groups, in accordance with school policy.
- Create an atmosphere which fosters interest and enthusiasm.
- In communicating, use language which reflects an understanding of the ability of the individual or group; assure that the designated task is understood; and use feedback techniques which are relevant to the designated task; consider the entire context of the statements of others when making judgments about what others have said; and encourage each individual to state his ideas clearly.
- Resolve discipline problems in accordance with law and school policies.
- Maintain consistency in the application of policy and practice.
- Develop and maintain positive standards of conduct.

I have read and understand the requirements of this Code of Conduct and agree to follow it.

_____

Coach Signature Date

BAYARD PUBLIC SCHOOLS
HEAD COACH PERFORMANCE EVALUATION

ACTIVITY_____

NAME _____ DATE _____

Rating Scale: 1 – Adequate 0 – Needs Improvement NA – Not Applicable

PROFESSIONALISM

1	Works cooperatively with the Activities Director on all aspects of the program.	1	0	NA
2	Participates in in-service meetings, clinics, and other activities to improve coaching knowledge and performance.	1	0	NA
3	Follows all procedures, policies, and rules set forth by the NSAA, district and coaches/sponsors handbook, and expects coaches/sponsors and team members to do the same.	1	0	NA
4	Works cooperatively with the media reporting scores/results and stats on time	1	0	NA
5	Maintains proper conduct at activities towards team members, officials, coaches/sponsors, and others.	1	0	NA
6	Is appropriately dressed for contest or appearance while representing the school.	1	0	NA
7	Works cooperatively with coaches/sponsors of other sports in and out of season to the betterment of all students.	1	0	NA
8	Keeps the Activities Director and Principal informed of any or all problems concerning the overall program.	1	0	NA
9	Does not let extra duties assignment interfere with classroom responsibilities.	1	0	NA
10	Sets a positive example at all times for fellow coaches/sponsors and team members.	1	0	NA

Comments: _____

_____

_____

INTERPERSONAL SKILLS

1	Develops a positive rapport with the activities staff and school personnel.	1	0	NA
2	Develops a positive rapport and open line of communication with parents.	1	0	NA
3	Communicates effectively with all members of the activities staff and those coaches/sponsors involved in the junior high program.	1	0	NA
4	Communicates with those custodial members or groundskeepers that directly affect the program.	1	0	NA
5	Maturely accepts criticism and/or recognition.	1	0	NA
6	Displays a positive attitude among everyone involved with activities as much as possible.	1	0	NA

Comments: _____

_____

_____

ADMINISTRATIVE/ORGANIZATIONAL SKILLS

1	Follows budgetary guidelines and helps plan and implement yearly budgets	1	0	NA
2	Follows organized procedures for checking equipment in and out, inventory and proper maintenance.	1	0	NA
3	Has developed a written staff organizational chart that defines responsibilities for each assistant coach.	1	0	NA
4	Has developed a student and parent/guardian handbook which defines responsibilities, requirements, and expectations throughout the season.	1	0	NA
5	Has developed a written playbook or list of drills for team members – if applicable to the specific sport.	1	0	NA
6	Has a written practice plan for all coaches each day.	1	0	NA
7	Has insured eligibility of team members and required physical forms and insurance waivers to be completed BEFORE practices start.	1	0	NA
8	Holds a pre-season meeting with parents and discusses handbook information.	1	0	NA
9	Has a written procedure for athletic lettering on file in the Activities Director's office and also included in a team member/parent handbook.	1	0	NA
10	Provides Activities Director with updated team rosters when any changes are made.	1	0	NA
11	Provides effective supervision of all areas involving team members.	1	0	NA
12	Provides firm, fair and consistent team discipline.	1	0	NA
13	Works effectively to help team members move on to college opportunities through phone calls, films and letters.	1	0	NA
14	Takes care of post-season matters: banquet, inventories, reports, etc.	1	0	NA

Comments: _____

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COACHING PERFORMANCE

1	Holds well organized practices that includes the following on a daily basis if applicable: a. Skill development through drills b. Competition drills c. Scrimmages d. Time allotments for offense, defense, and misc. e. Time limits for practice	1	0	NA
2	Knowledgeable of fundamental skills.	1	0	NA
3	Knowledgeable of advanced skills.	1	0	NA
4	Knowledgeable of rules, regulations, and new trends in the sport.	1	0	NA
5	Delegates authority/responsibility to all assistants.	1	0	NA
6	Encourages assistants to show innovation and leadership.	1	0	NA
7	Develops respect by example in appearance, manner, behavior, language, and conduct during practices and contests.	1	0	NA
8	Provides leadership and motivation that produces maximum effort by athletes.	1	0	NA
9	Demands commitment and dedication from staff and athletes.	1	0	NA
10	Provides time in the weight room during the season for athletes.	1	0	NA
11	Demonstrates enthusiasm, dedication, and puts in the required time commitment to be successful.	1	0	NA
12	Works to recruit athletes/participants in school that are not out for a sport or activity.	1	0	NA
13	Has developed an off-season weight lifting program and clinics for younger team members.	1	0	NA

Comments: _____

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_____

AREAS OF STRENGTH

_____

_____

_____

AREAS NEEDING IMPROVEMENT

_____

_____

_____

Signature of Head Coach _____

Signature of Activities Director_____

Signature of Evaluator_____

Date_____

Please return after you have reviewed and you will receive a copy for your files.

BAYARD PUBLIC SCHOOLS
ASSISTANT COACH PERFORMANCE EVALUATION

ACTIVITY_____

NAME _____ DATE _____

Rating Scale: 1 – Adequate 0 – Needs Improvement NA – Not Applicable

PROFESSIONALISM

1	Demonstrates loyalty to the head coach/sponsor and the program.	1	0	NA
2	Participates in in-service meetings, clinics, and other activities to improve coaching knowledge and performance.	1	0	NA
3	Follows all procedures, policies, and rules set forth by the NSAA, district and coaches handbook, and expects coaches and team members to do the same.	1	0	NA
4	Works cooperatively with the media reporting scores and stats on time if directed by the head coach to do this job.	1	0	NA
5	Maintains proper sideline conduct at activities towards team members, officials, coaches, and others.	1	0	NA
6	Is appropriately dressed for contest or appearance while representing the school.	1	0	NA
7	Works cooperatively with coaches/sponsors of other activities in and out of season to the betterment of all students.	1	0	NA
8	Keeps the head coach/sponsor informed of any or all problems concerning the overall program.	1	0	NA
9	Does not let extra duties' assignments interfere with classroom responsibilities.	1	0	NA
10	Sets a positive example at all times for fellow coaches/sponsors and team members.	1	0	NA

Comments: _____

_____

_____

INTERPERSONAL SKILLS

1	Develops a positive rapport with the activities staff and school personnel.	1	0	NA
2	Develops a positive rapport and open line of communication with parents.	1	0	NA
3	Communicates effectively with all members of the activities staff and team members	1	0	NA
4	Maturely accepts criticism and/or recognition.	1	0	NA
5	Displays a positive attitude among everyone involved with the activity as much as possible.	1	0	NA

Comments: _____

_____

_____

ADMINISTRATIVE/ORGANIZATIONAL SKILLS

1	Follows all responsibilities set forth by the head coach/sponsor.	1	0	NA
2	Provides effective supervision of all areas involving team members.	1	0	NA
3	Provides firm, fair, and consistent team discipline.	1	0	NA
4	Helps with post-season plans: banquet, inventories, reports, etc.	1	0	NA

Comments: _____

_____

_____

COACHING PERFORMANCE

1	Assists with practice and demonstrates knowledge of the following: a. Skill development through drills b. Competition drills c. Scrimmages d. Time allotments for offense, defense, and misc. e. Time limits for practice	1	0	NA
2	Knowledgeable of fundamental skills.	1	0	NA
3	Knowledgeable of advanced skills.	1	0	NA
4	Knowledgeable of rules, regulations, and new trends in the activity.	1	0	NA
5	Develops respect by example in appearance, manner, behavior, language, and conduct during practices and contests.	1	0	NA
6	Provides leadership and motivation that produces maximum effort by athletes.	1	0	NA
7	Helps the head coach/sponsor develop commitment and dedication from staff and students.	1	0	NA
8	Provides supervision in all areas involving team members.	1	0	NA
9	Demonstrates enthusiasm, dedication, and puts in the required time commitment to be successful.	1	0	NA
10	Works with the head coach/sponsor on off-season programs and clinics within the activity for younger participants.	1	0	NA

Comments: _____

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_____

AREAS OF STRENGTH

_____

_____

_____

AREAS NEEDING IMPROVEMENT

_____

_____

_____

Signature of Assistant Coach_____

Signature of Head Coach _____

Signature of Activities Director_____

Signature of Evaluator_____

Date_____

Please return after you have reviewed and you will receive a copy for your files

HEAD COACHES END OF SEASON CHECK SHEET

The following are items to be included in the end of year packet. This packet needs to be turned in to the Activities Director – **no later than 2 weeks after the completion of your season.**

1. Inventory of all equipment for your sport.
2. Copy of Assistant Coaches Evaluations
3. List of athletes that lettered in your sport during the 2011-2012 season.
4. List of awards that athletes or coaches received during the season – all conference, all state – etc. (Note – if the award is received after turning in the packet – please notify the Activities Director of the award and the participant who received the award.)
5. Record of game scores for the season.
6. Anticipated equipment or uniforms that you may want to order for the next season.
7. Suggestions or ideas that you have that could help to improve your activity for the next season.

VARSITY LETTER WINNER LIST

SPORT OR ACTIVITY_____

SCHOOL YEAR _____

NAME	GRADE	POSITION	COMMENTS

HONORS AND AWARDS

SPORT OR ACTIVITY_____

SCHOOL YEAR _____

TEAM CHAMPIONSHIPS, AWARDS, AND HONORS

_____
_____
_____
_____
_____

INDIVIDUAL HONORS AND AWARDS

NAME	HONOR OR AWARD	PRESENTED BY	COMMENTS

SEASON RECORD

(May be printed off the NSAA site and place securely on this page)

SPORT OR ACTIVITY_____

SCHOOL YEAR _____

OPPONENT	SCORE	COMMENT

EQUIPMENT AND UNIFORM NEEDS

SPORT OR ACTIVITY_____

SCHOOL YEAR _____

ITEM	QUANITY	COST	TOTAL

SUGGESTIONS FOR IMPROVEMENT

SPORT OR ACTIVITY_____

SCHOOL YEAR _____

BAYARD PUBLIC SCHOOLS
ASSISTANT COACH PERFORMANCE EVALUATION

ACTIVITY_____

NAME _____ DATE _____

Rating Scale: 1 – Adequate 0 – Needs Improvement NA – Not Applicable

PROFESSIONALISM

1	Demonstrates loyalty to the head coach/sponsor and the program.	1	0	NA
2	Participates in in-service meetings, clinics, and other activities to improve coaching knowledge and performance.	1	0	NA
3	Follows all procedures, policies, and rules set forth by the NSAA, district and coaches handbook, and expects coaches and team members to do the same.	1	0	NA
4	Works cooperatively with the media reporting scores and stats on time if directed by the head coach to do this job.	1	0	NA
5	Maintains proper sideline conduct at activities towards team members, officials, coaches, and others.	1	0	NA
6	Is appropriately dressed for contest or appearance while representing the school.	1	0	NA
7	Works cooperatively with coaches/sponsors of other activities in and out of season to the betterment of all students.	1	0	NA
8	Keeps the head coach/sponsor informed of any or all problems concerning the overall program.	1	0	NA
9	Does not let extra duties' assignments interfere with classroom responsibilities.	1	0	NA
10	Sets a positive example at all times for fellow coaches/sponsors and team members.	1	0	NA

Comments: _____

_____

_____

INTERPERSONAL SKILLS

1	Develops a positive rapport with the activities staff and school personnel.	1	0	NA
2	Develops a positive rapport and open line of communication with parents.	1	0	NA
3	Communicates effectively with all members of the activities staff and team members	1	0	NA
4	Maturely accepts criticism and/or recognition.	1	0	NA
5	Displays a positive attitude among everyone involved with the activity as much as possible.	1	0	NA

Comments: _____

_____

_____

ADMINISTRATIVE/ORGANIZATIONAL SKILLS

1	Follows all responsibilities set forth by the head coach/sponsor.	1	0	NA
2	Provides effective supervision of all areas involving team members.	1	0	NA
3	Provides firm, fair, and consistent team discipline.	1	0	NA
4	Helps with post-season plans: banquet, inventories, reports, etc.	1	0	NA

Comments: _____

COACHING PERFORMANCE

1	Assists with practice and demonstrates knowledge of the following: a. Skill development through drills b. Competition drills c. Scrimmages d. Time allotments for offense, defense, and misc. e. Time limits for practice	1	0	NA
2	Knowledgeable of fundamental skills.	1	0	NA
3	Knowledgeable of advanced skills.	1	0	NA
4	Knowledgeable of rules, regulations, and new trends in the activity.	1	0	NA
5	Develops respect by example in appearance, manner, behavior, language, and conduct during practices and contests.	1	0	NA
6	Provides leadership and motivation that produces maximum effort by athletes.	1	0	NA
7	Helps the head coach/sponsor develop commitment and dedication from staff and students.	1	0	NA
8	Provides supervision in all areas involving team members.	1	0	NA
9	Demonstrates enthusiasm, dedication, and puts in the required time commitment to be successful.	1	0	NA
10	Works with the head coach/sponsor on off-season programs and clinics within the activity for younger participants.	1	0	NA

Comments: _____

_____

_____

AREAS OF STRENGTH

_____

_____

_____

AREAS NEEDING IMPROVEMENT

_____

_____

_____

Signature of Assistant Coach_____

Signature of Head Coach _____

Signature of Activities Director_____

Signature of Evaluator_____

Date_____

Please return after you have reviewed and you will receive a copy for your files.

GUIDELINES FOR ALCOHOL TESTING

Students exhibiting signs of having consumed alcohol, including, but not limited to glassy eyes, slurred speech, unsteadiness on the feet or emission of an alcoholic odor may be requested to take a breathalyzer test (or similar alcohol sensor) administered by a school employee or law enforcement. The attached Alcohol Observation Checklist may be used. If a student tests positive for alcohol, he or she will receive one additional opportunity to take the test. Students who test positive for alcohol (a .02 reading on the breathalyzer test) or students who refuse to take a breathalyzer test upon reasonable suspicion that they have consumed alcohol, will be subject to all school rules and discipline relating to the use and/or possession of alcohol.

Protocol for Use of Alcohol Test

1. The breathalyzer (or similar alcohol sensor) should be administered by a school employee or law enforcement.
2. There should always be two people present when the test is administered (either another school administrator or a teacher).
3. The test should be administered in a private area, away from other students.

Alcohol Observation Checklist

Observation of Student

Name: _____ Date: _____ Time: _____ Event/Location: _____

Check all that apply:

1. **Walking**

Normal stumbling staggering falling unsteady

2. **Speech**

normal shouting slurred incoherent whispering

3. **Demeanor**

normal sleepy crying fighting overexcited agitated

4. **Eyes**

normal bloodshot glassy watery dilated

5. **Personal Conduct**

normal profanity hostile erratic

6. **Breath**

normal alcoholic odor faint alcoholic odor

7. **Other Observations:**

Questions:

Are you feeling ill? Yes No If yes, please describe

Are you taking any medication? Yes No

If yes, would care to tell us what it is?

Have you consumed alcohol today? Yes No

How did you get here?

Disposition/conclusion

Next action:

Contact parents: Yes No

Contact Law Enforcement: Yes No

Breathalyzer test results attached: Yes No

Staff member's name:

Witness:

2021-2022 School Year

BAYARD PUBLIC SCHOOLS

Student-Parent Activities Handbook

MISSION STATEMENT

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

USDA Nondiscrimination Statement

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

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

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

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

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

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

This institution is an equal opportunity provider.

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MISSION STATEMENT

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

VISION STATEMENT

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

CORE COVENANTS

BAYARD PUBLIC SCHOOLS

Focused on the Student
- Positive Interactions and Relationships
- Focus On Student Potential
- Diverse Opportunities
- Unconditional Acceptance

Attitude of Excellence
- Act With Integrity
- Expect To Be Great
- Accept Daily Challenges & Setbacks
- Think "Big Picture"

Community
- Support Each Other
- Set Aside Self For Benefit Of The Group
- Respect Everyone
- Be A Wing, Not A Weight

Tiger Way!

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

ACADEMIC SEAL OF BAYARD PUBLIC SCHOOLS



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

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

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

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

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

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

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

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

Student-Parent Activities Handbook

Extracurricular Activity Philosophy

Extracurricular activity programs enrich the curriculum of the school by making available a wide variety of activities in which a student can participate. Extracurricular activity programs are considered an integral part of the school's program of education that provides experiences that will help students physically, mentally and emotionally.
The element of competition and winning, though it exists, is controlled to the point it does not determine the nature or success of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated to want to win and excel, but the principles of good sportsmanship prevail at all times to enhance the educational values of contests. Participation in activities, both as a competitor and as a student spectator, is an integral part of the students' educational experiences. Such participation is a privilege that carries with it responsibilities to the school, team, student body, community and the students themselves. In their play and their conduct, students are representing all of these groups. Such experiences contribute to the knowledge, skill and emotional patterns that they possess, thereby making them better individuals and citizens. Most extracurricular school activities involve association with other students and travel to other communities. The impressions we leave will have a direct bearing on the reputation we establish while taking part in these activities. The ability to use facilities and not disturb their appearance or remove equipment that does not belong to us is essential for successful activity programs. The primary purpose of attending school is to receive an education. Participation in extracurricular activities is a privilege dependent upon each student's acceptable behavior and his/her satisfactory progress toward fulfilling their education requirements. The Administration has the responsibility and authority to withhold any student from activities whose behavior casts a poor reflection on the school. Students may be declared ineligible to participate either as a participant or a spectator in any or all activities of Bayard Public Schools.

Student Expectations

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

Players will:
Show respect for teammates, coaches, opponents and officials.
Use no foul language, trash talk, negative gestures or actions to provoke a negative response.

Unsportsmanlike conduct resulting in a penalty or not will be dealt with by reprimand and counseling by the coach or appropriate other school officials. Actions of this nature may lead to benching, suspension and/or withdrawal of athletic leadership positions such as being a team captain further loss of privileges and school disciplinary intervention if the rules/policies are violated.

High School Building Hours

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

Bayard Jr./Sr. High School Bell Schedule

Zero Hour:	7:11 – 7:57
1st period:	8:00 – 8:48
2nd period:	8:51 – 9:37
3rd period:	9:40 – 10:26
4th period:	10:29 – 11:15
5th period:	11:18 – 12:34
Lunch A:	11:15 – 11:45
5th A	11:48 – 12:34
5th B	11:18—12:04
Lunch B:	12:04 – 12:34
6th period:	12:37 – 1:23
7th period:	1:26 – 2:12
8th period: Leadership Development	2:15 – 2:42
9th period:	2:45 – 3:31

Pride and Care of Bayard Public Schools

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

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

Leaving the school during the school day

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

Junior High/Senior High Absentees and Tardies

All students in grades 7-12 will be allowed up to nine (9) excused absences per semester. After the 9th absence, credit will be deducted as follows:
0-9 days absent 0 credits deducted per course
10-15 absences 1 credit deducted per course
16-20 absences 2 credits deducted per course
21-25 absences 3 credits deducted per course
26-30 absences 4 credits deducted per course
31 + absences 5 credits deducted per course
To receive full credit for a class in which a student has been absent in excess of nine periods, the student will be given the opportunity to make up the time missed. Teachers will provide make-up (or extra credit work) to be done during the make-up period. The student will be supervised during the make-up time by the school principal or by an assigned detention teacher. The student must serve the same number of make-up minutes (per missed class) as the class was originally scheduled to meet, in order to receive full credit for making up a period. Scheduling of the make-up time will be done by the school principal. The make-up time may be scheduled before school, after school, or on weekends, but it MUST be served during the same semester as the absent day it is being served to make up. Absences for school-sponsored activities are not to be included in the nine-day absence policy.
The administration reserves the right to subtract from the number of absences those occasions which a student is hospitalized, prescribed bed rest by a physician, or gone due to a family emergency. (Family emergencies may include but not limited to accidents, funerals, etc.) The school administration will require written documentation from a hospital or a physician for absences due to prescribed bed rest.

Alcohol Tests

It is a violation of Board Policy and school rules for a student to use or be under the influence of alcohol while on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school sponsored activity or athletic event.
The Superintendent of Schools or his or her designee may require students to consent and submit to a breath test to determine the presence of alcohol or similar alcohol sensor (a "Test") as a prerequisite for admittance to any voluntary school event or activity if the Superintendent determines that such practice is necessary for the safety of students at such event or will prevent interference with school purposes. If the Test reveals that a student is under the influence of alcohol or the student refuses to submit to the Test, then the student may be denied admittance to the event (in addition to being subject to further discipline as allowed by law, school rules, and Board Policy).
The Superintendent of Schools or his or her designee may require a student to submit to a Test at any time while on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school sponsored activity or athletic event if the Superintendent or his or her designee reasonably suspects that the student is under the influence of alcohol.

Random Drug Testing for students involved in Extracurricular Activities

The Board of Education for Bayard Public Schools values students' participation in extracurricular activities. Such students, as role models for other students, are a key to our goal to provide the best possible educational program for our students. To achieve our goal and to maximize the skills and talents of our students, it is important that each student understands the dangers of drug and alcohol use. All students who participate in extracurricular activities in Bayard Public Schools must participate in our mandatory drug testing programs.
Coaches/sponsors will distribute information and signature forms at the start of each season. Parents/guardians of students in grades 7 through 12 who do not participate in extracurricular activities may choose to opt their students into the program.

Junior/Senior High Dances

When attending school-sponsored dances, students may dress casually, unless otherwise designated: however, blue jeans, muscle shirts, etc. are not acceptable attire. Students that elect to leave the dance, once it has started, will not be allowed to return. School sponsored dances will be under the supervision of school employees or activity sponsors.
Students that wish to bring dates from outside the Bayard School system may do so but must obtain permission from the principal. Students attending high school dances shall be no younger than a high school freshman or not above the age of 20. This applies to students from other schools as well as from Bayard. Persons who are not regularly enrolled in a high school or graduates of high school will not be approved by the principal.

ACTIVITIES

HIGH SCHOOL ACTIVITIES

Digital Media---Yearbook and Newspaper
Football
Quiz Bowl
Boys and Girls Basketball
One-Act Plays
Boys and Girls Golf
Boys and Girls Track
Speech
Boys and Girls Cross Country
Volleyball
FFA
Boys and Girls Wrestling
~~Spanish Club~~ ~~(Not available currently, but may be in years to come)~~
DI
National Honor Society
Student Council
Cheerleading
eSports
HOSA
Educators Rising
Skills USA

JUNIOR HIGH ACTIVITIES

Quiz Bowl
DI
Boys and Girls Basketball
Football
Boys and Girls Cross Country
Boys and Girls Track
Volleyball
Boys and Girls Wrestling

HIGH SCHOOL MUSIC

Concert Band
Pep Band
Jazz Choir and Band
Marching Band
Mixed Choir
21st Century Singers

JUNIOR HIGH MUSIC

Concert Band
Show Choir
Marching Band

SCHOOL ACTIVITIES

The class and/or activity sponsors shall be responsible for the approval or disapproval and scheduling of the social activities of classes and organizations within the scope of the regulations, with the final decision resting with the administration.
School activities shall close at 12:00 midnight. Junior-Senior Prom shall close at 1:00 a.m. Exception to these times will be by administrators' discretion.

Practice Scheduling

Practices are not to start until 4:00 on a normal day, no team meetings etc. during homeroom even if most or all students are available, unless approved by both the principal and activities director.
On Wednesday, all students must be out of the building by 6:00 p.m. for all activities.
All students will be encouraged to leave school grounds prior to 6:00 p.m.
Sunday Practice: No practices shall be scheduled on Sundays, unless necessary for post season games.
There will be no practices for any sport or activity on days when school has been dismissed or is not in session due to inclement weather.
Each Head Coach/Sponsor will give each student a list of any additional regulations that apply to a specific sport or activity.

Student Activity Trips

Student activity trips will be divided into three classes:
CLASS I - Activities that are sponsored by the Nebraska Schools Activity Association and that are earned by qualifying at a local or district level competition. The District will provide financial support for these trips.
CLASS II - Trips that are earned or taken by groups or individuals that are related to classroom experience, the District will provide some financial support for these trips. (Examples are FFA and FCCLA)
CLASS III - Trips taken by groups when their activity is not related to NSAA sponsored activities or classroom related. These trips will only be taken during the summer, and only one group per year will be allowed to go. The District will provide no financial support for these trips.
Individuals who desire to take part in individual activities at the state or national level must adhere to NSAA regulations. The District will provide no financial support for these trips.

Fundraisers and Activity Accounts

In order to ensure that the resources of the community are not strained as a result of multiple fundraisers occurring at simultaneously, all student organization fundraisers (other than the concession stand) must be approved by the organization's sponsor, the activities director, building principal, bookkeeper, and superintendent. When an organization wishes to engage in a fundraising activity the sponsor will need to complete a Fundraiser Request Sheet and submit the

form to the Activities Director. Fundraising activities should not begin until the request has been approved by the superintendent.
Funds earned in the name of a school organization belong to the organization rather than to the individual student. When students engage in fundraising as a member of a school organization (such as activities, groups, teams, or clubs) the proceeds from the fundraising shall remain with the organization regardless of the continued participation status of the student in such organization. If organizations are disbanded all funds remaining with the organization will be transferred to the activity travel account.
***Cash and checks which are collected are to be accounted for by the sponsor and remitted to the school bookkeeper each business day. All cash and checks must be remitted to the bookkeeper within 24 hours of the completion of any fundraiser.

Safety

The District's philosophy is to maintain an activities program which recognizes the importance of the safety of the participants. To ensure safety, participants are required to become fully familiar with the dangers and safety measures established for the activity in which they participate, to adhere to all safety instructions for the activity in which they participate, to inform their coach or sponsor when they are injured or have health problems that require their activities be restricted, and to exercise common-sense.

Warning for Participants and Parents

The purpose of this warning is to bring your attention to the existence of potential dangers associated with athletic injuries. Participation in any intramural or athletic activity may involve injury of some type. The severity of such injury can range from minor cuts, bruises, sprains and muscle strains to more serious injuries to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord. On rare occasions, injuries can be so severe as to result in total disability, paralysis or death. Even with appropriate coaching, appropriate safety instruction, appropriate protective equipment and strict observance of the rules, injuries are still a possibility.
A parent or guardian wishing to take their student/athlete with them following a contest must give written and verbal notification to the coach/sponsor in charge. The parent is to fill out the colored form which the student should get from the office, or head coach. The form is given to the coach preferably before the bus leaves school, but is up to the discretion of each head coach. The head coach should keep these forms until the end of the current school year.

Concussions: Return to Learn Protocol

Students who sustain a concussion and return to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered. The school administration of Bayard Public Schools adopts the NDE Guidance entitled "Bridging the Gap from Concussion to the Classroom," and accompanying Appendix, as its return to learn protocol, with the recognition that each student who has sustained a concussion will require an individualized response.

Junior/Senior High Athletic Insurance

All pupils participating in interschool athletics (including practice) shall have athletic insurance. They may purchase school-sponsored insurance or sign a verification form, informing the school district that they have their own insurance carrier or a signed waiver from the parents relieving the school of all responsibility

Student Valuables

Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money or items of value to school. If it is necessary to bring valuable items or more money than is needed to pay for lunch, leave the money or valuables with a staff member in the school office for temporary and safekeeping. Even then, the school is not in a position to guarantee that the student's property will not be subject to loss, theft, or damage.

Extracurricular Activity Code of Conduct: Purpose of the Code of Conduct

Participation in extracurricular activities is a privilege. The privilege carries with it responsibilities to the school, team, student body, and the community. Participants are not only representing themselves, but also their school and community in all of their actions. Others judge our school on the student participants' conduct and attitudes, and how they contribute to our school spirit and community image.

The student participants' performance and devotion to high ideals and values make their school and community proud. Consequently, participation is dependent upon adherence to this Code of Conduct and the school district's policies, procedures and rules.

Foul language has no place at the music contest, on the athletic field, in the dressing room, or on the school campus. The use of foul language will not be tolerated. Noncooperation in this matter will result in parental conferences and continued use of bad language will result in disciplinary action.

A student automatically assumes a leadership role when you take part in extracurricular school activities. The student body and citizens of Bayard know you. You are in the center stage with the spotlight on you. All judge you.

There is to be no hazing or initiation of other students, as this is the one easy way to break up the group and team unity that is essential for success.

Participation in Extracurricular Activities

It is the goal of the Bayard Athletic Program to offer the opportunity of participation to every student who has the ability and desire to do so. Interscholastic athletics fosters competition and cooperation. It also represents an area of great potential for teaching dedication, perseverance, courage, poise and for the pursuit of excellence, all traits that are essential ingredients in achieving a happy, successful life.
However, no student is obligated to take part in athletics nor is participation in athletics required for graduation. It is to be stressed that participation in the athletic program is a **PRIVILEGE**.
The Bayard Athletic Program is comprised of three seasons, fall, winter, and spring. Fall sports include Girls Golf, Girls Cross Country, Girls Volleyball, Boys Cross Country, and Boys Football. Winter sports include Girls Basketball, Wrestling, and Boys Basketball. Spring sports include Girls Track & Field, Boys Golf, and Boys Track & Field.
A student-athlete may not drop from a team after the first regular season contest and participate in another sport during the same season. No student will be allowed to join an athletic team after the first regular season contest, unless they are a student who has moved into the Bayard School District from another district and meets all of the eligibility requirements.

Coaching and Developing the Team
1. Identify students for participation in the sport or activity and encourage students to participate.
2. Conduct a pre-season/activity meeting with parents and participants and provide them with information about team procedures, the parent-student activity handbook, forms required to be completed for participation, training and conduct rules, practice requirements, and lettering or other recognition standards.
3. The head coach of each sport has the final decision on how to conduct practices, make fair and consistent decisions regarding team selection, level of participation (varsity, JV, etc.), and playing time. The head coach has the final decision on what students will be retained on the team and which ones will not be retained. If not to be retained the student must be told the reason for the decision.

Scope of the Code of Conduct

Activities Subject to the Code of Conduct: The Code of Conduct applies to all extracurricular activities. Extracurricular activities means student activities or organizations which are supervised or administered by the school district which do not count toward graduation or grade advancement and in which participation is not otherwise required by the school.
Extracurricular activities include but are not limited to: all sports, vocal, band, speech and drama, One-Act, FFA, FCCLA, and Spanish Club (Not available currently, but may be in years to come), Student Council, National Honor Society, and other school sponsored organizations and activities. The Code of Conduct also applies to participation in school sponsored activities such as school dances and royalty for such activities.
A participant means a student who participates in, has participated in, or will participate in an extracurricular activity.
When: The Code of Conduct rules apply to conduct which occurs at any time during the school year, and also includes the time frame which begins with the official starting day of the fall sport season established by the NSAA and extends to the last day of the spring sport season

established by the NSAA, whether or not the student is a participant in an activity at the time of such conduct.
The rules also apply when a student is participating or scheduled to participate in an extracurricular activity that is held outside the school year or the NSAA season. For example, if an FCCLA student plans to participate in a conference in July and commits a
Code of Conduct infraction in June, the student may be suspended from participating in the conference. Conduct during the summer months may also affect a student's participation under the team selection and playing time guidelines.
Where: The Code of Conduct rules apply regardless of whether the conduct occurs on and off school grounds. If the conduct occurs on school grounds, at a school function or event, or in a school vehicle, the student may also be subject to further discipline under the general student code of conduct. A student who is suspended or expelled from school shall not be permitted to participate in activities during the period of the suspension or expulsion, and may also receive an extended activity suspension.

Grounds for Extracurricular Activity Discipline

Students who participate in extracurricular activities are expected to demonstrate cooperation, patience, pride, character, self-respect, self-discipline, teamwork, sportsmanship, and respect for authority. The following conduct rules have been determined by the Board of Education to be reasonably necessary to aid students, further school purposes, and prevent interference with the educational process. Such conduct constitutes grounds for suspension from participation in extracurricular activities and grounds for other restrictions or disciplinary measures related to extracurricular activity participation:

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, bullying, harassment or similar conduct in a manner that constitutes a substantial interference with school or extracurricular activity purposes or making any communication that a reasonable person would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property, repeated damage or theft involving property or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including a school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect another person shall not constitute a violation.
5. Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from a student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon, or bringing or possessing any explosive device, including fireworks, on school grounds or at a school function or event, or in an manner that is unlawful
or contrary to school activity rules.

7. Selling, using, possessing or dispensing alcohol, tobacco, narcotics, drugs, a controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the
Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. (Note: Refer to "Drug and Alcohol Violations" for further information).
8. Public indecency.
9. Sexual assault or attempting to sexually assault any person. Engaging in sexual conduct, even if consensual, on school grounds or at a school function or event.
10. Engaging in any activity forbidden by law which constitutes a danger to other students, interferes with school purposes or an extracurricular activity, or reflects a lack of high ideals.
11. Repeated violation of any of the school rules.
12. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
13. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to a school employee, school volunteer, or student. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, national origin, or religion.
14. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school or of an extracurricular activity; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
15. Willfully violating the behavioral expectations for those students riding Bayard Public School buses or vehicles used for activity purposes.
16. Failure to report for the activity at the beginning of the season. Reporting for one activity may count as reporting on time if there is a change in activity within the season approved by the coach or the supervisor.
17. Failure to participate in regularly scheduled classes on the day of an extracurricular activity or event.
18. Failure to attend scheduled practices and meetings. If circumstances arise to prevent the participant's attendance, the validity of the reason will be determined by the coach or sponsor. Every reasonable effort should be made to notify the coach or sponsor prior to any missed practice or meeting.
19. All other reasonable rules or regulations adopted by the coach or sponsor of an extracurricular activity shall be followed, provided that participants shall be advised by the coach or sponsor of such rules and regulations by written handouts or posting on bulletin boards prior to the violation of the rule or regulation.
20. Failure to comply with any rule established by the Nebraska School Activities Association, including, but not limited to, the rules relating to eligibility.

All terms used in the Code of Conduct have a less strict meaning than under criminal law and are subject to reasonable interpretation by school officials.

<u>Hazing</u> -- For Activities this procedure and its consequences are in effect year round.

Hazing by classes, clubs, athletic teams or other student organizations are prohibited. No student, teacher, administrator or other school district employee, contractor or volunteer shall plan, direct, encourage, aid or engage in hazing. No student, teacher, administrator or other school district employee, contractor or volunteer shall permit, condone or tolerate hazing. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act. This policy applies to hazing behavior that occurs on or off school property, during and after school hours and covers periods when school is not in session. The school district will act to investigate and/or report to law enforcement all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator or other school district employee, contractor or volunteer who is found to have violated this policy.
For purposes of this section, hazing means any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any organization. Such hazing activity includes whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation, or any brutal treatment or the performance of any unlawful act which endangers the physical or mental health or safety of any person.

<u>Drug and Alcohol Violations</u>

Use or consume includes any level of consumption or use. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation.
Under the influence means any level of impairment and includes even the odor of alcohol on the breath or person of a student, or the odor of an illicit drug on the student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant.
Possession includes having control of the substance and also includes being in the same area where the substance is present and no responsible adult present and responsible for the substance. Possession includes situations where, for example:

(1) Alcohol is in a vehicle in which the student is present. The student is considered to be in possession if the student is aware that the alcohol is in the vehicle, even though the student has not touched or consumed the alcohol; and
(2) Alcohol is present at a party attended by the student. The student is considered to be in possession if the student is aware that alcohol is at the party and fails to immediately leave the party, even though the student has not touched or consumed the alcohol.
In these situations, a violation would not exist if the alcohol is in the control of a parent or guardian or other responsible adult (age 21 or older) such that students are not allowed

to access the alcohol. A violation would also not exist if the student did not know or have a reasonable basis to know that alcohol would be present, and the student leaves the location where the alcohol is present as soon the student could safely do so. (Students are expected to leave immediately, but are not to do so in a manner that would endanger them. For example, you are not to leave in a car being driven by a person who has been drinking just to get away from the alcohol party immediately when there is no other way to get home. Instead, you should call for a safe ride home and, while waiting, clearly distance yourself from the alcohol).

Consequences

Students may be suspended from practices or participation in interscholastic competition or participation in co-curricular activities for violations of the Code of Conduct. The period of suspension or other discipline for such offenses shall be determined by the school administration. The disciplinary consequence will be determined based on consideration of the seriousness of the offense, any prior violations, the student's compliance with the self-reporting obligations, the student's level of cooperation and willingness to resolve the matter, and the student's demonstration of a commitment to not commit future violations.
Because of the significance of drug and alcohol violations on the student participants, other students and the school, the following consequences are established for such violations:

Tobacco, Alcohol, Drugs and Controlled Substances

Any Bayard School student engaging in the selling, using, possessing or dispensing of alcoholic beverages, tobacco, narcotics, drugs, drug paraphernalia, controlled substances, inhalants or being under the influence of any of the above; will be subject to the following disciplinary actions, providing the incident has been reported in one of the following ways:
1. ADMISSION by the participant involved.
2. WRITTEN STATEMENT of the violation from a certified staff member or coach.
3. WRITTEN STATEMENT of the violation from a parent/guardian of the participant.
4. CHARGED WITH OR CITED by law enforcement personnel or accepting a diversion program in lieu of charges being filed.
Note: The term "under the influence" for school purposes has a less strict meaning than it does under criminal law. For school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant. In addition, "possession" of alcohol or drugs will be considered to have occurred for purposes of school rules if the student is in such close proximity to alcohol or drug (for example, a student being in a car where alcohol is in the back seat and no adults are present in the car) or to others who are consuming alcohol or drugs (for example, being at a student party at which other students are drinking) that school officials may reasonably determine that the student was in "possession" of the items as well).
The following disciplinary actions for violations occurring while not on school property are based on self-reporting. The student must self-report any violations/possible violations within a 48-hour period from the time of violation to the administration, athletic director, or coach. If a student fails to self- report such violation and it is later learned that the violation took place, the discipline for the action will be doubled.

Self-Reporting

A student who violates must self-report. A failure to self-report will lead to a longer suspension or other discipline. The self-report must be made to: the principal, athletic director, or the head coach or sponsor of an activity in which the student participates. In making a self-report, the student must identify the events that took place, what conduct the student engaged in, and any witnesses to the student's conduct. All students are expected to be honest and forthright with school officials. In the event the coach or activity sponsor or any school administrator asks a student participant for information pertaining to compliance (or lack of compliance) by the student or other student participants the student is expected to fully, completely, and honestly provide the information. Students may be disciplined for a failure to be honest and forthright.

Violations occurring while not on school property

Violations not occurring on school property will result in the following discipline. The student shall not be allowed to participate in, but must still practice for the activity with the team or group, and shall not attend any school sponsored activity for fourteen (14) calendar days from the date of written notification and must complete a minimum of eight (8) hours of professional alcohol and or drug education and counseling. (The education course and or counseling will be the parents or students expense).
The eight (8) hours of professional education/counseling must be completed before the student can again begin participation in the activities program. Suspensions for violations occurring during the summer shall commence with the beginning of the next school year.

Violations occurring while on school property

Violations occurring on school property or while attending or participating in school related activities will result in the student being suspended from school for five (5) school days. After the suspension, the student shall not be allowed to participate in, but must still practice for the activity with the team or group, and shall not attend any school sponsored activity for fourteen (14) calendar days from the date of written notification and must complete a minimum of eight (8) hours of professional alcohol and or drug education and counseling. (The education course and or counseling will be the parents or students expense.) The eight (8) hours of professional education/counseling must be completed before the student can again begin participation in the activities program.
If the disciplinary actions from any violation of this policy, are not completed during the current school term the following will apply. The number of days that remain to complete the suspension from activities will be completed during the next school term. The 8 hours of professional alcohol and or drug education must also be completed before the student can begin participation in the activities program the following year. Forfeiture of the right to hold honorary positions will not be carried forward to the next school term. In the case of violations occurring on school property, days suspended from school will not carry forward to the next school year.
A second violation of these rules and regulations during any one year period, whether occurring on or off school property, will result in the student being ineligible to compete in or participate in or attend any extracurricular activity for **12 months is in effect beginning with the date of the first violation.** These consequences will carry over from one school year to the next.

Any student who is suspended under this policy will forfeit their right to hold any of the following honorary positions during the year in which the suspension occurred. This includes: homecoming king or queen, winter royalty king or queen, prom king or queen, Citizenship Award, Book of Knowledge, Class Yoke, School Spirit Award, Athletic Letter Award, current standing in the National Honor Society, prom server, class officer, student council officer, and nomination for any post season athletic awards including all conference, all district, all regional, and all state.

Any transfer student, who is under suspension at their previous school for alcohol and/or drug policy violations, may be required to complete their period of suspension prior to becoming eligible at Bayard Public Schools at the discretion of the superintendent.

Notice of the suspension hereunder shall be given to the student and the student's parents and the student and his or her parent shall have an opportunity to present his or her version, however, the suspension shall take effect upon the delivery of the notice of suspension to the student.

This policy is in effect 12 months of the year, including both the school term and the summer months. The 12 months is in effect beginning with the date of the first violation. These consequences will carry over from one school year to the next.

When Suspensions Begin

All suspensions begin with the next scheduled activity in which the student is a participant, after the determination by school officials of the sanction to be imposed; provided that the school officials shall have the discretion to establish a time period for the suspension that makes the suspension have a real consequence for the student. During a suspension, participants may be required or permitted to practice at the sole discretion of the coach or activity sponsor. Suspensions in the Spring will be carried over to the Fall when the suspension has not been fully served or when determined appropriate for the suspension to have a real consequence for the student.

Determining a Violation Has Occurred

A violation of the Code of Conduct will be determined to have occurred based on any of the following criteria:

1. When a student is cited by law enforcement and school officials have a reasonable basis for determining that grounds for the issuance of the citation exist.
2. When a student is convicted of a criminal offense. Conviction includes, without limitation, a plea of no contest and an adjudication of delinquency by the juvenile court.
3. When a student admits to violating one of the standards of the Code of Conduct.
4. When a student is accused by another person of violating one of the standards of the Code of Conduct and school officials determine that such information is reliable.
5. When school officials otherwise find sufficient evidence to support a determination that a violation has occurred.

Procedures for Extracurricular Discipline

The following procedures are established for suspensions from participation in extracurricular activities:

1. Investigation. The school official(s) considering the suspension will conduct a reasonable investigation of the facts and circumstances and determine whether the suspension will help the student or other students, further school purposes, or prevent an interference with a school purpose.

2. Meeting. Prior to commencement of the suspension, the school official considering the suspension or their designee will provide the student an opportunity to give the student's side of the story. The meeting for this purpose may be held in person or via a telephone conference.

a. The student will be given oral or written notice of what the student is accused of having done, an explanation of the evidence the school has, and the opportunity to explain the student's version. Detail is not required where the activity participant has made a self-report or otherwise admits the conduct.
Names of informants may be kept confidential where determined to be appropriate.

b. The suspension may be imposed prior to the meeting if the meeting cannot reasonably be held before the suspension is to begin. In that case the meeting will occur as soon as reasonably practicable. The student is responsible for cooperating in the scheduling of the meeting.

3. Notice Letter. Within two school days (two business days if school is not in session), or such additional time as is reasonably necessary following the suspension, the Athletic Director or the Athletic Director's designee will send a written statement to the student and the student's parents or guardian. The statement will describe the student's conduct violation and the discipline imposed.
The student and parents or guardian will be informed of the opportunity to request a hearing.

4. Informal Hearing Before Superintendent. The student or student's parent/guardian may request an informal hearing before the Superintendent. The Superintendent may designate the Athletic Director or another administrator not responsible for the suspension decision as the Superintendent's designee to conduct the hearing and make a decision.

a. A form to request such a hearing must be signed by the parent or guardian. A form will be provided with the notice letter or otherwise be made available by request from the Principal's office.

b. The request for a hearing must be received by the Superintendent's office within five days of receipt of the notice letter.

c. If a hearing is requested:

i. The hearing will be held within ten calendar days of receipt of the request;
subject to extension for good cause as determined by the Superintendent or the Superintendent's designee.

ii. The Superintendent or the Superintendent's designee will notify the participants of the time and place of the hearing a reasonable time in advance to allow preparation for the hearing.

iii. Upon conclusion of the hearing, a written decision will be rendered within five school days (ten calendar days if school is not in session). The written decision will be mailed or otherwise delivered to the participant, parents or guardian.

d. A record of the hearing (copies of documents provided at the hearing and a tape recording or other recordation of the informal hearing) will be kept by the school if requested sufficiently in advance of the hearing by the parent/guardian.

5. No Stay of Penalty. There will be no stay of the penalty imposed pending completion of the due process procedures
6. Opportunity for Informal Resolution. These due process procedures do not prevent the student or parent/guardian from discussing and settling the matter with the appropriate school officials at any stage.

Alcohol Tests

It is a violation of Board Policy and school rules for a student to use or be under the influence of alcohol while on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school sponsored activity or athletic event.
The Superintendent of Schools or his or her designee may require students to consent and submit to a breath test to determine the presence of alcohol or similar alcohol sensor (a "Test") as a prerequisite for admittance to any voluntary school event or activity if the Superintendent determines that such practice is necessary for the safety of students at such event or will prevent interference with school purposes. If the Test reveals that a student is under the influence of alcohol or the student refuses to submit to the Test, then the student may be denied admittance to the event (in addition to being subject to further discipline as allowed by law, school rules, and Board Policy).
The Superintendent of Schools or his or her designee may require a student to submit to a Test at any time while on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school sponsored activity or athletic event if the Superintendent or his or her designee reasonably suspects that the student is under the influence of alcohol.

Attendance

Student participants are expected to meet the following attendance expectations:

1. Attend school regularly. Students who have "excessive absences" as determined under the school's attendance policy are ineligible to participate in extracurricular activity contests or performances. Students who have four or more unexcused absences in the semester of participation will be ineligible to participate in extracurricular activity contests or performances.
2. Be on time for all scheduled practices, contests and departure for contests. In the event a participant is unable to attend a practice or contests the participant should contact the coach or sponsor in advance.
3. Participants in any activity must have good attendance and should never be truant from classes. Students may not practice or participate in any activity if they have an unexcused absence during the school day. Students may participate in a school related activity or practice so long as the absence was excused by 3:00 p.m. that day. However, students who are absent due to illness during periods 5, 6, 7, 8, or 9 or the two periods prior to

departure for an away contest earlier than 3 pm, may not practice, participate in an activity that day or travel to participate in the activity.

Exceptions may be made for extenuating circumstances, such as doctor/dentist appointments or family emergencies. The exception must be approved by the Principal or Athletic Director. Every attempt should be made to be in attendance the day of a contest. Sleeping in to rest up for the game will not be considered an extenuating circumstance, nor will going home ill and then returning to play in the contest later that day.

Conflicts in Extracurricular Activities

An individual student who attempts to participate in several extracurricular activities will, undoubtedly, be in a position of a conflict of obligations.

The activity department recognizes that each student should have the opportunity for a broad range of experiences in the area of extracurricular activities and to this end, will attempt to schedule events in a manner so as to minimize conflicts.

Students have a responsibility to do everything they can to avoid continuous conflicts. This would include being cautious about becoming a member of too many activities where conflicts are bound to happen. It also means notifying the faculty sponsors involved immediately when a conflict does arise.

When conflicts do arise, the sponsors will get together and work out a solution so the student does not feel caught in the middle. If a solution cannot be found, the Activity Director or Principal will have to make the decision based on the following:

1. The relative importance of each event;
2. The importance of each event to the student;
3. The relative contribution the student can make;
4. How long each event has been scheduled;
5. Talk with parents.

Once the decision has been made and the student has followed that decision, he/she will not be penalized in any way by the faculty sponsor. If it becomes obvious that a student cannot fulfill the obligation of a school activity, he/she should withdraw from that activity.

Academic Standards

Participation in extracurricular school activities is encouraged and desirable for all students. At the same time, the primary mission and responsibility for each student is to establish a firm academic foundation. A student participating in extracurricular school activities show evidence of sincere effort towards scholastic achievement. To be eligible for participation in extracurricular activities students must:

Eligibility for Activities – HIGH SCHOOL AND JUNIOR HIGH STUDENTS

I. Any student 7 - 12 who is on the failing list in 2 (two) or more subjects will be declared ineligible to participate in any extra-curricular activity in which he or she is involved. The ineligibility list will be distributed to staff and sponsors on the first day of school each week. It is the responsibility of the staff and sponsors to notify students of their ineligible status. The student can remove himself/herself from the ineligibility list when work is completed and an Ineligibility list Removal Form is handed into the Activities Director's Office.

A. Bayard Junior/Senior High School has incorporated that all assignments and homework are due on assigned dates unless illness, school sponsored activity or prearranged changes have been reached between the student and instructor. Missing assignments will result in the student remaining after school.

B. **Procedure for being removed from the ineligibility list:** To be removed from the ineligibility list, the student must go to their instructors and have the instructor indicate their current grade, and sign the ineligibility list removal form. Students can remove themselves from the ineligibility list when they have fewer than two failing grades in their classes and have a signed ineligibility list form submitted. **To be removed from the ineligibility list for the remainder of the week the student must have the form signed and submitted to the activities director or designee.** The student is responsible for setting up the times to meet with his/her instructors and for following through on the appointments that are made.

C. The eligibility list will not be used as a disciplinary tool.

II. The activities that a student may be declared ineligible for are the following:

1. NSAA sponsored or sanctioned activity.
2. All other school sponsored activities including, but not inclusive to band, choir, FFA, FCCLA, quiz bowl, scholastic contest, speech and drama, Destination Imagination, and junior high activities, excluding music and FFA when the activity is part of the classroom grade. The music and FFA sponsors will clarify for students in writing what activities are covered by the eligibility policy.

III. Activities: Students who will be absent from school for an activity must get the assignments that will be missed prior to leaving for the activity.

1. Procedure: Each activity sponsor will be responsible to give his/her students the activity forms which must be filled out and signed by all the student's instructors.
2. The student must return these forms to his/her sponsor signed by all instructors or, he/she will not be allowed to go to the activity.

IV. Participants in any activity must have good attendance and should never be truant from classes. Students may not practice or participate in any activity if they have an unexcused absence during the school day. Students may participate in a school related activity or practice so long as the absence was excused by 3:00 p.m. that day. However, students who are absent due to illness during periods 5, 6, 7, 8, or 9 or the two periods prior to departure, may not practice, participate in an activity that day or travel to participate in the activity.

NEBRASKA STATE ACTIVITY ASSOCIATION ACTIVITIES ELIGIBILITY

IN ORDER TO REPRESENT A NEBRASKA HIGH SCHOOL IN INTERSCHOLASTIC ACTIVITIES COMPETITION, A STUDENT MUST ABIDE BY ELIGIBILITY RULES OF

THE NEBRASKA SCHOOL ACTIVITIES ASSOCIATION. A SUMMARY OF THE MAJOR RULES IS GIVEN BELOW. CONTACT THE PRINCIPAL OR ACTIVITIES DIRECTOR FOR AN EXPLANATION OF THE COMPLETE RULE.

2.2.1 Student must be an undergraduate.

2.2.2 After a student's initial enrollment in grade nine, he/she shall be ineligible after eight semesters of school membership beginning with his/her enrollment in grade nine.

2.3 Student is ineligible if nineteen years of age before August 1 of current school year. (Student in grades 7 or 8 may participate on a high school team if he/she was 15 years of age prior to August 1 of current school year.)

2.4.1 Student must be enrolled in some high school on or before the eleventh school day of the current semester.

2.5.1 Student must be enrolled in at least twenty hours per week and regular in attendance, in accordance with the school's attendance
policy at the school he/she wishes to represent in interscholastic competition.

2.5.2 Student must have been enrolled and received twenty hours credit in school the **immediate preceding semester.**

2.6.2.1 Guardianship does not fulfill the definition of a parent. If a guardian has been appointed for a student, the student is eligible in the school district where his/her natural parent(s) have their domicile. Individual situations involving guardianship may be submitted to the Executive Director for review and a ruling.

2.6.3 A student entering grade nine for the first time after being promoted from grade eight of a two-year junior high, or a three-year middle school, or entering a high school for the first time after being promoted to grade ten from a three-year junior high school is eligible. After a student makes an initial choice of high schools any subsequent transfer, unless there has been a change of domicile by his/her parents, shall render the student ineligible for ninety school days.

If a student has participated on a high school team at any level as a seventh, eight, or ninth grade student, he/she has established his/her eligibility at the high school where he/she participated. If the student elects to attend another high school upon entering ninth or tenth grade, he/she shall be ineligible for ninety school days.

Student eligibility related to domicile can be attained in the following manners:

2.6.9.1 If the change in domicile by the parents occurs during a school year, the student may remain at the school he/she is attending and be eligible until the end of the school year or transfer to a high school located in the school district where the parents established their domicile and be eligible.

2.6.9.2 If the parents moved during the summer months and the student is in grade twelve and the student has attended the high school for two or more years, the student may remain at the high school he/she has been attending and retain eligibility.

2.6.9.3 If a student has been attending the same high school since initial enrollment in grade nine, he/she may remain at that high school and retain eligibility, or he/she
is eligible at a high school located in the school district where his/her parents established their domicile.

2.6.10 If the parents of a student change their domicile from one school district that has a high school to another school district that has a high school, the student shall be eligible immediately in the school district where the parents established their domicile.

2.7.7 Transfer students who have their Enrollment Option applications signed and filed prior to March 15 shall be eligible immediately in the fall. Those students who do not have their Enrollment Option applications signed and filed prior to March 15 shall be ineligible for ninety school days, with such transfers being subject to hardship waiver guidelines.

2.7.8 Other non-enrollment option transfer students must have signed and delivered all forms necessary to make such transfer to the school in which he/she intends to enroll for the 2017-2018 school year prior to March 15, 2016 for the student to be eligible, the school to which the transfer is being made must have notified the NSAA office via an NSAA online entry form, no later than March 15, 2016. The student would, however, become ineligible for ninety school days the next fall if the student were to change his/her mind and decide not to transfer. If such student were to transfer to the new school, but later decides to return to his/her former district before 90 school days have elapsed, such student will be ineligible in the former district for 90 school days, with the ineligibility period commencing at the start of the fall semester. Those students, who did not have their enrollment forms signed, delivered and accepted prior to March 15, 2016, shall be ineligible for ninety school days, with such transfers being subject to hardship waiver guidelines.

3.5 / 3.1 Once the season of a sport begins, a student shall participate in practices and compete only in athletic contests/meets in that sport, which are scheduled by his/her school. Any other competition will render the student ineligible for a portion of, or all of, the season in that sport. The season of a sport begins with the first date of practice as permitted by NSAA rules. The fall sports season begins August 15, 2016, (August 8th for most football, girls golf, boys tennis and softball teams) and ends with the state meets in the fall sports. The winter sports season begins November 14, 2016, and ends with the state meets in the winter sports. The spring sports season begins February 27, 2016 and ends with the state meets in the spring sports.

3.5.1 During the season of a particular sport, athletes participating in that sport for a high school may attend, but may not physically take part, either as an individual or as a member of a team, in the sport activity in which instruction is being offered in the clinic, camp or school. *(Refer to 3.5.1.1 for exception in Swimming &Diving.)

3.6 A student shall not participate on an all-star team while a high school undergraduate.

3.7 A student must maintain his/her amateur status.

NEBRASKA SCHOOL ACTIVITIES ASSOCIATION

COMPLIANCE WITH THE RULES WILL PREVENT YOUR TEAM, SCHOOL OR COMMUNITY FROM BEING PENALIZED

Students must meet the following requirements before they will begin practice:

a. Successfully complete a physical examination, which must be returned to the Principal's Office.

b. The student/athlete or his/her parents must pay for the personal physical *and turn in a physical form to the High School office.*

c. Return to the Principal's Office the forms attached to this handbook or the Student-Parent Handbook the sheet found attached to this Handbook, which includes:

1. Parental/Guardian permission to participate in approved sports.
2. Parental/Guardian agreement to Athletic Guidelines.
3. Parental/Guardian permission for trips and the securing of medical aid.
4. Parental/Guardian signature regarding athletic insurance
5. Warning statement.
6. Athletes agreement to Athletic Guidelines.

II. No practice or School Activity VARSITY OR NON VARSITY will be scheduled on Sundays unless a CONFERENCE, district or state contest is scheduled on the following Monday, and permission has been approved by the activities director.

III. If an athlete suffers an INJURY which requires a doctor's attention, he/she must

have a WRITTEN medical release from examining doctor before being permitted to resume practicing or participating in any athletic contest.
IV. All athletes are expected to attend all contests and practice sessions unless excused by the Head Coach.
V. At no time should an athlete wear equipment checked out to him except for practices and contests.
V***I. Parents/Guardians must attend the Concussion Training and Coaches' Meetings before the student can practice for a support.***

"Team Selection" and "Playing Time"

"Team selection" and "playing time" decisions are the responsibility of the individual coach or sponsor of the activity. Consistent, however, with the purposes of the activities program, the coaches and sponsors shall follow the following established guidelines for team selection and playing time decisions, along with such other guidelines as each individual coach and sponsor may develop which are not inconsistent with these established guidelines:

1. School Representative. Student participants must demonstrate that they can and will represent themselves and their school in a manner which reflects the development of high ideals and appropriate values, which shall include good citizenship in the school and in the community.
2. Success. Student participants must demonstrate that they can make the activity program more successful, both from a standpoint of competitive success and success in promoting a positive school spirit. Characteristics for purposes of these criteria include the student's: (1) talent or skill, (2) desire to improve the student's own skills or talents as well as those of others in the activity, and (3) attitude of respect towards teammates, the coach, the school, and the community.

The NSAA has adopted a 5-day moratorium in December

During these 5 days, the following rules are to be followed by all levels of activities:
• All high school facilities will be locked down and no athletes will be allowed in for any reasons, including watching film, shooting around, or conditioning.
• There shall be no attempt, on or off school premises, by any member of the coaching staff or a volunteer/parent to hold a competition or practice involving any age-level of athlete.

School Dances

A school sponsored dance is a school activity subject to all provisions of the Student Activity Code, and is a privilege available to students meeting all requirements for participation.

General Rules of Student Conduct at Dances

In addition to all rules of student conduct in the Student handbook, students attending dances shall adhere to the following rules of conduct:

1. Who Can Attend: Only students of Bayard Public Schools and their guests may attend.
   a. Students currently attending Bayard High School or another Nebraska high school who have not been restricted from attending extracurricular

activities at Bayard High School or their own school are generally considered appropriate dates or invited guests.
b. Persons who are younger than Freshman or older than 20 years of age and not attending high school are generally considered to not be appropriate dates or invited guests for our school dances.
c. When attending school-sponsored dances, students may dress casually, unless otherwise designated: however, blue jeans, muscle shirts, etc. are not acceptable attire. Students that elect to leave the dance, once it has started, will not be allowed to return. School sponsored dances will be under the supervision of school employees or activity sponsors. Students that wish to bring dates from outside the Bayard School system may do so but must obtain permission from the principal. Students attending high school dances shall be no younger than a high school freshman or not above the age of 20.

This applies to students from other schools as well as from Bayard. Persons who are not regularly enrolled in a high school or graduates of high school will not be approved by the principal.

d. Some school dances may be restricted to students attending specified grades levels at Bayard Public Schools. For any dances at the middle school level, only students attending Bayard Public Schools in the grade(s) for which the dance is being held may attend.
e. Students who have been suspended from school or from extracurricular activities may not attend.
f. The school reserves the right to exclude persons who may or do cause a disruption or detract from the event. Dates or invited guests not attending our school are expected to follow the same rules of conduct which apply to our students.
g. Rules for dances may restrict students and their guests from leaving dance until the dance ends without written parental permission on a form provided.
h. Students or their guests who engage in inappropriate behavior, whether on or off of the dance floor, may be asked to leave.

2. Prohibited Substances: Alcoholic beverages, illegal drugs, and tobacco are prohibited. Anyone using these or showing the effects of use will not be allowed admission or, if discovered after admission, be removed from the dance. Their parents may be contacted.
Students and their dates may be required to submit to a Breathalyzer prior to gaining entrance. Those who choose not to submit to a Breathalyzer will not gain entrance. Law enforcement will be contacted if there is reasonable suspicion that the student or a student's date is under the influence of alcohol or drugs.
3. Appropriate Attire: Students and their guests must meet the dress code requirements established for each dance. Teachers or administrators will make the final decision as to whether or not a student's attire is appropriate. Students will be asked to change unacceptable items, which may mean that the student may have to return home to change the inappropriate clothing.

It is advisable to check in advance of the dance with the Principal or staff sponsor for the event if you are uncertain about your attire.

Eligibility for Selection as Royalty
Nomination and selection as royalty for school sponsored dances is an honor awarded by students to those of their peers that exemplify the highest standards of integrity and achievement. Students nominated for dance royalty must have demonstrated through their conduct, academic achievement and activities that they have represented, and will represent, themselves, their classmates, and their school in a manner which reflects outstanding effort, commitment to their school and fellow students, and integrity and good citizenship in the school and in the community. The students selected to be the "royalty" for the Homecoming and Prom or any other school sponsored dance or activity shall meet that general standard as determined by the administration.

JUNIOR/SENIOR PROM
A Junior/Senior Prom may be permitted with the following reservations:
1. Decorations must be modest in scope and expense, and the plan approved by the High School Principal in advance.
2. All decorations must be absolutely fireproof.
3. The prom shall be open to juniors and seniors of Bayard High School and their dates.
4. Students attending prom shall be no younger than a high school freshman or no older than 20 years of age.
5. The prom shall be held within the Bayard Public School facilities or a different site with approval by the Administration. The request should be made sixty days prior to the prom.

ROYALTY
HOMECOMING ROYALTY
Boys' fall sports teams nominate five senior girls for this honor that are a member of a girls' fall sports team or cheer squad in good standing. The girls' fall sports teams nominate five senior boys who are a member of a fall boys' sports team in good standing. The king and queen are then chosen by secret vote of the entire student body, ninth through twelfth grades inclusive. Crowning is done following the Homecoming football game.

WINTER ROYALTY
FFA, FCCLA, NHS, Spanish Club, Student Council, Speech Team, Quiz Bowl, One Act, DI, boys' winter sports teams,
and girls' winter sports teams each nominate one senior boy and one senior girl candidate in good standing. The king and queen are then chosen by secret vote of the entire student body, ninth through twelfth grades inclusive.

PROM ROYALTY
The juniors nominate five senior boys and five senior girls for king and queen. The king and queen are then chosen by secret vote of the juniors and seniors. They are crowned during the dance.

Relationships between Parents and Coaches/Sponsors

Both parenting and coaching are very difficult vocations. By establishing an understanding between coaches and parents, both are better able to accept the actions of the other and provide a more positive experience for everyone.

Parents have the right to know the expectations placed on them and their children. Coaches and sponsors have the right to know that if parents have a concern, they will discuss it with the coach at the appropriate time and place.

Parents' Role in Interscholastic Athletics and
Other Extracurricular Activities

Communicating with your children

- Make sure that your children know that win or lose, scared or heroic, you love them,
- appreciate their efforts and are not disappointed in them. This will allow them to do their
- best without fear of failure. Be the person in their life they can look to for constant
- positive reinforcement.
- Try your best to be completely honest about your child's athletic ability, competitive
- attitude, sportsmanship and actual skill level.
- Be helpful but don't coach them. It's tough not to, but it is a lot tougher for the child to be
- flooded with advice and critical instruction.
- Teach them to enjoy the thrill of competition, to be "out there trying," to be working to
- improve their skills and attitudes. Help them develop the feeling for competing, for trying
- hard, for having fun.
- Try not to relive your athletic life through your child in a way that creates pressure. If
- they are comfortable with you win or lose, then they are on their way to maximum
- enjoyment.
- Don't compete with the coach. If your child is receiving mixed messages from two
- different authority figures, he or she will likely become disenchanted.
- Don't compare the skill, courage, or attitude of your child with other members of the
- team.
- Get to know the coach(es). Then you can be assured that his or her philosophy, attitudes,
- ethics, and knowledge are such that you are happy to have your child under his or her
- leadership.

 Always remember that children tend to exaggerate, both when praised and when criticized. Temper your reaction and investigate before overreacting.

Communicating with the coach

- Communication you should expect from your child's coach includes:
- Philosophy of the coach
- Expectations the coach has for your child
- Locations and times of all practices and contests
- Team requirements
- Procedure should your child be injured

- Discipline that results in the denial of your child's participation
- Communication coaches expect from parents
- Concerns expressed directly to the coach
- Notification of any schedule conflicts well in advance
- Specific concerns in regard to a coach's philosophy and/or expectations
- Appropriate concerns to discuss with coaches:
- The treatment of your child, mentally, and physically
- Ways to help your child improve
- Concerns about your child's behavior
- Injuries or health concerns. Report injuries to the coach immediately!! Tell the
- coach about any health concerns that may make it necessary to limit your child's
- participation or require assistance of trainers. Students are sometimes unwilling
- to tell coaches when they are injured, so please make sure the coach is told.

Issues not appropriate to discuss with coaches:

- Playing time
- Team strategy
- Play calling
- Other student-athletes (except for reporting activity code violations)

Appropriate procedures for discussing concerns with the coaches:

- Call to set up an appointment with the coach
- Do not confront a coach before or after a contest or practice ((these can be emotional times for all parties involved and do not promote resolution)
- What should a parent do if the meeting with the coach did not provide satisfactory resolution?
- Call the athletic director to set up a meeting with the athletic director, coach, and parent present.
- At this meeting, an appropriate next step can be determined, if necessary.

Section 8 Good Sportsmanship—Behavior Expectations of Spectators

Good sportsmanship is expected to be exhibited by all coaches, sponsors, students, parents and other spectators. The school can be punished by NSAA for a lack of good sportsmanship at NSAA sanctioned events. More importantly, activities are more enjoyable for the students when good sportsmanship is displayed.

Responsibilities of Spectators Attending
Interscholastic Athletics and Other Extracurricular Activities

1. Show interest in the contest by enthusiastically cheering and applauding the performance of both teams.
2. Show proper respect for opening ceremonies by standing at attention and remaining silent when the National Anthem is played.
3. Understand that a ticket is a privilege to observe the contest, not a license to verbally attack others, or to be obnoxious. Maintain self-control.
4. Do not "boo," stamp feet or make disrespectful remarks toward players or officials.
5. Learn the rules of the game, so that you may understand and appreciate why certain situations take place.

6. Know that noisemakers of any kind are not proper for indoor events.
7. Obey and respect officials and faculty supervisors who are responsible for keeping order. Respect the integrity and judgment of game officials.
8. Stay off the playing area at all times.
9. Do not disturb others by throwing material onto the playing area.
10. Show respect for officials, coaches, cheerleaders from other schools and student-athletes.
11. Pay attention to the half-time program and do not disturb those who are watching.
12. Respect public property by not damaging the equipment or the facility.
13. Know that the school officials reserve the right to refuse attendance of individuals whose conduct is not proper.
14. Refrain from the use of alcohol and drugs on the site of the contest.
15. ***PLEASE BE AN ATHLETE OR FAN!!!!***

ACTIVITY PAGES ON THE SCHOOL WEBSITE

Each Activity sponsor is encouraged to work with the web page coordinator to maintain a webpage containing activity-appropriate and relevant information such as contact information, parent meeting materials, handbooks for the activity, student/parent expectations, links to the school activity calendar(s), and requirements for earning a letter in the activity. Posting of student information, student work, and images of students must be approved through the activity director and must be in accordance with board policy and any state and federal regulations.

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Bayard Public Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Bayard Public Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow Bayard Public Schools to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook
- Honor roll or other recognition lists
- Graduation programs
- Sports activity sheets, such as for wrestling, showing weight and height of team members
- School's Website, Tiger TV, and newspapers (sports pages for example)

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listing – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Bayard Public Schools to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing within two (2) weeks of enrollment. Bayard Public

Schools have designated the following information as directory information:
- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Most recent educational agency or institution attended

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

Bayard Public Schools POLICY NO. 5004 STUDENT DIRECTORY INFORMATION

Student directory information is designed to be used internally within the school district. Directory information shall be defined in the annual notice. It may include the student's name, address, telephone number, date and place of birth, major field of student, participation in

officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, photograph and other likeness, and other similar information. Prior to developing a student directory or to giving general information to the public, parents will be given notice annually of the intent to develop a directory or to give out general information and have the opportunity to deny the inclusion of their child's information in the directory or in the general information about the students.
It shall be the responsibility of the superintendent to provide notice and to determine the method of notice that will inform parents.
Legal Reference: 20 U.S.C 1232g (1994).
343 C.F.R. Pt. 99, 300.560 - .574 (1996)
Adopted: 2-14-05
Reviewed: 6-14-10

BAYARD SCHOOL SONG

We're here to boost you, Bayard High, here's to you.
The school we love the best of all.
Our colors proudly waving never fall,
We'll carry on and fight, fight, fight, forever more.
And when the victory you have won again,
We will salute your loyal men.
We'll rally 'round your colors, Bayard High,
And always FIGHT, FIGHT, FIGHT.

RECEIPT OF BAYARD PUBLIC SCHOOLS

2021-2022 STUDENT-PARENT ACTIVITY HANDBOOK
We acknowledge receipt of the 2021-2022 Student-Parent Activity Handbook.
Please sign all of the sections on this page and then remove the page from the handbook and return it to the principal's office within **ONE WEEK** of receiving this handbook.
We agree to abide by the extracurricular activity code of conduct set forth in the handbook and the other rules and regulations set forth in the handbook.
We agree to read the handbook. In the event we have a question on the meaning of any of the material in the handbook, we understand that we can request a conference with the Principal or the Activities Director to get an explanation.

Date: _____ Date: _____

_____ _____
Student's Signature Parent or Legal Guardian's Signature

Proposed Changes to Student Handbook 2021-2022

Updated Dates

Page 23/24 - Revised to match policy on graduation.

Page 24 - Added language clarifying types of snacks that are appropriate for classroom settings.

Page 25 - Add the following to concussions: If a student is suspected of sustaining a concussion away from school the student and his/her parent will need to notify the school nurse and activities director so the appropriate return to learn measures and return to activities participation protocols can be initiated.

Page 27 - Added clarification that backpacks are not to be brought into classrooms.

Page 28.- Add new policy on ATVs, etc.

Page 34 - Updated language regarding testing

Page 35 - Added the following to Alternate Learning Environment: When authorized by the Principal for health or other reasons, students may be granted permission to attend class via electronic means.

Page 41-43 - Update attendance language

Page 46 - Updated credit recovery language

Page 49 – Update Language regarding cell phones.

Page 52 – Additional specificity regarding dress code.

Page 61 and 62 – Revised programs requiring specialized equipment.

Page 63 - Removed FCCLA from list of programs

Page 72 - Additional specificity regarding student appearance.

Page 75 - Updated device descriptions.

Page 77 - Updated language regarding gum, candy, and pop.

Page 82 - Updated Activities List and Removed 1:00 am prom ending time (to be done before midnight).

Page 87 - Removed obsolete language about bracelets for admission to dances.

Page 87 - Added additional reminder information/clarification regarding expectations for academic intervention in the section on activities eligibility.

STUDENT PARENT HANDBOOK

Bayard Public Schools 2021-2022

Every Person, Every Day. It's a FACT!

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General Information

BAYARD PUBLIC SCHOOLS
Student-Parent Handbook
2021-2022

This student handbook is Board of Education policy, and in the event there are inconsistencies or conflicts with any other rules or regulations, the board policies and regulations as they appear in this handbook will regulate.

INTRODUCTION

The purpose of this booklet is to help the parents and students of Bayard Public Schools to understand the philosophy, practices, policies, and regulations of the school. It is designed to help students choose courses and classes which will benefit them later for a life after graduation. If you have questions or concerns about these matters, or any other facet of your education, please contact an administrator at any time.

The experience of school is of critical importance. Not only do students learn the academic skills of reading, writing, calculating, thinking, and speaking; but they also learn who they are and how to deal with and relate to fellow students and adults. For these reasons, it is of paramount importance that the school environment be supportive of the students, offering encouragement, acceptance, and genuine concern for the individual student. The school, along with parents, family, and community must teach the students that all people have value and dignity. They must also strive to teach the values of honesty, respect for others, personal integrity, individual achievement, cooperation, self-discipline, a sense of humor, and good citizenship.

The classroom should be a very special environment. It must be stimulating and challenging, and at the same time, warm and supportive. Discipline should be present to enhance learning and engender proper academic and social development. It should not, however, be so rigid as to stifle individual creativity. It must foster self-worth and respect for the rights of other individuals and build a positive relationship between the student and the teacher. We believe in firm, fair, and consistent discipline that is built on sound educational principles. We also believe that all students are special and can succeed to the level of their abilities. There should be a real joy in learning, and students should be encouraged and rewarded for their many successes.

We hope that this school year will be exciting and rewarding, and we look forward to the opportunity of helping each student become the very best that they can become

VISION STATEMENT

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

MISSION STATEMENT

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

"A NATION AT RISK"

"When you work to your full capacity, you can hope to attain the knowledge and skills that will enable you to create your future and control your destiny. If you do not, you will have your future thrust on others. Take hold of your life, apply your gifts and talents, and work with dedication and self-discipline. Have high expectations for yourself and convert every challenge into an opportunity."

BAYARD PUBLIC SCHOOLS CORE COVENANTS

FOCUSED ON THE STUDENT
- Positive Interactions and Relationships
- Focus on Student Potential
- Diverse Opportunities
- Unconditional Acceptance

ATTITUDE OF EXCELLENCE
- Act with Integrity
- Expect to Be Great
- Accept Daily Challenges and Setbacks
- Think "Big Picture"

COMMUNITY
- Support Each Other
- Set Aside Self for Benefit of the Group
- Respect Everyone
- Be a Wing, Not a Weight

TIGER WAY!

Every Person, Every Day. It's a FACT!

BAYARD PUBLIC SCHOOLS STUDENT EXPECTATIONS

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

MUTUAL RESPECT

The Bayard Public Schools expects every staff member and student to be treated with respect and dignity. A show of disrespect toward a staff member or insubordination on the part of the student will not be tolerated.

ACADEMIC SEAL



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

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

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

Academics: At the top of the seal is a Book of Knowledge, symbolizing academics as our highest institutional value and first priority.
Athletics and Arts: Flanking the Book of Knowledge on the left is the school's Tiger mascot, representing athletics and the fiercely competitive nature of our student-athletes. Flanking the Book of Knowledge on the right is an artists' palette and musical notes, representing the arts and the creative talents of our student performers. Athletics and arts support and enhance the academic and personal development of our students.

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

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

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

A BRIEF HISTORY OF BAYARD SCHOOLS

The first school session was held in a room above a store building in about 1885, with Miss Ottie Wisner as teacher. Later, a one room school house, a Soddy, was built where the Western Sugar factory now stands in Bayard. Between 1890 and 1900 the school was closed due to an epidemic of smallpox, measles, and whooping cough.

Bayard's next school building, the "pink" school house, was a two-story structure, built in 1900. At the time there were eight grades, with two instructors. About five years later the ninth and tenth grades were added, and a third teacher was hired. In 1917 the building which was known as North Ward was constructed to house the high school. Our former high school was first used in 1921. This school building cost our school district $275,000. It housed the grades nine through twelve. At this time the North Ward building was occupied by the junior high school, and the "pink" school house held the elementary school.

In 1949 the school district voted bonds for $135,000 to build a new gymnasium and vocational agricultural building. Our auditorium was facilitated with new seats and a new stage front. This renovation also included the transformation of the swimming pool into a girls' dressing room.

The science laboratory and home economics room were completely remodeled and equipped with modern facilities in the year 1955. In 1956 a new library and garage were added to our school building. 1961 ushered in its full share of progressive changes. After District 58 consolidated with the Bayard City School, a bus service and cafeteria were installed in our system. For the academically inclined, 1961 witnessed the conversion of an old third-story school classroom into a modernized, well-equipped math room. The old woodworking shop was expanded, rearranged, and equipped with many new tools. In 1987 new locker rooms and a concession area were constructed between the gym and the junior/senior high building. This addition provided over 5,000 square feet of much needed space for the junior and senior high students. This project cost $246,000.
In 1991, a new junior/senior high school was completed at a cost of $2,989,356.50 and concurrently consists of 51,000 square feet of space. This very modern building was designed to meet the educational needs of the Bayard community well into the 21st century.

In November, 2008, the Bayard School District approved a $3,500,000 ($500,000 being a gift) construction project which included 7,200 additional square feet of classrooms and 5,000 square feet of remodeling at the elementary school; and 23,000 additional square feet including a gymnasium and locker rooms at the high school. The elementary project was completed the beginning of the 2009/2010 school year, while the High School was completed during the summer of 2010. Both projects have proven to be great assets to the students and faculty of Bayard Schools and the Bayard community.

There are approximately 400 students, PK-12, attending Bayard Public School.

WELCOME TO BAYARD PUBLIC SCHOOLS

PRINCIPALS' MESSAGE

Dear Parents and Students:

Welcome! We are looking ahead to an exciting year of learning and growing. Your cooperation and full participation will help us to reach that goal.

It is our greatest hope that everyone will get excited about learning and come to appreciate the endless possibilities of a trained mind. We can do it together – you, the student; your teachers; and myself, the principal; and your parents! All of us, working together in a positive manner can, and will, achieve another highly productive and successful school year.

Our focus this year will be on effective communication and to improve educational opportunities. Your focus for the future will hopefully be on learning; not just memorizing a head full of interesting facts, but learning how to be a self-directed learner – a life-long learner.

Your parents have given you the love and security to know that they dream big dreams for you. The staff is committed to supplying you abundant time, talent, and energy to underwrite your success. You, in turn, must supply the effort necessary to make the dreams a reality.

Don't accept second best for yourself. Be everything you ever dreamed you could be. Be committed! Be determined!

We'd like to share the following poem found in a magazine several years ago. We hope it tells you that we are here for you.

Love Me When I'm Most Unlovable
There's a time for us in life that no one understands.
We grow and change in many ways and later find out why.
We face new problems everyday, and sometimes it's just so unbearable
We have to break down and cry.
During these times there are good and bad,
And we hope our parents will just understand,
For what is happening to us cannot be controlled,
No matter what we are told.
So bear with us, grow with us, and learn to love us through it.

Parents are encouraged to come to school or call the school if you have questions, suggestions, or comments.

Your Principals,

Matthew McLaughlin, Elementary Principal
Kelley Rice, Jr./Sr. High School Principal
James Miller, Activities Director/Assistant Principa

NONDISCRIMINATION IN EDUCATION PROGRAMS AND ACTIVITIES

It is the policy of the Bayard Public Schools not to discriminate on the basis of race, color, national origin, creed, age, marital status, sex, or disability in its educational programs, activities, or employment policies, as required by Titles VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, the Section 504 Rehabilitation Act of 1973, and the Nebraska Equal Educational Opportunity Act. Any person who believes she or he has been discriminated against, denied a benefit, or been excluded from participation in any district education program or activity on the basis of sex, race, or handicap, in violation of this policy, may grieve such matters using the adopted grievance procedures of this district. Such procedures shall provide for prompt and equitable resolution of complaints alleging acts of discrimination. Inquiries regarding compliance with Title IX, Section 504, Title VI of the Nebraska Equal Opportunity in Education Act may be directed to the High School Principal, Bayard High School, (308) 586-1700, or in the case of Title IX and Section 504 Rehabilitation Act, to the Director of the Region VII Office for Civil Rights, 10220 North Executive Hills Boulevard, 8th Floor, Kansas City, Missouri 64153, or call (816) 891-8026.

POLICY ENFORCEMENT:

To ensure compliance with this policy, the superintendent shall:

I. Designate a member of the administrative staff:

A. To coordinate efforts of the district to comply with this policy;

B. To develop and ensure maintenance of a filing system to keep records required under this policy;

C. To investigate any complaints of violations of this policy;

D. To administer the grievance procedure established in this policy;

E. To develop affirmative action programs, as appropriate;

II. Provide for the publication of this policy on an ongoing basis to students, parents, employees, prospective employees, and district employee unions or organizations, with such publication including the name, office address, and telephone number of the compliance administrator designated, pursuant to this policy in paragraph C., 1. above.

GRIEVANCE PROCEDURE:

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

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

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

HIGH SCHOOL ACADEMIC LETTER

Bayard High School will award Academic Letters. Students who earn this award will be recognized at the beginning of each year at the high school student meeting.
Qualifications:

1. Students must have a Grade Point Average of 94% or higher for the previous school term.
2. Students must have zero unverified absences, no more than eight verified absences, and less than 8 tardies for the previous school term.
3. The student must not receive any semester grade lower than an 86%.
4. The student must be enrolled in at least five courses, four of those courses from the core areas of Math, Science, Social Studies, and English.
5. The students must not be sent to the office for a major infraction at anytime during the school term.
6. The student must be enrolled at Bayard High School for at least 90 days of the previous year.
7. The student must achieve and maintain this standard for two consecutive semesters of the same school year. (Fall Semester and Spring Semester)

ACCIDENT INSURANCE

Accident insurance covering students, while they are at or traveling to or from school or participating in school activities is offered for a nominal cost at the beginning of the school year. Membership is optional. Information pertaining to this policy is made available to all students at the beginning of the school year.

JUNIOR/SENIOR HIGH SCHOOL ATHLETIC INSURANCE

All pupils participating in interschool athletics (including practice) shall have athletic insurance. They may purchase school-sponsored insurance or sign a verification form, informing the school district that they have their own insurance carrier or a signed waiver from the parents relieving the school of all responsibility

JUNIOR/SENIOR HIGH AWARDS ASSEMBLY

During the last weeks of school, an awards assembly is held to recognize students who have made outstanding contributions to the school.

Citizenship awards are given to one boy and one girl in each class. These students are chosen by a vote from the faculty members.

Scholastic recognition is given to the top two students in each class. This is determined by their grade point average. To be eligible, the student must have been in the Bayard Junior/Senior High School system the entire year.

Perhaps the most important features of the awards assembly are handing down the traditions of Bayard High School by members of the Senior Class to members of the Junior Class.

The Book of Knowledge, which is held by the graduating senior who received it before, is passed down to the junior who ranks highest in his/her class in scholastic ability.

The graduating Senior Class president hands down the honor yoke to the newly elected senior class president.

The graduating Senior Class selects by nomination from the Junior Class, six candidates: three for the school spirit award and three for the athletic letter. These nominations are approved by the administration and returned to the seniors for the final vote. The winners will receive these traditions, which they will pass on, the following year, in like manner.

The Hall of Fame is composed of graduating students, who, through their years of high school, have contributed the most to their school in the line of scholarship, activities, citizenship, and the general welfare of the student body. Four boys and four girls are nominated by the seniors and placed on the ballot in the general election, in which all high school classes vote. The names of the two boys and two girls who receive the most votes are then placed in the Hall of Fame.

SCHOOL BUILDING HOURS AND BELL SCHEDULE

Unless special activities or an early morning class make it necessary, students should not be in the buildings before 7:40 A.M. Students entering the building prior to 7:40 A.M. for a special meeting are to remain in their meeting room until 7:40 A.M. Students who are not involved in special activities or meeting with a staff member are directed to leave the building immediately following their last assigned class. Students may work in classrooms or the library as long as supervision is present. Practices, rehearsals, or meetings in school buildings WITHOUT A SPONSOR BEING PRESENT, are not permitted.

Bayard Jr./Sr. High School Bell Schedule

Zero Hour: 7:11 – 7:57
1st period: 8:00 – 8:48
2nd period: 8:51 – 9:37
3rd period: 9:40 – 10:26
4th period: 10:29 – 11:15
5th period: 11:18 – 12:34
Lunch A: 11:15 – 11:45
5th A: 11:48 – 12:34
5th B: 11:18–12:04
Lunch B: 12:04 – 12:34
6th period: 12:37 – 1:23
7th period: 1:26 – 2:12
8th period – Leadership Development: 2:15 – 2:42
9th period: 2:45 – 3:31

Bayard Elementary School Schedule

Begin: 8:00 am
Dismiss: 3:25 pm

BUS RULES

The safety of our children is of prime importance. All students living outside the city limits of Bayard are eligible to ride the bus. Bus rules concerning regular bus routes or activity trips are as follows:

I. Previous to Loading (on the road and at school)

A. Be on time at the designated school bus stop to keep the bus on schedule.
B. Stay off the road at all times while waiting for the bus. Bus passengers must conduct themselves in a safe manner while waiting.
C. Do not move toward the bus at loading zones until the buses have been brought to a complete stop.
D. After the bus comes to complete stop, take your seat without delay.

II. While on the Bus:

A. Students will sit where assigned by the driver or the activity sponsor.
B. Keep hands and head inside the bus at all times after entering the bus.
C. Windows will be kept closed - heat and ventilation will be controlled by the driver.

D. No gum, food, or drink will be allowed on route buses without the bus driver's permission.

E. Assist in keeping the bus safe and sanitary at all times.

F. Remember that loud talking and laughing or unnecessary confusion diverts the attention of the bus driver.

G. Treat bus equipment as you would valuable furniture in your own home. Damage to seats, etc., must be paid for by the offender.

H. Never tamper with the bus or any of its equipment.

I. Leave no books, lunches, or other articles on the bus.

J. Keep books, packages, coats, and all other objects out of the aisles.

K. Remain in the bus in case of a road emergency, unless directed by the driver to do otherwise.

L. Keep ABSOLUTELY QUIET when approaching a railroad crossing.

M. Do not throw anything out of the bus windows.

N. Remain in seats while bus is in motion (NO STANDING).

O. Be courteous to fellow pupils, the bus driver, and the driver's assistants.

P. Parents will be notified if there is misconduct on the bus. The bus rider may be denied the privilege of riding.

Q. While on the bus, you are in the driver's charge, and you must obey him/her promptly and cheerfully; as well as, any student assistant that is officially designated.

R. Inform the driver, if possible, when a rider will be absent.

S. All school rules, regulations, and policies apply to all students while riding school buses.

III. After Leaving the Bus

A. Cross the road, when necessary, after getting off the bus (at least 12 feet in front of the bus) but only after looking to be sure that no traffic is approaching from either direction.

B. Help look after the safety and comfort of small children.

C. Be alert to the danger signal from the driver.

D. Do not get off the bus at places other than the regular bus stop, unless proper authorization has been given in advance by parent and school officials.

IV. Extra-Curricular Trips

The bus rules and regulations would apply to any trip under school sponsorship. Pupils shall respect the wishes of a competent chaperone appointed by the school.

V. Unsatisfactory Bus Conduct

Bus drivers will report unacceptable bus conduct to the supervisor of transportation or the principal for students who fail to abide by the rules and regulations concerning bus transportation. Unacceptable bus conduct may result in the loss of bus riding privileges. Additionally, the student may face detention, suspension or expulsion in accordance with established policies, for flagrant violation of school bus rider conduct regulations or conduct detrimental to the safe operation of the bus.

RIDING THE BUS IS A PRIVILEGE.

CAFETERIA RULES AND LUNCH ACCOUNT PROCEDURES

Bayard Public Schools participates in the National School Lunch Program and meets eligibility guidelines. A supervised lunchroom is maintained for students who eat hot or cold meals at school. One carton of milk is included with each meal, or juice will be substituted in place of the milk for those children who bring a note from a physician. An additional carton of milk may be purchased if desired. Water is provided in the lunchroom. Students who bring lunches from home may buy milk. Pop or other drinks that do not meet healthy foods guidelines will not be allowed in the lunchroom while meals are being served.

In compliance with Federal regulations to serve lunches free of charge or at reduced price to all children who are determined to be in need of them, we encourage all families to apply for free or reduced meals (breakfast and lunch). An application form for fee or reduced price meals will be sent to each household at the beginning of each school year. Application forms may also be picked up in the principals' offices at any time during the school year. The income scale prepared by the Office of Economic Opportunity shall be used as the guideline for determining if a family shall be eligible. Criteria used for consideration will include economic need as reflected by family income, including welfare payments, family size, and other family needs. This information will be kept confidential. All children will be provided meals if they wish to participate and have funds available to purchase a meal each day. Collections of payment shall be handled by school office personnel. All appeals from decision by the determination officer shall be reviewed by the Superintendent of Schools. Free and reduced meal numbers not only help you, but are beneficial to the school.

Bayard Public Schools has a computerized meal program, and the account balances and bookkeeping aspects of the program are beneficial to everyone concerned. Each student's account will show a running balance. It is the policy of the Bayard Public Schools that if a family has insufficient funds in the student's lunch account, the student will not be allowed to charge a meal from the school until the student's account has a positive balance. Notice will be given to students when they have a low balance. The program is designed that meals be paid for in advance so that situations like this do not occur. It is not the desire of the school district to keep any child from a meal, nonetheless, it is the responsibility of the parent to provide the financial means for their children.

Refunds will be issued to graduating seniors with no siblings enrolled at Bayard Public Schools and families ceasing enrollment in the school district. Funds remaining in family accounts at the end of the year will be carried over to the following term. We offer a breakfast program to Bayard students starting at 7:45 A.M. in the Jr/Sr High School and 8:00 A.M. at the Elementary School. We encourage all students to eat breakfast.

Lunch Program Non-Discrimination Statement: This explains what to do if you believe you have been treated unfairly.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

CHANGE OF ADDRESS/TELEPHONE

It is very important that every student maintain an up-to-date address and telephone number record at the school office. Notify the school immediately if you have a change of address or telephone number during the school year.

CHECKING OUT

If a student leaves school during the year, he must obtain a check-out form from the principal and get the signatures of his teachers and coaches or sponsors that he has had during the year.

CHOICE STUDENTS

The Bayard Public schools will accept students who elect to attend Bayard Schools under the guidelines of the State of Nebraska School Option Program.

CIVIL DEFENSE AND TORNADO DRILLS

Civil defense and tornado alert drills are conducted periodically to practice indoor survival procedures. Teachers will advise their classes concerning the area to which they will proceed. The student should:

1. Walk quickly; do not run.
2. Remain alert for additional or changed instructions from a faculty member.
3. Proceed to the far end of an assembly area, so that entrances will not be blocked. In the event of a tornado ALERT, faculty and students will be notified and directions given for evacuating the most dangerous portions of the building. Escape plans are to move the entire student body into safe areas.

ELEMENTARY CLOSED CAMPUS / RELEASE OF A STUDENT DURING THE DAY

Students will not be permitted to leave school grounds during the school day without permission from the office and accompanied by a designated adult.

In recognition of the responsibility of the district to parents for health, welfare, and safety of students, the school will not release a student during the school day except to a student's lawful custodian as defined by law and whose identification is verified to the satisfaction of the administration. The name, address, and telephone number of the lawful custodian shall be entered on the permanent record of the student. If a lawful custodian wishes to have a stranger pick up their child during the school day, permission must be given to the school prior to the child being released.

If, in the granting of a release of a student, a change in the record of the student's lawful custodian(s) becomes apparent and is verified to the satisfaction of the administration, such change shall immediately be entered on the student's permanent record.

JUNIOR/SENIOR HIGH SCHOOL CLOSED CAMPUS

Bayard Junior/Senior High School will have closed campus for grades seven, eight, and nine. If necessary, special arrangements to leave campus can be made with the principal. Parents may not excuse their student from closed campus for more than one day at a time. If students must be excused for extended periods, parents need to request a meeting with the principal. Students tardy three times will face disciplinary action up to and including loss of open campus privileges.

CONFERENCES

Individual conferences with parents will be requested by the teacher whenever necessary. Parents are encouraged to arrange for conferences with teachers whenever a problem appears or whenever a problem seems about to develop.

Regularly scheduled parent-teacher conferences will be held during the first and third nine-week periods. Additional conferences can be held at any time with the teacher and/or administration.

COPYRIGHT

It is the school's policy to follow the federal copyright law. Students are reminded that, when using school equipment and when completing course work, they also must follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

DISCIPLINE

Good discipline begins in the home where a child learns from his/her parents at an early age to develop self-control. This will carry directly into his/her school behavior. Students are expected to conduct themselves in a manner which is in keeping with the activity in which they are involved, respect the rights of others, and obey safety rules and regulations.

When discipline is used, it will be of a positive nature and will be in the best interest of the student involved. Discipline is used to develop self-control, instill self-discipline, and to assist the student in developing a positive decision-making process.

Each teacher has a set of discipline steps, which he/she will follow. Teachers are to have control of their classrooms at all times and are encouraged to handle the day-to-day discipline problems. If there is a student that constantly hinders the educational process in the classroom for other students, that child will be sent to the principal's office for disciplinary action.

The teachers, paraprofessionals, custodians, and all other staff members have the responsibility and authority to insist upon good discipline in the classrooms, school building, on the school grounds, and at school activities. This discipline plan is not intended to be exclusive or all-inclusive. Modifications will be made if necessary. The administration reserves the right to respond to any inappropriate behavior with immediate suspension of the child, with the child being reinstated only through a parent, teacher, and principal meeting scheduled by the school.

FIRE DRILLS

Fire drills are held at regular intervals throughout the school year. Directions posted in each room should be followed carefully. Every person in the building must leave promptly and quietly at the sound of the fire alarm.

The student should:

1. Walk quickly; do not run.
2. Walk in single file with classmates unless directed to do otherwise.
3. Not wait in line to use a specified exit if another is free.
4. Move away from the exit after leaving the building to make room for those following.
5. Return to the building when safe re-entry is announced.

Each class has special instructions to follow during a fire drill. Listen carefully to your teacher for additional directions. Students not in a supervised class area are to exit via the nearest door and join the rest of the student body. Doors to all rooms are to be left closed. Do not crowd or talk, and remain alert for additional directions. Do not attempt to take books or wraps with you. However, girls should take their purses. Once outside, remain out of the fire lanes and stay out of the path of any vehicles. You will be instructed when to re-enter the building.

JUNIOR/SENIOR HIGH FINAL TEST EXPLANATION

Semester tests may be given. To prepare students for the expectations of college, semester exams can be comprehensive or be in the form of a project or paper that demonstrates the semester's learning.

GRADES AND REPORT CARDS

Report cards will be provided at the end of each quarter. The grading system used is as follows:

Kindergarten S – Strong Progress
N – Normal Progress
I – Improving
U – Unsatisfactory

Grades 1–12 94% - 100% = A
86% - 93% = B
78% - 85% = C
70% - 77% = D
Below 70% = F

Parents may ask for a progress report on their child at anytime. No pupil may be penalized for discipline by or through his/her grades. Parents are encouraged to utilize the school district's

InfiniteCampus student information system to keep track of student grades. For help with setting up an account, parents can contact the school's technology teacher for account access and help.

GRADING PRACTICES TO SUPPORT LEARNING

Teachers are expected to utilize the following grading practices to support student learning.

- 70/30 weighted grades: Assessment (70%)/Daily work(30%)
- Minimum Daily Grades: Teachers will plan and assess an average of 3 grades per week, approximately 25 grades per quarter.
- Minimum Number of Assessments: 3 assessments per quarter.
- Performance Classes: Students are unable to improve unless they participate so these classes may utilize participation grades. Alternatives/additional opportunities to make-up missed performances will be provided to ensure students have the opportunity to demonstrate their learning.
- Management of Late Work (if excused absences, students will continue to get 2 days for every day absent before this management procedure takes effect):
    - Assignments can be made up for 100% credit for 5 school days after the due date.
    - On day 6 the highest grade possible is 75% of the earned score.
        - Students will be encouraged to utilize planners or Google calendar to practice organizational/planning skills.
- Redo Policy:
    - Students must come in for academic intervention/homeroom/homework club (to complete some form of Corrective Action) and relearn the material before re-taking the assessments and daily work. Work redone will be accepted for full credit.
        - Students may use a peer tutor but the student and teacher must have a conversation/check-in to make sure concepts were learned.
        - Teachers will implement the use of a Google sheet to keep track of which teachers the students are spending time learning from during academic intervention and provide documentation that parents were contacted or if a student "no-shows."
- InfiniteCampus can be configured to send an automatic email/text contact each week if student averages fall below 75% as an automated academic contact to parents.

GRADES FOR DISTANCE LEARNING AND DUAL CREDIT COURSES

For grading and transcript recording purposes, the grades of students who take distance learning courses and dual credit courses, the grading scale of the originating institution will be considered, and grades will be adjusted to reflect Bayard High School's grading scale.

HIGH SCHOOL GRADUATION

A commencement service will be held for each graduating class of seniors. All graduating seniors are expected to attend graduation exercises in cap and gown, unless excused by the superintendent. The top 10% of the graduating class will be publicly honored at the graduating exercises. Commencement services will be held in the auditorium. No senior will be

allowed to take part in graduation exercises if they have not met all the requirements of graduation.

Bayard High School will use the cum laude system to recognize academic excellence at graduation with the following GPA standards for levels of achievement and recognition after 8 successful semesters of high school attendance:
97% and above = Summa Cum Laude
95-96% = Magna Cum Laude
93-94% = Cum Laude

Beginning with the 2020 graduating class, valedictorian and salutatorian will no longer be determined or recognized.

EDUCATIONAL REQUIREMENTS FOR GRADUATION

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

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

English – 40 semester hours
Mathematics – 30 semester hours
Science – 30 semester hours
Social Science – 40 semester hours
American History – 10 semester hours required
American Government – 10 semester hours required
Physical Education – 10 credit hours
Community Service – 8 hours Junior Year and 8 hours Senior Year

Preferred Sequence of Core and Technical Classes for Graduation Progress:

Freshman Year
English I
Math I
Physical Science
World Geography

Sophomore Year
English II
Math II
Biology
World History
~~Speech/Research~~8 hours Community Service

Junior Year
English III
American History
Math III
Science III
8 hours Community Service

Senior Year
College English
or
English IV
American Government
8 hours Community Service

A student who has earned all required credits may graduate early. Students who graduate early may choose to have their diplomas awarded at the time of completion or the student may participate in the spring commencement activities.

STUDENT GUESTS

Personal guests of students (other than parents or guardians) are not allowed in school during school hours. This will help prevent unnecessary disruptions in the school day. In the very rare case that a guest must be in the building, special arrangements must be made through the principal.

GUM ~~AND CANDY~~ FOOD AND DRINKS

While gum is allowed in classrooms, it should be disposed of properly. Candy may be allowed on occasion when it is permitted by the teacher. Certain elementary grades and secondary courses, such as band and choir may restrict the use of gum and candy for safety and equipment reasons. Snacks that follow the school's wellness policy are permitted in the classroom. Large bags of food or candy, along with sugary drinks and energy drinks are a distraction from the educational environment for students and are not appropriate for the classroom setting.

HEALTH SERVICES

A registered nurse is on duty or on call during school hours. An ill or injured student may not leave school until permission of the parent, or person designated by the parent, has been received. Ill or injured students are not to leave the building without the knowledge of the nurse and without signing out properly in the office.

Participation in the regular activities of the physical education program is expected from all students. Students who are temporarily (1 or 2 days) unable to participate in physical education must bring a written excuse from a parent or legal guardian. A longer absence from physical education requires a written excuse from your family doctor. Any student who is absent for five consecutive days due to either illness or contagious disease, may be required to have a note to re-enter school, signed by a physician. All excuses should include:
1. Reason for absence.
2. Length of time to be absent from physical education.
3. Activity modifications during treatment or upon return to class.

Junior/Senior High - all excuses must be in the principal's office before first-hour class. Students who must remain out of physical activities for more than two weeks may be withdrawn from the physical education class for the balance of the semester. The student's counselor and the school nurse will review each situation before a determination is made.

Elementary - physical screening will be completed for every student during the school year by a registered nurse, and the findings are recorded in the student's permanent record file. Parents will receive a notice of any unusual symptoms found and are urged to seek further medical help when necessary.

Elementary – we are frequently asked to allow students to remain inside during recess. Recess times are scheduled both to allow students time to relax and to provide preparation time for teachers. For the aforementioned reasons, we are asking all students to participate in recess unless a note has been sent from home asking that the child not participate in recess activities.

A health record is on file for each student. Students are required to keep this record up-to-date by reporting to the nurse any booster shots, new glasses, lens changes, or any pertinent health information that should be recorded.
The nurse's office is located at the elementary building. If you are ill, secure a pass from your teacher and report directly to the office, the office staff will contact the nurse, or send you to the nurse's office. If you are seriously ill, you should remain at home for proper treatment and care. The following list of communicable diseases should serve as a guideline to parents with regard to the amount of time a student should be kept out of school with a communicable disease:

A. Measles – one week and until symptom-free
B. Three day measles (German measles) – until rash is gone
C. Mumps – one week and until swelling is gone on both sides
D. Chicken pox – one week after onset of rash and when all lesions are crusted and not weeping
E. Strep throat – may return to school 24 hours after being on antibiotic and without fever
F. Ringworm or impetigo – must remain out of school until under treatment
G. Any child with a temperature in excess of 100 degrees should remain home from school. Temperature must be normal 24 hours before returning to school
H. Conjunctivitis (Pink eye) – may return to school 24 hours after treatment with a prescribed eye drop

The school nurse will send students home if they are found to have a fever of 100 degrees or greater or if students have a contagious communicable disease i.e., pink eye, strep throat, chicken pox, suspicious rash, or are vomiting. Students are also sent home when they have live lice in their hair.

CONCUSSION: RETURN TO LEARN PROTOCOL

Students who sustain a concussion and return to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered. The school administration of Bayard Public Schools adopts the NDE Guidance entitled "Bridging the Gap from Concussion to the Classroom," and accompanying Appendix, as its return to learn protocol, with the recognition that each student who has sustained a concussion will require an individualized response.

<u>If a student is suspected of sustaining a concussion away from school the student and his/her parent will need to notify the school nurse and activities director so the appropriate return to learn measures and return to activities participation protocols can be initiated.</u>

ELEMENTARY HOMEWORK CLUB

To assist students, teachers, and parents when a student is at academic risk, we are implementing an after school Homework Club where students will be able to receive assistance. Students attending the after school Homework Club will have access to support, encouragement, structure, and resources to complete their assigned learning tasks.

Homework Club will take place every week from Monday thru Thursday when school is in session for the full day. It will begin immediately following dismissal time at 3:25 until 4:15. At that time, please be sure that you have made arrangements for your child to get home safely. Any student is welcome to attend Homework Club and is encouraged to come in for extra help if needed. However, if you child has either a missing assignment or an incomplete assignment twice in one week, they well be required to come to Homework Club.

We hope that you will see Homework Club as a benefit for your child, as it is our goal to provide the best possible learning opportunities for all of our students.

JUNIOR/SENIOR HIGH HONOR ROLL

An honor roll will be figured and published for the Junior High and High School after each of the four nine-week grading periods and each of the two semester grading periods. All full-credit courses are used in this computation. Nine-week grades will be used for the quarter honor roll and semester grades will be used for the semester honor roll. Honor Roll shall consist of a Principal's List (4.0) High Honor Roll (3.5) and Honor Roll (3.0)

INITIATIONS

There shall be no initiation of any student(s) for any reason at Bayard Public Schools.

LEAVING SCHOOL DURING THE SCHOOL DAY

Students who must leave school for any reason must check out of the office before leaving. Students leaving must be cleared in advance by a note or phone call from the student's parent or guardian. In the event that school personnel are unable to contact a parent or guardian the school principal or superintendent will make an in loco parentis decision about whether or not a student will be permitted to leave school. Students will be dismissed from the classroom once the parent has signed the child out in the office.

LOST AND FOUND PROCEDURE

The purpose of this section is to provide procedures for handling lost and found articles.

In order to help the school return lost items to students, coats, backpacks, and other personal items should be labeled with the student or staff member's name. All items presumed to be lost or misplaced by students, staff members, and visitors will be placed in the Bayard Public Schools Lost and Found. Items that remain unclaimed will be sold, donated, or discarded at the discretion of the principal in each building.

Items will be sold, donated, or discarded on a timetable set by the administration. Notice will be provided via the Remind system at least two weeks prior to items being removed from the lost and found. All items that remain unclaimed after two weeks will be donated to local charities, sold as a fundraiser for the TigerCARE program or school programs, or discarded. The school assumes no responsibility for lost or misplaced items.

ELEMENTARY AND SECONDARY LIBRARIES

The elementary and secondary school libraries are open on a regularly scheduled basis and are supervised by the librarian. Library classes are held for grades K-6 and for special classes in the secondary school for the purpose of library instruction as well as for the enjoyment of the materials and books.

Students are allowed to use the libraries during library hours with the permission of their classroom teacher. They may use the libraries to read, check out books, return books, use audio-visual materials, do reference work, and work on special projects. Each student may check out books for a period of one week. There is no fine for overdue books, but lost or damaged books must be paid for.

The library collections are constantly updated and expanded. Books are chosen for either their educational or recreational value. A variety of audio-visual materials is available through the libraries for teacher use in the classroom.

JUNIOR/SENIOR HIGH VALUABLES, SAFETY HOOKS, BACKPACKS, AND LOCKERS

Students are directed to not bring valuables to school.

Safety hooks are installed outside of each classroom. Students are expected to carry their backpack from class to class utilizing the hooks while inside the classroom. (Backpacks are not to be taken into classrooms.)

Gym lockers are available upon request if the student does not participate in athletics or PE. Lockers are provided for all students of Bayard Jr. /Sr. High School to store their personal belongings. They are issued at the beginning of the school year. Students are not to change lockers after assignments have been made in the fall, unless the office has been notified, and approval given.

Do not leave valuables such as calculators, money, or personal irreplaceable property in your backpacks or lockers. The school cannot be responsible for theft or damage to such possessions. Students are directed to keep lockers locked. Upon request, the school may check-out a lock to students for this purpose.

ELEMENTARY MESSAGES

Students will be asked to carry messages, announcements, bulletins, newsletters, and calendars home to parents. Please be sure to look for and read messages.

We urge parents to make arrangements for after-school activities and relate pertinent information to students before they come to school. If it does become necessary to get in touch with your child, the secretary will deliver messages approximately five minutes before school is dismissed for the day.

JUNIOR/SENIOR HIGH PUPIL DRIVING, PARKING, AND TRAFFIC RULES

Pupils driving cars to school are to park in the designated student parking area in an orderly fashion. The student parking area has open parking. Slots are available on a first come – first serve basis. Students are required to park only where there is a guardrail present. Students that park where there is no guardrail may be disciplined by the office and the police.

General driving of automobiles by students, except during their lunch period, is prohibited. It shall be the responsibility of all faculty and school employees to report any violation of traffic laws or any improper conduct of student drivers to the principal (with a signed complaint from the school employee) who will (a.) require the student to check in his/her keys at the principal's office from 8:30 a.m.-3:30 p.m. for one (1) week or (b.) file a civil legal action to be brought against the student.

VEHICLE PARKING RULES

1. Faculty parking in front of the main building and to the north end of the lot across from the main building is not to be used by students.
2. To facilitate identification, automobiles are to be parked front end in first; only one stall per car.
3. All students must be licensed and covered by insurance. The school is not responsible for the automobile or its contents.
4. Parking regulations are strictly enforced. It is considered a privilege to park on school grounds. Students will be expected to follow general traffic regulations. Suspension of driving privileges, towing of vehicles, and/or suspension from school may occur when violations of these regulations occur.

TRAFFIC RULES

1. No vehicle may be operated on the parking lot at a speed greater than that which is reasonable.
2. No vehicle may be operated on the parking lot in a negligent, reckless, or willfully reckless manner.
3. No person shall ride on the top, hood, or fenders of a vehicle. It is unlawful for the vehicle operator to allow such vehicle operation.
4. Drivers must not back up, unless it can be done in a safe manner.
5. Drivers must stop following an accident, and report it to the police.

CONTINUED PARKING/TRAFFIC VIOLATIONS WILL RESULT IN THE FOLLOWING DISCIPLINE

1. 1st offense: The student will receive detention and parents will be notified.
2. 2nd offense or more: The student will face further disciplinary action and parents as well as the police will be notified.
3. Students choosing to violate the stated regulations will be dealt with by the school and/or the Bayard Police. The privilege to use the B.H.S. parking lot could be taken away.

VEHICLES ON SCHOOL PROPERTY

Pupils driving cars to school are required to park them in the designated area upon arrival at school. The school assumes no liability for pupils driving motor vehicles. It shall be the responsibility of all faculty and school employees to report any violation of traffic laws or any improper conduct of student drivers to the principal.

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

Parking

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

Driving/Vehicles

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

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

ELEMENTARY PARTIES AND TREATS

Party invitations will NOT be distributed at school unless the entire class is included. When bringing treats, students must bring enough treats for all members of the classroom. The school cannot hand out or make invitations to private activities.

Classroom parties can contribute to the education of school children when they are part of a learning situation. Time will be provided during the school day for parties to observe Halloween, Christmas, and Valentine's Day. Parents are encouraged to help with these parties if asked by a classroom teacher. On special occasions, other parties may be held with administrative authorization.

PERMANENT RECORD FOLDER

A record folder is kept in the principal's office for every student who is a student at Bayard Public Schools. Information recorded includes attendance, classes taken, grades, and test scores. This information is frequently used when answering inquiries from parents, other educational institutions, and prospective employers. Students and parents may request principals or counselors to show them this information.

ELEMENTARY/PETS

Pets can be a nuisance and a real problem on a school playground. A friendly pet often becomes vicious when excited by many children. Please see that dogs and other pets are kept home and not allowed to follow pupils to school.
Teachers may give special permission for pets to be brought to school for show and tell or as part of an activity. At this time, parents are asked to bring the pet(s) and stay long enough to take the pet(s) back home. Under NO circumstances is a potentially dangerous pet to be brought to school.

ELEMENTARY PHYSICAL EDUCATION

The school does not expect all students to wear the same PE uniform. Regular school clothes will be worn by elementary students, and time does not allow for students to shower. However, YOU MUST WEAR A PAIR OF TENNIS SHOES AT LEAST DURING PE TIME. Because of safety factors, staff members discourage students from wearing only stockings as footwear. Boots and hard-soled shoes will not be allowed on either wooden gym floor. If a student continually forgets to have a pair of tennis shoes, other arrangements will have to be made.

The staff at Bayard Elementary School believes that physical education is an important part of the educational experience. The development and maintenance of a healthy body is essential for physical well-being and good mental health. We also believe that attitude development is an important part of education. We attempt to create an atmosphere for the development of leadership, sportsmanship, and congeniality through our physical education program.

If your physician prohibits participation in physical education, please have the doctor send a statement to the classroom teacher and the PE teacher. If a student does not participate in physical education class, then the student will not be able to participate during recess.

PRIDE AND CARE OF BAYARD PUBLIC SCHOOLS

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

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

SCHOOL PROPERTY USE

The property furnished for use by the pupils, including books, desks, furniture, equipment of all kinds, and buildings, shall be used and handled with reasonable care. Any pupil(s) who ntentionally, willfully, or maliciously loose, damage, deface or destroy property of the school shall pay the cost of replacement or repair of such property. All teachers and employees shall at once report any such loss, damage, destruction, or defacement of school property to the principal and/or the superintendent, who shall investigate the matter and require payment if necessary.

ELEMENTARY RESPONSE to INTERVENTION

The goal of Response to Intervention (RtI) is to ensure all students are successful. RtI is a model that enables all educators to put in place practices and procedures to improve achievement. The problem-solving process inherent to the RtI initiative involves identifying and defining the issue, creating an intervention that is based on what each child needs, implementing the intervention, collecting data to monitor progress and making adjustments to the intervention based on the data. RtI becomes a model for intervening early on behalf of any child who is having difficulty. RtI is focused primarily on effective instruction to enhance student growth and is intended to help as many students as possible meet proficiency standards.

RESTRAINT (definition)

The act of controlling the actions of pupil(s) when such actions may inflict harm to others or to himself/herself. School personnel must feel free to use whatever reasonable means are appropriate at the moment, if it is necessary, to prevent a pupil from harming others or himself/herself.

SEVERE WEATHER/SCHOOL CLOSING

The importance of notifying parents and students when school will be delayed in opening, not opened at all, or be dismissed early is of prime concern. We will be using an automated messaging system which will allow the school to contact each family with regard to school closing and other notifications. This system is designed to contact the phone number or numbers

listed in your student's file. If you do not wish to be a part of the automated system, please notify the school and your name will be removed from the system.

The school will continue to use local radio stations KMOR, KNEB, KOLT, and KDUH TV to inform parents and students of closing due to inclement weather. The school will make every effort to make this information available as soon as possible.

ELEMENTARY STUDENT COUNCIL

The Bayard Elementary Student Council is a representative body with the purpose of fostering pride at Bayard Elementary School, developing and practicing leadership skills, building skills in responsible decision making, and planning and supporting service to the school and community. Students who will be enrolled in grades 3-6 in the fall must complete an application each year if they are interested in becoming a student council member. The application consists of parental consent, teacher verification, and student questions. Members of each respective class will vote on the applicants for that class once the sponsors have reviewed the applications. The student council will consist of four third graders, four fourth graders, four fifth graders, and four sixth graders. In the case of a tie vote, more students may be represented on the council. Officers are elected from the Student Council.

STUDENT DIRECTORY INFORMATION

Student directory information is designed to be used internally within the school district. Directory information shall be defined in the annual notice. It may include the student's name, address, telephone number, date and place of birth, major field of student, participation in officially recognized activities and sports, weight and height of members of athletic teams, student created work (including writing, video production, artwork, industrial technology creations and others), dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, photograph and other likeness, and other similar information.

Prior to developing a student directory or to giving general information to the public, parents will be given notice annually of the intent to develop a directory or to give out general information and have the opportunity to deny the inclusion of their child's information in the directory or in the general information about the students.

Please notify the principal's office in writing if you do not want your child's information included in the directory.

STUDENT VALUABLES

Students, not the school, are responsible for their personal property. Students are cautioned not to bring large amounts of money or items of value to school. If it is necessary to bring valuable items or more money than is needed to pay for lunch, leave the money or valuables with a staff member in the school office for temporary and safekeeping. Bayard Schools is not responsible for students' property that is subject to loss, theft, or damage.

STUDY SKILLS

Specific skills and techniques can make learning easier and more enjoyable. The following are student guidelines for achieving good study habits:

1. Come to class prepared with all necessary materials.
2. Be an ACTIVE PARTICIPANT in class. Listen well and take part in class.
3. Ask questions to clarify problems.
4. Plan your day and schedule time for homework.
5. Use what is learned and apply it to new situations.
6. Strive to do the very best work possible. Just 'getting by' is not a worthwhile goal.

ELEMENTARY/TATTOOS AND STICKERS

Only those tattoos that are permanent (hopefully with parent permission) will be allowed at Bayard Elementary School. If a student has a tattoo or sticker that is visible and is not permanent on their body, the child will be asked to remove it with lotion, soap and water. If they choose to not remove the tattoo or sticker they will be sent home until it is removed. These items can be dangerous if they contain drugs or poisons and are disruptive to the learning environment.

TEACHER SCHEDULE

Teachers are responsible for providing basic knowledge, direction, and motivation. With this properly accomplished, the student's degree of success is an individual matter. Sometimes it is difficult for an instructor to spend the necessary class time to resolve an individual student academic problem. Students are encouraged to make arrangements with their teachers for conference and special help during a teacher's planning period or before or after school. A teacher's daily schedule will be posted in the classroom. Consult these schedules and feel free to ask the teachers for time to discuss any problems you might have pertaining to classes.

ELEMENTARY TELEPHONE MESSAGES

The school telephone is a business phone and is not to be used by student(s) except in special cases. Students must receive permission from their teacher to use the phone. Students are not allowed to use the phone to make personal arrangements such as requesting permission to go to another student's home after school.

In order to keep classroom interruptions at a minimum, we are requesting that parents phone the school and leave messages for their children unless it is an emergency. If it isan emergency, we will get the student out of class.

A teacher will not be called out of the classroom during school hours except in emergency situations. A message will be placed in the teacher's mailbox to return the call at a time when he or she is free.

JUNIOR/SENIOR HIGH TELEPHONE MESSAGES

The school telephone is a business phone and is not to be used by student(s) except in special cases. In order to keep classroom interruptions at a minimum, we are requesting that parents do not phone the school to leave messages for their children unless it is an emergency. If it is an

emergency, we will try our best to deliver the message. Nonemergency messages will be kept in the office, and students will be notified at an appropriate time. It is the students' responsibility to report for messages when notified.

Please refrain from calling your child's cell phone during school hours. If there is an emergency and you need to get in touch with your child, please call the office. Students are instructed to refrain from using their phones during class time to avoid disruptions to the learning process. Regardless of the source of any cellphone-related disruptions, classroom and schoolwide cellphone policies and consequences will apply. Students will not be excused from consequences for violations of cellphone policies on the basis of parents/guardians/etc. initiating classroom disruptions.

HIGH SCHOOL TESTING PROGRAM

Pursuant to Nebraska Department of Education requirements, all juniors will take the ACT at the school on the dates set by NDE. The ACT is also available for all students to take on national test dates. Students may also take the SAT~~. If you plan to continue your education beyond high school, you may be required to take one or more of the College Entrance Examination Board Tests - The Scholastic Aptitude Test (SAT I and/or II) and individually timed tests in English, mathematics, reading, and science reasoning in the ACT. Most colleges and scholarship sponsors require that applicants submit scores on one or more of these tests.~~ College admissions officials and scholarship program sponsors use the test scores, your school record, and other criteria to assess your ability to do college work to assist in placement in an appropriate program of study on campus. To decide if you should take one or more of these tests, you must know the test requirements of the college and scholarship programs in which you are interested. The Counselor or District Assessment Contact will help you find this information, or you may write directly to the colleges or scholarship program sponsors. ~~These tests are usually taken during the junior year or the first semester of the senior year.~~

~~They can also be~~ These tests can taken in grades 9 through 12 and students are encouraged to take the tests more than once. Full information about these tests, including fees and location of test centers, can be obtained from the Counselor or or District Assessment Contact. Students who qualify for free lunches may apply for a waiver of the testing fee for the ACT college entrance examination if they choose to take the ACT in addition to the free ACT given to all juniors. Contact the Counselor or District Assessment Contact for testing dates and registration forms.

ELEMENTARY TITLE I SCHOOLWIDE PROGRAM

Title I Schoolwide Programs enable schools to provide opportunities for children served to meet challenging content and performance standards developed for children by:

1. High standards for all children
2. Enriched and accelerated educational programs
3. Effective instructional strategies and challenging academic content
4. Quality professional development
5. Coordinating services with other educational services
6. Quality parent and community involvement
7. Distribution of resources
8. Improving accountability

9. Greater decision-making and flexibility

VIDEO SURVEILLANCE

The Board of Education has authorized the use of video cameras on Bayard School District property to ensure the health, welfare and safety of all staff, students and visitors to District property; and to safeguard District facilities and equipment; and to further the educational process. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies. Teachers may videotape instruction and other classroom activities to make available to students who were absent or who would like to otherwise review such content.

ALTERNATE LEARNING ENVIORNMENT

When authorized by the Principal for health or other reasons, students may be granted permission to attend class via electronic means.

Virtual Attendance Expectations

Expectations for students:

1. Students will log in at the expected time. Should students be unable to do so, they will contact their teacher via Remind or email as soon as they are able and check Google Classroom for any missed assignments.
2. Students will be dressed appropriately, sit up during the lesson and participate in class discussions via audio, video and/or chat.
3. Students will complete all assignments in a timely manner and seek help by emailing their teacher or attending scheduled office hours.
4. Students will make certain their Remind accounts are active and that they are receiving notifications either through the app, text messages and/or emails.
5. Students will check their email twice daily.
6. Students will contact the designated technology representative if they are having issues with their devices either through Remind or through email.

Expectations for parents/guardians:

1. Parents/guardians will verify their students are participating in our alternate learning environment by observing the above rules daily.
2. Parents/guardians will make certain their Remind accounts are active and that they are receiving notifications either through the app, text messages and/or emails.
3. Parents/guardians will check their Remind and/or emails daily and check for updates from teachers and administrators.

Expectations for teachers:

1. Teachers will post all assignments and activities on Google Classroom in a timely manner.
2. Teachers will post lessons on Google Classroom when new content is taught This may include videos, weblinks, slideshows or other types of documents to ensure access to the information.
3. Teachers will contact parents/guardians and students when a student's grade falls below passing.
4. Teachers will log into their Zoom sessions at the appointed times, including office hours. If a teacher is unable to do so, they will contact their class via Remind and add an announcement in Google Classroom as soon as they are able.

Rules and Regulations

ACADEMIC INTERVENTION/ACADEMIC DETENTION

Academic Intervention is established with the purpose of facilitating opportunities for the professional teachers of the district to help their students succeed in each content area. In the event that a student is failing any course, the expectation is for the teacher of the course to work with the student and parent to schedule academic intervention to stay and work on their assignments with direct instruction from the classroom teacher. Academic Intervention will be available every regular school day from 3:30-4:30.

Teachers who have students failing any courses along with other staff members who assign Academic Intervention are expected to provide instruction and supervision to the student until 4:30 pm (4:00 for those teachers who have coaching assignments the same day). In the event the student has successfully completed the work before 4:30 and the student's course average grade is at least a 70%, the teacher may dismiss the student early. Teachers are expected to utilize academic intervention to assist students seeking to improve their learning and grades in accordance with the grading procedures of the school district.

The school administration may assign students to attend the academic intervention program. Additionally, teachers may issue academic detention during the academic intervention period to students to provide for support and supplemental instructional time as needed to help students learn material and complete assigned learning tasks.

Students will be assigned to the academic intervention program on a mandatory basis when the following factors place them at academic risk:

A current failing grade in any class.
Missing/Late assignments.
Risk of course failure.

Students attending the academic intervention program are supervised by both certificated and non-certificated staff members. Students attending the academic intervention program have

access to support, encouragement, structure, and resources to complete their assigned learning tasks.

When students are assigned to participate in the academic intervention program, failure to attend will be considered truancy. Students who are assigned to the academic intervention program are directed to avoid scheduling medical and other appointments for times when academic intervention is in session. In instances when no alternative scheduling options exists, the school administration reserves the right to grant a make-up attendance time to be decided by the assigning administrator.

Although attendance is mandatory when assigned, the academic intervention program is open to all students in grades 7-12 who need additional work time, support, or access to learning technology.

Student failures are often (but not always) the result of not turning work in or late work. One of the best ways that parents/guardians can help students be successful is by providing time and structure at home for students to complete all of their assignments. Parents can monitor their students' grades, assignments, and attendance via the Infinite Campus online student information system.

Teachers who have students meeting the qualifications for participation in the academic intervention period are required to provide supervision and instructional support to these students for the entire duration of the academic intervention period. When circumstances arise where teachers are assigned to other duties during the academic intervention period the teachers involved are to work with the principal to ensure that students are supervised and have the opportunity to receive academic support. It is the responsibility of the classroom teacher to communicate with students, parents, and the principal when students have missing or late assignments or are otherwise at risk of course failure.

DISCIPLINE AND SOCIAL EMOTIONAL LEARNING

Students who have engaged in violations of school rules and behavioral expectations may be required by the principal to complete additional educational activities and/or training in order to have the opportunity to learn proper conduct prior to returning to regular classroom attendance. These assignments may include requiring students to complete Social Emotional Learning (SEL) Modules through the Odysseyware BASE program, Skills Streaming, or other programs as determined by the principal or his/her designee to be necessary for the development of the student. Failure to complete these assigned tasks will be considered to be a violation of a reasonable directive subject to additional discipline in accordance with this handbook and school policy.

Students who violate school rules regarding possession of illicit or prohibitive substances may, at the discretion of the principal, be required to complete additional educational activities to promote an understanding of healthy and safe behaviors prior to returning to regular classroom attendance. These assignments may include completion of an educational program to reduce the use of an illegal or addictive substance, consultation with the school nurse, or additional

meetings between the student, the student's parents/guardians, and substance abuse professionals.

STUDENT ADMISSION REQUIREMENTS

Minimum Age:

A child shall be eligible for admission into kindergarten at the beginning of the school year if the child is five years of age or will be five years of age on or before July 31 of the calendar year in which the school year for which the child is seeking admission begins. The School Board may admit a child who will reach the age of five years on or after August 1 and on or before October 15 of such school year if the parent or guardian requests such entrance and provides an affidavit stating that (i) the child attended kindergarten in another jurisdiction in the current school year; (ii) the family anticipates a relocation to another jurisdiction that would allow admission within the current year; or (iii) the child has demonstrated through a recognized assessment procedure approved by the School Board that the child is capable of carrying the work of kindergarten.

Early Admission to Kindergarten:

The following assessment procedure for determining if a child is capable of carrying the work of kindergarten is approved and shall be made available to interested persons:

The kindergarten early entrance assessment procedures are designed to identify and place in kindergarten those children who:

a. will turn 5 years of age between August 1 and October 15;
b. are deemed by parents or guardians as being intellectually advanced and likely to benefit from advanced grade placement; and
c. are selected on the basis of testing by professionals trained to administer the assessments that will produce evidence of strength determined by:

1. achieving a score at the 25th percentile or greater on a composite of all subtests of the Pre-Kindergarten Screen (PKS). Skills assessed by the PKS-Pre-Kindergarten Screen include fine- and gross-motor development, understanding of verbal directions, visual perception and discrimination, rudimentary letter and number identification, and impulse control; or
2. achieving a total of standard scores equal to or greater than 500 on the Young Children's Achievement Test (YCAT). This test assesses General Information, Reading, Writing, Mathematics, and Spoken Language.

The assessment(s) may be administered by the School District's professional staff, or the parents or guardians may, at their own expense, have one of the required assessments completed by reputable professionals and submit the results of such assessments to the School District.

Parents will be notified in writing of the results of the Early Kindergarten Entrance assessment procedures and the determination of the School District in a timely fashion; not to exceed three weeks after the assessments are completed.

Families who seek early admission of their child into kindergarten must obtain an Early Entrance to Kindergarten Packet from the School District Administrative Office. The Early Entrance to Kindergarten Packet must be completed and returned to the School District Administrative Office no later than June 1st of the spring before fall enrollment to allow summer assessment to be completed. The Superintendent may grant an extension of this deadline at his or her discretion.

Admission to First Grade:

A child may be eligible to enter first grade, even if the child has not attended kindergarten, if the child is six years of age or will be six years of age on or before October 15 of the current school year, and school officials determine that first grade is the appropriate placement for the child.

Graduates:

A student who has received a high school diploma or received a General Equivalency Diploma shall not be eligible for admission or continued enrollment at Bayard Public Schools.

Age 21:

A student shall not be admitted or continued in enrollment after the end of the school year in which the student reaches the age of 21. The school year for this purpose ends at the last day of instruction for graduating seniors.

Birth Certificate, Physical, Visual Evaluation and Immunization:

The parents or legal guardian shall furnish:

(1) A certified copy of the student's birth certificate issued by the state in which the child was born, upon admission of a child for the first time, shall be provided within 30 days of enrollment. Other reliable proof of the child's identity and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).

(2) Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.

(3) Evidence of a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.

(4) Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox), and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement that establishes that an exception to the immunization requirements are met.

(5) Every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

The Superintendent or Superintendent's designee shall notify the parent or guardian in writing of the foregoing requirements and of the right to submit affidavits or statements to object to the requirements, as applicable. The Superintendent or Superintendent's designee shall also provide a telephone number or other contact information to assist the parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify.

A student who fails to meet the foregoing requirements shall not be permitted to enroll or to enter school, or if provisionally enrolled or enrolled without compliance, shall not be permitted to continue in school until evidence of compliance or an exemption from compliance is given.

Enrollment of Expelled Students

If a student has been expelled from any public school district in any state or from a private, denominational, or parochial school in any state, and the student has not completed the terms or time period of the expulsion, the student shall not be permitted to enroll in this school district until the expulsion period from such other school has expired, unless the School Board of this school district in its sole and absolute discretion upon a proper application approves by a majority vote the enrollment of such student prior to expiration of the expulsion period. As a condition of enrollment, the School Board may require attendance in an alternative school, class or educational program pursuant to Nebraska law until the terms or time period of the original underlying expulsion are completed. A student expelled from a private, denominational, or parochial school or from any public school in another state, will not be prohibited from enrolling in the public school district in which the student resides or in which the student has been accepted pursuant to the enrollment option program for any period of time beyond the time limits placed on expulsion, pursuant to the Student Discipline Act, or for any expulsion for an offense for which expulsion is not authorized for a public school student under such Act. For purposes of this policy, the term expulsion or expelled includes any removal from any school for a period in excess of twenty (20) school days.

ALCOHOL TESTS

It is a violation of Board Policy and school rules for a student to use or be under the influence of alcohol while on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school sponsored activity or athletic event.

The Superintendent of Schools or his or her designee may require students to consent and submit to a breath test to determine the presence of alcohol or similar alcohol sensor (a "Test") as a prerequisite for admittance to any voluntary school event or activity if the Superintendent determines that such practice is necessary for the safety of students at such event or will prevent interference with school purposes. If the Test reveals that a student is under the influence of

alcohol or the student refuses to submit to the Test, then the student may be denied admittance to the event (in addition to being subject to further discipline as allowed by law, school rules, and Board Policy).

The Superintendent of Schools or his or her designee may require a student to submit to a Test at any time while on school grounds, in a vehicle owned leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school sponsored activity or athletic event if the Superintendent or his or her designee reasonably suspects that the student is under the influence of alcohol.

STUDENT ATTENDANCE AND EXCESSIVE ABSENTEEISM

Regular and punctual student attendance is required. The Board's policies require such attendance, the administration is responsible for developing further attendance rules and regulations, and students and parents are responsible for developing behaviors which will result in regular and punctual student attendance. Bayard Schools are required to maintain an accurate record of student attendance.

Compulsory Attendance: Except for those students exempted by law, this school district expects all children living within the boundaries of the school district and those currently enrolled in the school district and who are between the ages of seven and eighteen, to be in attendance every day that school is in session unless they have been excused by the school administration.

A. Attendance and Absences.
1. Absences from School - Definitions. An absence from school will be reported as: (a) Unverified, (b) Absent, (c) Verified ~~Excused,~~ (d) Activity, (e) Exempt.
The following codes will be assigned to student absences for the following reasons:

Unverified (UNV): The student is absent and the school has not received any notification pertaining to the student's whereabouts from a parent/guardian.

Absent (A): A parent/guardian has called to let the school know their child will not be in school, but the absence does not qualify as an EXC, EXP, ACT as defined below.

Verified (VER) ~~Excused (EXC):~~ A parent/guardian has called to let the school know their child will not be in school due to illness, a medical appointment, or family trips in which the student accompanies the parent/guardian. Even though an absence is verified, it does count toward the total number of absences for purposes of credit loss and truancy reporting.

Exempted (EXP): A parent/guardian has called to let the school know their child will not be in school for a purpose deemed by the Principal as an extenuating circumstance. The student's absence will not count against them due to the extenuating circumstance. An Exempted absence may include absences for reasons such as the attendance at a funeral for a member of the immediate family (parents, siblings, and grandparents) counseling/therapy appointments, and court appearances that are required by a court order.

Activity (ACT): The student is absent from school due to participation in a school-sponsored event.

Only when specifically authorized by the principal for health or other reasons, students may be granted permission to attend class via electronic means. Student attendance will be marked the same regardless of virtual or in-person attendance. ~~Virtual Attendance (VIR): When authorized by the Principal for health or other reasons, students may be granted permission to attend class via electronic means. This code will mark students as being in attendance and will not count against them.~~

The following attendance codes WILL contribute to the accumulated absences for the semester: UNV, VER, A, ~~EXC~~. After 9 absences, the student will lose credit for the class(es) in which they are not in attendance.

The following attendance codes WILL NOT contribute to the accumulated absences for the semester and will not count against credit loss: EXP, ACT.

~~Excused and~~ Exempted Absences must be cleared through the Principal's office by the student's parent/guardian in advance whenever possible. An absence or tardy, even if ~~requested~~ verified by a parent/guardian, may not be ~~excused or~~ exempted, except as described above. All absences, except for illness, death in the family or other absences where advance notice is not possible, require advance approval.

The Principal shall have the discretion to deny or approve the ~~excused or~~ verified or exempt status of absences depending on circumstances such as the student's number of other absences, the student's academic status, the tests or other projects which may be missed, and in the case of a family trip, whether the trip could be taken during non-school time and the educational nature of the trip.

~~b. Unexcused Absence. An absence which is not excused, exempted, or for participation in a school-sponsored event is unexcused. If a student's absence is unexcused, the student will be required to complete all assignments and make-up the time missed and/or be assigned to attend academic intervention. It will be at the teacher's discretion to award full or partial credit with the approval of the Principal.~~

A student who engages in ~~unexcused~~ excessive absences may be considered truant as per state law Neb. Rev. Stat. ' 79-201. Truancy is a violation of school rules. The consequence of such action may require the student ~~include suspension from classes, and the student may be required~~ to make up the time missed through Academic Intervention. Students who leave the school premises without permission during the school day will be considered truant.

2. Absence Procedure.
Make-up work may be assigned for each day missed regardless of the type of absence, school activity or otherwise. If make-up work is not completed, students will receive no credit for the work required. The time each student is allowed will be determined by the teacher, with two days

per each excused absence the general rule. The student has the responsibility to contact teachers, initially, regarding make-up assignments.

B. Mandatory Ages of Attendance. The mandatory ages of attendances for truancy purposes are age 6 (as of January 1 of the then-current school year) to age 18. Attendance is also not mandatory for a child who has reached the age of 6 years of age prior January 1 of the then-current school year, but will not reach age 7 prior to January 1 of such school year, if the child's parent or guardian has signed and filed with the school district in which the child resides an affidavit stating either: (1) that the child is participating in an education program that the parent or guardian believes will prepare the child to enter grade one for the following school year; or (2) that the parent or guardian intends for the child to participate in a school which has elected or will elect pursuant to law not to meet accreditation or approval requirements, and the parent or guardian intends to provide the Commissioner of Education with a statement pursuant to section 79-1601(3) on or before the child's seventh birthday.

Attendance is also not mandatory for a child who: (1) has obtained a high school diploma by meeting statutory graduation requirements; (2) has completed the program of instruction offered by a school which elects pursuant to law not to meet accreditation or approval requirements; or (3) has reached the age of 18 years, and such child's parent or guardian has signed a notarized release discontinuing the enrollment of the child on a form provided by the school.

C. Early Withdrawal for Students Enrolled in Accredited or Approved Schools. A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if an exit interview is conducted and a withdrawal form is signed.

Exit Interview. The process is initiated by a person who has legal or actual charge or control of the child submitting a withdrawal form. The form is to be as prescribed by the Commissioner of Education. Upon submission of the form, the Superintendent or Superintendent's designee shall set a time and place for an exit interview if the child is enrolled in Bayard Public Schools or resides in Bayard Public Schools and is enrolled in a private, denominational, or parochial school.

The exit interview shall be personally attended by:

- The child, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable;
- the person who has legal or actual charge or control of the child who requested the exit interview;
- the Superintendent or Superintendent's designee;
- the child's principal or the principal's designee if the child at the time of the exit interview is enrolled in a school operated by the school district; and
- any other person requested by any of the required parties who agrees to attend the exit interview and is available at the time designated for the exit interview which may include, for example, other school personnel or the child's principal if the child is enrolled in a private school.

At the exit interview, the person making the written request must present evidence that (a) the person has legal or actual charge or control of the child and (b) the child would be withdrawing due to either:

- financial hardships requiring the child to be employed to support the child's family or one or more dependents of the child, or
- an illness of the child making attendance impossible or impracticable.

The Superintendent or Superintendent's designee shall identify all known alternative educational opportunities, including vocational courses of study, that are available to the child in the school district and how withdrawing from school is likely to reduce potential future earnings for the child and increase the likelihood of the child being unemployed in the future. Any other relevant information may be presented and discussed by any of the parties in attendance.

At the conclusion of the exit interview, the person making the written request may sign a withdrawal form provided by the school district agreeing to the withdrawal of the child OR may rescind the written request for the withdrawal.

Withdrawal Form. Any withdrawal form signed by the person making the written request shall be valid only if:

- the child also signs the form, unless the withdrawal is being requested due to an illness of the child making attendance at the exit interview impossible or impracticable, and
- the Superintendent or Superintendent's designee signs the form acknowledging that the interview was held, the required information was provided and discussed at the interview, and, in the opinion of the Superintendent or Superintendent's designee, the person making the written request does in fact have legal or actual charge or control of the child and the child is experiencing either (i) financial hardship, or (ii) an illness making attendance impossible or impracticable.

Early Withdrawal for Students Enrolled in an Exempt School (Home Schools). A person who has legal or actual charge or control of a child who is at least 16 but less than 18 years of age may withdraw such child from school before graduation and be exempt from the mandatory attendance requirements if such child has been enrolled in a school that elects not to meet the accreditation or approval requirements by filing with the State Department of Education a signed notarized release on a form prescribed by the Commissioner of Education.

D. Reporting and Responding to Truant Behavior. Any administrator, teacher, or member of the board of education who knows of any failure on the part of any child of mandatory school attendance age to attend school regularly without lawful reason, shall within three days report such violation to the superintendent. The superintendent shall immediately cause an investigation into any such report to be made. The superintendent shall also investigate any case when of his or her personal knowledge, or by report or complaint from any resident of the district, the superintendent believes that any child is unlawfully absent from school. The school shall render all services in its power to compel such child to attend some public, private, denominational, or parochial school, which the person having control of the child shall designate, in an attempt to address the problem of excessive absenteeism. Such services shall include, as appropriate, the services listed under the "Excessive Absenteeism" and "Reporting Excessive Absenteeism" policies.

E. Excessive Absenteeism. Students who accumulate five (5) ~~excused or unexcused~~ absences in a quarter shall be deemed to have "excessive absences." Such absences shall be determined on a per day basis for elementary students and on a per class basis for secondary students. When a student has excessive absences, the following procedures shall be implemented:

after 5 absences – first communication from the principal.
6 and 7 absences – further written communication or phone call from principal is possible.
8 absences – call and letter to meet with the principal.
9 and 10 absences – meeting should have been held with the principal.
11 or more absences – possible notification to county attorney.

F. Reporting Excessive Absenteeism to the County Attorney.

a. Twenty ~~Excused~~ Absences. If a student accumulates more than twenty (20) absences per year and all of the absences are due to documented illness that makes attendance impossible or impracticable or are otherwise excused by school authorities, the attendance officer may report such information to the county attorney of the county in which the person having control of the student resides.

b. Twenty ~~Unexcused~~ Absences. If a student accumulates more than twenty (20) absences per year, ~~and any of the absences are not excused,~~ the attendance officer shall file a report with the county attorney of the county in which the person having control of the student resides. The report shall be made on a form which includes the following two statements, one of which must be designated by the school representative signing the report: (a) The school representative requests additional time to work with the student prior to intervention by the county attorney; and (b) the school representative believes that the school has used all reasonable efforts to resolve the student's excessive absenteeism without success and recommends county attorney intervention. If further action is necessary to address the child's attendance, the initial meeting between the parent or guardian of the child, the school, and the county attorney or his or her designee shall be at a location determined by the school.

c. Other. A report to the county attorney may also be made when a student otherwise accrues excessive absences as herein defined.

G. Reporting to the Commissioner. The Superintendent or designee shall report on a monthly basis to the Commissioner of Education as directed by the Commissioner regarding the number of and reason for any long-term suspension, expulsion, or excessive absenteeism of a student; referral of a student to the office of the county attorney for excessive absenteeism; or contacting of law enforcement officials (other than law enforcement officials employed by or contracted with by the District as school resource officers) by the District relative to a student enrolled in the District.

ELEMENTARY - ARRIVAL AND DISMISSAL

Please make every effort to have your student arrive at school no earlier than 7:55 A.M., unless previous arrangements have been made with the principal's office. Students must leave the building when dismissed in the afternoon, unless they are given permission to remain and are supervised by a staff member. Students will be asked to leave the school grounds after school is

dismissed, unless arrangements have been made previously with the parent(s) or guardian(s). The playground is not supervised before 8:00 A.M. or after 3:30 P.M.

ELEMENTARY ABSENTEES AND TARDIES

Bayard Elementary Start and End Times:

Begin: 8:00 am
Dismiss: 3:25 pm

Students should plan to report to school between 7:55 A.M. and 8:00 A.M. so they will not be counted tardy. Tardiness is reported from 8:00 A.M. to 10:00 A.M. and from when class starts after lunch to 2:00 P.M. A student leaving school after 10:00 A.M. or after 2:00 P.M. will not be counted absent for that half day respectively. Otherwise, the student is determined to be present.

Students are expected to be in class on time. Tardies will be monitored by individual teaching staff and the principal's office. Each teacher will post rules and consequences regarding tardies in their individual classrooms. Failure to meet school/teachers' rules and expectations regarding tardiness during the year will result in disciplinary action.

Elementary students will not be dismissed from the regular school day to attend junior high or high school events unless a parent or other authorized adult personally checks the student out of school.

JUNIOR HIGH/HIGH SCHOOL ABSENTEES AND TARDIES

Bayard Jr./Sr. High School Regular Schedule Start and End Times:

Begin: 8:00 am
Dismiss: 3:31 pm

Students are expected to be in class on time and in attendance every class period (See SCHOOL BUILDING HOURS AND BELL SCHEDULE for start and end times for each period). Other than emergencies, students will not be allowed in the halls and must have a hall pass. Unexcused tardies will be monitored by individual teaching staff and the principal's office. Each teacher will post rules and punishment regarding tardies in their individual classrooms.

I. Failure to meet school/teachers' rules and expectations regarding tardiness during the semester will result in disciplinary action.

II. If a student's absence is unexcused, the student may receive zeros for any class work missed during the absence, and may be required to make-up work and the time missed

III. Accumulation of three absences in a semester, which are not verified by the student's parents with a phone call, note or doctor's slip shall be considered truant and may result in disciplinary action. Continued unverified absences will result in additional disciplinary action and reported as excessive absenteeism.

All students grades 7-12 will be allowed up to nine (9) excused absences per semester. After the 9th absence, credit will be deducted as follows:

0-9 days absent 0 credit deducted per course
10-15 absences 1 credit deducted per course

16-20 absences 2 credits deducted per course
21-25 absences 3 credits deducted per course
25-30 absences 4 credits deducted per course
31+ absences 5 credits deducted per course

To receive full credit for a class in which a student has been absent in excess of nine periods, the student will be given the opportunity to make up the time missed. Teachers will provide make-up (or extra credit work) to be done during the make-up period. The student will be supervised during the make-up time by the school principal or by an assigned detention teacher. The student must serve the same number of make-up minutes (per missed class) as the class was originally scheduled to meet, in order to receive full credit for making up a period. Scheduling of the make-up time will be done by the school principal. The make-up time may be scheduled before school, after school, or on weekends, but it must be served within 30 days of the completion of the semester as the absent day it is being served to make up. ~~but it MUST be served during the same semester as the absent day it is being served to make up.~~ Absences for school-sponsored activities are not to be included in the nine-day absence policy.

~~Students unable to make up time for absences may have credit recovered if they have 95% or better attendance the following semester~~. Students who lose credit will ~~also~~ be given the opportunity for credit recovery during summer school.

The administration reserves the right to subtract from the number of absences those occasions which a student is hospitalized, prescribed bed rest by a physician, or gone due to a family emergency. (Family emergencies may include by not limited to accidents funerals, etc.) The school administration will require written documentation from a hospital or a physician for absences due to prescribed bed rest. It is important to note that while absences impacting credit loss are semester based (start over each semester), absences counting toward truancy accrue throughout the entire school year.

JUNIOR HIGH REQUIREMENTS - SUMMER SCHOOL

Junior high students (7-8) must pass a minimum of six (6) academic subjects (English, Math, Science, Social Studies, Reading) for the year (three per semester) to be considered for advancement. Social promotion may be considered after a conference with the principal, parents, and the student. These students will be placed on probationary status for one full semester. Failure to maintain passing grades during the probationary period may result in a change of enrollment, back to the previous grade, for the remainder of the school year. If summer school is offered, junior high students could be required to attend if grades indicate a need for remediation.

HIGH SCHOOL REQUIREMENTS – SUMMER CREDIT RECOVERY

High school students will be required to attend summer school in order to recover credits for failed courses and/or excessive absences at the discretion of the principal. Typically the students are required to retake the class during the next available semester with the teacher before Credit recovery is considered. Credit recovery will be based on (at or near) perfect attendance and

completion of all assignments and assessments with at least 70% proficiency. The student will be completing coursework from Odysseyware Online or Edgenuity. There may be additional coursework as assigned by the regular education teacher that, if assigned, will need to be completed at 70% proficiency as well. Poor attendance and behavior will result in immediate removal from the summer credit recovery opportunity and students may be required to retake the class the following year.

ABSENCE VERIFICATION

Anytime a student is absent from school, they must have their parent or guardian call or send an excuse note to the Principal's office, stating why they were absent either the day(s) the absence occurs or upon returning to school, or it will be counted as unexcused or a skip. The school will contact parents as soon as possible when an unverified absence has been reported. Students with unexcused or skip absences will be disciplined according to the Student Handbook (see ABSENTEES AND TARDIES).

PERMIT TO RE-ENTER

Any student who is absent for five consecutive school days due to either illness or contagious disease, may be required to have a permit to re-enter school, signed by a physician.

TRUANCY

Truant students will make up twice the time missed from school for the first offense, and their parents will be contacted. For the second offense, the parents will be called in to work out an appropriate agreement. Students truant more than three times while in junior and senior high school will be suspended from school until such time as the problem has been resolved to the satisfaction of the parents and administration.

ELEMENTARY CELLULAR PHONES

For the safety of students and to eliminate disruptions in the learning environment, all students in grades K-6 who bring cell phones to school are to place them in a box with their classroom teacher immediately when they enter the classroom during regular school hours. Students will pick up their phones on the way out the door at the conclusion of each school day or when they are leaving for the day.

The box of cell phones will be kept in a safe place to eliminate theft problems. If a student does not place his/her cell phone in the box, and it is seen or heard during regular school hours, the phone will be confiscated by the teacher or principal, and it will be kept according to the violations listed in the Rules and Regulations section of the student handbook. There will be no exceptions or excuses. If a student has an emergency, they will be allowed to use a phone. If you need to contact your student, please call the elementary office, and a message will be given to the student. No one will ever turn your student's cell phone on unless he/she is present.

The administration shall promulgate rules to enforce this policy at the building level.

CELLULAR PHONE AND ELECTRONIC DEVICE USE BY JUNIOR/SENIOR HIGH STUDENTS

Students may be in possession of a cellular telephone subject to the terms of Board Policy #5133 and the administrative rules of the District. Use of the device shall be limited to the period before classes begin in the morning, during the student's lunch period and after the student's last class in the afternoon. Such devices shall not be used during instructional time, which includes all class time, unless there is a bona fide health or safety emergency.

Visible possession of all cell phones is prohibited in any area where there is an expectation of privacy.

Students violating this policy may be subject to disciplinary action; i.e., detention, suspension and/or expulsion.

The administration shall promulgate rules to enforce the policy at the building level.

Bayard Jr./Sr. High School students need to be responsible users of technology. The school firmly believes in protecting instructional time in classrooms; therefore, electronic devices should not be seen, heard, or used during the time allotted for each of the instructional periods throughout the day. This applies to anywhere on campus, including hallways, restrooms, main office, media center, etc. during any scheduled instructional period (including TAPs).

Students are permitted to use electronic devices before and after school, during their scheduled lunch, and during passing periods~~. Teachers have the right to decide if electronic devices can be used during study hall and in class during instructional time in accordance with their individual classroom procedures so long as those procedures are consistent with school-wide expectations.~~ Because school issued devices are available to all students, other personal electronic devices and cell phones are not to be used during instructional periods and study halls. Student use of personal devices can diminish the available internet bandwidth and diminishes the quality of the educational environment for other students and staff.

To maintain the expected learning environment in the classroom, students who violate the electronic device policy will be subject to disciplinary actions. Once a referral has been sent to the office, the following consequences can be utilized to solve the problem:

1st Offense- Electronic device will be confiscated until the end of the school day.
2nd Offense- Electronic device will be confiscated until a parent/guardian picks up the device
3rd Offense- Student will serve detention, plus the electronic device will be confiscated until a parent/guardian picks up the device
4th Offense - Student will serve detention, plus the electronic device will be confiscated until a parent/guardian picks up the device, and the student must turn the device in at the start of the school day for a specific amount of time determined by the administration.

As part of being a responsible user of technology, students are directed to not use their electronic devices to bully, intimidate, or harass. Violators will be subject to disciplinary actions from the administration.

CHILD FIND PROGRAMS

Child find is a community-wide effort to provide opportunities for children with disabilities. Parents, educators and members of the medical community take part in the program to locate children who may have a disability.

Parents/Community members who contact Child Find may have concerns about the child's development in the areas of:

- Hearing
- Vision
- Speech/language skills
- Motor skills
- Thinking skills
- Emotional/social skills

Child Find provides developmental screening and, when appropriate, a comprehensive, multi-disciplinary evaluation for children from birth to kindergarten age.

If you live within the Bayard School District and have, or know of a child who may have a disability, contact the Bayard School Office (308-586-1425) from 9 am to 3 pm or write to:

Special Education Department
PO Box 607
Bayard, NE 69334

Links to: Developmental Milestones: http://www.answers4famillies.org/developmentstages/

DATING VIOLENCE PREVENTION

The board prohibits behavior that has a negative impact on student health, wealth, safety, and the school's learning environment. Incidents of dating violence will not be tolerated on school grounds, in district vehicles, or at school sponsored activities.

Dating violence is defined as a pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner. Dating partner means any person regardless of gender, involved in an intimate relationship with another person primarily characterized by the expectation of affectionate involvement whether casual, serious or long-term.

The district will provide appropriate training to staff and incorporate within its educational program age-appropriate dating violence education that shall include, but not be limited to, defining dating violence, recognizing dating violence warning signs, and identifying characteristics of healthy dating relationships.

SAFESCHOOLS DISTRICT TIP REPORTING SERVICE

Safety is one of our district's top priorities, that's why we're now using SafeSchools Alert, a tip reporting system that allows students, staff, and parents to submit safety concerns to our administration five different ways:

1. App: Search for "SafeSchools Alert" in the App Store to download for free
2. Phone: 308.562.2024
3. Text: Text your tip to 308.562.2024
4. Email: 1767@alert1.us
5. Web: http://1767.alert1.us

Easily report tips on bullying, harassment, drugs, vandalism or any safety issue you're concerned about. Tips may be submitted anonymously too. Thanks in advance for helping to make our school community a safer place to work and learn! We appreciate your support.

DISPENSING PRESCRIPTION MEDICATION

To help insure the health and safety of children, school employees are not permitted to dispense prescription medications to students without full compliance with Board Policy which is as follows:

l. The parent or guardian of the student shall provide prior written authorization on the proper school form, to dispense prescription medication(s).
2. The parent or guardian of the student shall agree in writing to provide the prescription medication(s) to be dispensed in a prescription container with the child guard cap. The container shall have a glued label from the pharmacy which shall contain the child's name, physician's name, and directions for dispensing the medication.
3. The parent or guardian of the student shall agree in writing to consult the family physician as to any side effects of the medication being dispensed and to advise the school employee of the possible side effects and procedures to be followed should side effects occur.
4. Written authorization is limited to the medication(s) identified in writing on the form provided for that purpose. Should additional medication(s) be prescribed, additional written authorization will be required.
5. Written authorization shall be limited to the school year identified on the form provided.
6. The parent or guardian of the student shall notify the school in writing of the termination of the authorization to dispense the medication(s).
7. Modification of the dispensing instructions shall be communicated to the school employee by providing a new prescription container with a child-guard cap with glued label from the pharmacy, including student's name, physician's name, and instructions for dispensing.
8. The school employee cannot honor verbal instructions from the parent, or guardian, or student to modify or alter the directions for dispensing medication(s) as specified on the prescription container.
9. Employees of the school shall not be required to dispense prescription medication(s).
10. Prescription medication and any medical equipment needed to dispense medications delivered to school employees shall be identified and shall be kept locked in a cabinet or in a manner that will restrict access to only authorized employees.

STUDENT DRESS CODE

The school administration and teachers encourage everyone to behave and dress in a fashion reflecting good taste and in a style appropriate for a school day or school activity. An individual's dress, personal appearance, and cleanliness, like his/her behavior, should reflect sensitivity to and a respect for others. Student dress and personal appearance that disrupts or distracts from the educational environment of the school, is offensive, in violation of any statute, or is a health or safety hazard is not acceptable and is not permitted.

Student appearance should be of high enough standard as to contribute to the general learning environment. Shoes must be worn at all times. To promote the development of manners, civility, and respect for decorum, the use of headwear by students during instructional time is discouraged. Examples of headwear include hats, caps, bandanas, hoods, and scarves.

Inappropriate dress:

a. clothing that shows an inappropriate amount of bare skin (including cleavage) or underwear, or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit to be revealing or drag on the ground.
b. shorts, skirts, or shorts that do not reach mid-thigh or longer.
c. clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
d. clothing or jewelry that could be used as a weapon, or that could encourage "horseplay" or that would damage property.
e. sleeveless shirts and tank tops are not permitted for males other than during gym class and athletics.
f. clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent or vulgar double meanings.
g. clothing or jewelry that is gang related.
h. clothing or jewelry which interferes with the learning, health, or safety of other students.

Teachers will send students to the office, or notify the office, if a student's clothing or dress is questionable. The final decision will rest with the administration.

If students are participating in extra-curricular activities or school-sponsored activities, their dress or appearance will be the responsibility of the coach or sponsors. Dress for students participating in activities which in any way are representative of the individual, school, and community shall be outlined by the respective activity sponsor and administration. Adherence to these policies will be mandatory for participation in all activities.

STUDENT GRIEVANCE PROCEDURE

The grievance procedure for students is published in the district student handbook and publications that reach all students including those in special education. The procedure, along with explanations, due process, and directions are available for inspection in the following

offices: Superintendent of Schools and building principals. Inquiries can also be directed to the Director of Region VII Office for Civil Rights, 10220 North Executive Hills Boulevard, 8th Floor, Kansas City, Missouri 64153 or call (816) 891-8026.

It is the policy of this district that all grievances be resolved quickly and at the lowest step possible.

EXPLANATIONS

1. Grievance

A grievance is a difference of opinion raised by a student or a group of students involving: 1) the meaning, interpretation, or application of established policies; 2) difference of treatment; or 3) application of the legal requirements of civil rights legislation.

2. Grievant

Any student or group of students submitting a grievance in their own behalf.

3. Days

Days when school is in session.

DUE PROCESS

1. Right to Representation

A grievant(s) may choose to be represented by an attorney or other persons of their own choosing, such as a relative or advocate. Issues of ordinary school operation should, however, be resolved as informally as possible.

2. Right to Present Witnesses and Evidence

Grievant(s) shall be allowed to present the grievance with relevant evidence and pertinent witnesses. Both parties shall have the opportunity for hearing and questioning witnesses.

3. Time Limits

All participants shall adhere to the time limits prescribed for each level. Failure by the administration at any step of the procedure to communicate the decision on the grievance within the specified time limit shall permit the grievant(s) to proceed to the next step. Failure on the part of the grievant(s) to appeal the decision to the next step within the specified time limits shall be deemed to be an acceptance of the decision rendered at that step.

4. Right to Information

Unless state laws and right-to-privacy laws are violated, all relevant records with names and identifying information must be made available to the grievant(s) for use as evidence in the grievance issue.

5. Privacy

During the grievance procedure, except at Step IV, the grievant(s) shall have the right to designate whether the procedure and meetings will be confidential, including names and related information.

6. Reprisals-Retaliation

Participants in a grievance submitted in this district shall not be subjected to reprisals, retaliation, or different treatment because of such participation. Participation shall not be recorded in the student file(s) or used to affect equal opportunity for access and equity in educational programs and services.

DIRECTIONS:

Each step of authority shall acknowledge in writing the date of receipt of the written grievance with the statement that the issue will be considered promptly.

By Step III the grievance must be submitted in writing, dated, and signed with the name of the attendance center and the grade level of the grievant(s). The issue should be described as specifically and completely as possible. The name of anyone who will represent the grievant(s) should be included. A statement of possible relief necessary to resolve the issue should be offered.

If the issue is of the type that would require a decision from higher authority, the facts surrounding the grievance should be compiled in writing and submitted to the proper level of authority, operating through appropriate channels. All levels of authority shall give immediate attention to the grievance issue, being aware of the specified timelines. Copies of the written answers to the grievant(s) shall be submitted to the superintendent and/or building principal. This response shall contain a summary of the evidence determined; the conclusion(s) reached, with reasons, and shall be delivered to each grievant(s). If hand delivery with receipt cannot be made, registered mail will be used.

NETWORK ACCEPTABLE USE AND INTERNET SAFETY POLICY

Bayard Public Schools recognizes the value of computer and other electronic resources to improve student learning and enhance the administration and operation of its schools.
To this end, the Bayard Public Schools encourages the responsible use of computers; computer networks (including the Internet), and other electronic resources in support of the mission and goals of the Bayard Public Schools.

It is the policy of Bayard Public Schools to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via the Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (CIPA).
It is the policy of the Bayard Public Schools to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, Bayard Public Schools recognizes its legal and ethical obligation to protect the well-being of students in its charge.

The following uses of school-provided electronic resources, including Internet and email, are not permitted:

a. to access, upload, download, or distribute pornographic, obscene, or sexually explicit material;
b. to transmit obscene, abusive, sexually explicit, or threatening language;
c. to violate any local, state, or federal statute;
d. to vandalize, damage, or disable the property of another individual or organization;
e. to access another individual's materials, information, or files without permission;

f. to violate copyright or otherwise use the intellectual property of another individual or organization without permission; and
g. to distribute or forward "chain letters" via email.

Any violation of District policy and rules may result in loss of District-provided access to the Internet. Additional disciplinary action may be determined in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

Students may…

- Design and post web pages and other material from school resources.
- Use direct communications such as email, online chat, or instant messaging with a teacher's permission.
- Use the resources for any educational purpose.

Consequences for Violation: Violations of these rules may result in disciplinary action, including the loss of a student's privileges to use the school's information technology resources.

Supervision and Monitoring: School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

Enforcement of Policy:

- To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.
- Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.
- Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.
- A Bayard Public Schools staff member may override the technology protection measure that blocks or filters Internet access for a student to access a site with legitimate educational value that is wrongly blocked by the technology protection measure that blocks or filters Internet access.
- Bayard Public Schools staff will monitor students' use of the Internet by either direct supervision or by monitoring Internet use history to ensure enforcement of policy.

Inappropriate Network Usage: To the extent practical, steps shall be taken to promote the safety and security of users of Bayard Public Schools' online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking," and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring: It shall be the responsibility of all members of Bayard Public Schools staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Bayard Public Schools will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.

Disclaimers:

- Bayard Public Schools and its individual schools, administrators, faculty, and staff thereof, make no warranties of any kind for the service provided and will not be held responsible for any damage suffered by users. This includes the loss of data resulting from delays, non-deliveries, and intrusion by computer virus, or service interruption.
- Use of any information obtained via network access is at the risk of the user, and Bayard Public Schools specifically denies any responsibility for the accuracy or quality of the information obtained.
- Bayard Public Schools cannot guarantee complete protection from inappropriate material. Furthermore, it is impossible for the district or content filter to reflect each individual or family's opinions of what constitutes "inappropriate material." If a student mistakenly accesses inappropriate information, he/she should immediately notify a district staff member.
- Bayard Public Schools is not liable for an individual's inappropriate use of district's electronic communications systems or violations of copyright restrictions or other laws, or other costs incurred by users through use of Bayard Public Schools' electronic communication systems.
- The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's electronic communication systems.

CIPA Definition of Terms:
Minor: The term "minor" means any individual who has not attained the age of 17 years.
Technology Protection Measure: The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. Obscene, as that term is defined in section 1460 of title 18, United States Code;

2. Child Pornography, as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors.

Harmful to Minors: The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Sexual Act; Sexual Contact: The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

SEARCH AND SEIZURE

To maintain order and discipline in the school and to protect the safety and welfare of students and personnel, school authorities may search a student, or student lockers, under the circumstances outlined in SEARCHES-PERSONAL and may seize illegal, unauthorized, or contraband materials discovered in the search.

A student's failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action.

DRUG DETECTION DOGS

As part of the district's effort to keep the schools safe and free from illegal drugs, the school principal may authorize the use of law enforcement drug detection dogs to search school hallways, lockers and cars parked in the school parking lot under the following guidelines.

1. The dogs will be brought into the schools both during and after school hours. The school Principal shall determine when the drug detection dogs will be used. The dogs may perform searches at random times throughout the school year.
2. The dogs will search hallways, lockers and cars parked in the school parking lot only. Students will not be searched by drug detection dogs. While a sniff search is taking place during the regular school day, students will remain in their respective classrooms.
3. If the drug detection dog identifies personal effects (e.g., purse, book bag, etc.), locker, or car, then school officials and law enforcement personnel will search the area and conduct an investigation. Parents/guardians will be notified if illegal drugs or contraband are discovered in a students' bags, locker or car. School penalties for possession of an illegal substance are governed by the school discipline code and may range from suspension to expulsion.
4. If an illegal drug is found, law enforcement will conduct a criminal investigation. If, during this investigation, probable cause exists to warrant an arrest, an arrest will be made.

5. If a student refuses to unlock a vehicle identified by a drug detection dog, the student will be subject to school sanctions for refusing to submit to a search. Law enforcement personnel will take appropriate action based on departmental policies.
6. Drug detection dog searches in the Bayard Public Schools may involve the Bayard Police Department, Morrill County Sheriff and/or the Nebraska State Patrol.

JUNIOR HIGH/HIGH SCHOOL SEARCHES - AUTOMOBILE

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of the student parking lots. The interior of student's automobile on the school premises may be searched if the school authority has reasonable suspicion to believe that illegal, unauthorized or contraband items are contained inside.

ELEMENTARY SEARCHES – DESK

Student desks are school property and remain at all times under the control of the school. Periodic general inspections of desks may be conducted by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant.

JUNIOR HIGH/HIGH SCHOOL SEARCHES - LOCKER

Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. Periodic general inspections of lockers may be conducted by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant.

SEARCHES - PERSONAL

A student's person and/or personal effects (e.g., purse, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials. If a pat-down search of a student's person is conducted, it will be conducted in private by a school official of the same sex and with an adult witness present.

SEIZURE OF ILLEGAL MATERIALS

If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to the proper legal authorities for ultimate disposition.

STUDENT FEES

The Board of Education adopts the following student fees policy in accordance with the Nebraska Public Elementary and Secondary Student Fee Authorization Act. The District's general policy is to provide for free instruction in accordance with the Nebraska State Constitution. The District also provides activities, programs and services that extend beyond the minimum level of constitutionally required free instruction. Under the Public Elementary and Secondary Student Fee Authorization Act, the District is permitted to charge students fees for these activities or to require students to provide specialized equipment and attire for certain purposes. This policy is subject to further interpretation or guidance by administrative or Board

regulations. Students are encouraged to contact their building administration, their teachers or their coaches and sponsors for further specifics.

A. Definitions.

1. "Students" shall mean students, their parents, guardians or other legal representatives.
2. "Extracurricular activities" shall mean student activities or organizations that (1) are supervised or administered by the District; (2) do not count toward graduation or advancement between grades; and (3) are not otherwise required by the District.
3. "Post-secondary education costs" shall mean tuition and other fees associated with obtaining credit from a post-secondary educational institution.

B. Listing of Fees Charged by this District.

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

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

3. *Personal or Consumable Items.*
Teachers may not require students to supply various personal or consumable items for use in courses. However, they may state that students are asked but not required to bring certain items for use in school. The school must supply any items required for course work but not brought by students. The district may set reasonable general guidelines on the use of consumables to avoid abuse and unnecessary waste of district resources. The district may require students to provide such personal and consumable items for extracurricular activities such as reeds for musical instruments, protective mouthpieces, and blank tapes for audio or video recording.

4. *Materials Required for Course Projects.*
Students in some courses produce a project that becomes their property at the end of the course. In those circumstances, students must either furnish or pay for the reasonable cost of any materials required for the course project; otherwise the project remains in the ownership of the school district.

5. *Extracurricular Activities.*
The District may charge students a fee to participate in extracurricular activities to cover the District's reasonable costs in offering such activities. The District may require students to furnish specialized equipment and clothing that is required for participation in extracurricular activities, or may charge a reasonable fee for the use of District owned equipment or attire. The coach or sponsor will provide students with written guidelines detailing the fees charged, the equipment and/or clothing required, or the usage fee

charged. The guidelines will explain the reasons that fees, equipment and/or clothing are required for the activity.

6. *Post-secondary Education Costs.*

Some students enroll in post-secondary courses while still enrolled in the District's high school. As a general rule, students must pay all costs associated with such post-secondary courses. However, for a course in which students receive both high school and post-secondary education credit or a course being taken as part of an approved accelerated or differentiated curriculum program, the District shall offer the course without charge for tuition, transportation, books or other fees, except tuition and other fees associated with obtaining credits from a post-secondary educational institution.

7. *Transportation Costs.*

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

8. *Copies of Student Files or Reports.*

The District will charge a fee for making copies of a student's files or records for the parents or guardians of such students. The Superintendent or the Superintendent's designee shall establish a schedule of student record fees. Parents of students have the right to inspect and review the student's files or records without the payment of a fee, and no fee shall be charged to search for or retrieve any student's files or records.

9. *Participation in Before-and-After-School or Pre-kindergarten Services.*

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

10. *Participation in Summer School or Night School.*

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

11. *Charges for Food Consumed by Students.*

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

C. Waiver Policy.

Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for (1) participation in extracurricular activities and (2) the use of a musical instrument in optional music courses that are not extracurricular activities. Actual participation in the free or reduced-price lunch program is not required to qualify for the waiver provided in this section. The District is not obligated to provide any particular type or quality of equipment or other materials to eligible students.

D. Distribution of Policy.

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

STUDENT FEE WAIVER PROCEDURES

The Board recognizes that while certain fees, specialized equipment, specialized attire, or project materials are appropriate and authorized, some students and their families are not financially able to afford them. The school district will grant waivers upon request to the students of families eligible for free or reduced priced meals under the federal Child Nutrition Program.

Waivers must be requested prior to the waiver deadlines as listed below. Waivers will not be approved retroactively for fees previously paid or specialized items, attire or project materials purchased by students. Only those fees and items eligible for waivers as required by state statute shall be waived.

The following deadlines will apply to requests for waivers:

1. Extracurricular Activity Participating Fees – The end of the first week of practice for a particular sport or activity.
2. Extracurricular Activity Specialized Equipment and Attire – The end of the first week of practice for a particular sport or activity.

Parents or students eligible for waivers shall make an application on the form provided by the school district at the end of this handbook. Applications may be made at any time but must be renewed annually. Denial of a waiver may be appealed to the superintendent, but eligibility is strictly dependent upon meeting financial guidelines established by the Child Nutrition program. The school district will treat the application and waiver process, as any other student record and student confidentiality and access provisions will be followed.

The school district will annually notify parents and students of the waiver. The student fee policy and guidelines will be published annually in the Student Handbook.

REGULATIONS FOR PROVIDING REQUIRED SPECIALIZED EQUIPMENT OR ATTIRE IN EXTRACURRICULAR ACTIVITIES

The following extracurricular activities require specialized equipment or specialized attire to be provided by participating students. Students qualifying for free or reduced price meals are eligible to apply for waivers under school policy.

ACTIVITY	**DESCRIPTION**
All Classes	No class dues will be assessed. All class money for class activities will be earned through fundraising activities. If you want to take part in the class activities you must work the fund raising projects.
Band	Instruments; meals during competition; band uniform cleaning fee; registrations fees (All-State, High Plains, etc.).
Choir	Registration fees (All-State, High Plains, etc.); meals at contests; folder for music (2-pocket); choir trip.
Elementary Music	Miscellaneous costumes and props for Elementary shows.
~~Magic Rhythm~~	~~Performance outfit (girls – dresses, briefs, shoes and nylons. Boys – shirt, pants, vest, tie, cummerbund, socks and shoes); meals on competition days.~~

21st Century	Performance outfit (girls – dresses, briefs, shoes and nylons. Boys – shirt, pants, vest, black socks and shoes); white shirts for caroling; meals on competition days; miscellaneous costumes and props for annual show; 21st trip.
JR. High Swing Choir	T-shirt; meals for competitions.
FFA	Meals for trips, FFA jackets.
Library	LOST library material – pay the replacement cost of the item. If item is found, money is refunded. DAMAGED library material – if material is severely damaged, there will be a replacement cost charge. REPAIR of textbooks will be charged by the instructor.
National Honor Society	Each member is required to collect 5 pledges or donations for the bowl-a-thon fundraiser. Each member pays for the games they bowl (2-3 games).
One-Act Plays	Costumes.
Quiz Bowl	Meals at competition.
Senior Class	Class t-shirt; donating items for concessions, prom, etc.; flower for graduation if class funds are not available.
~~Spanish Club~~	~~$3 fee for annual dinner; Spanish Dictionary is optional – some are provided in class for the students' use. In the event of a Foreign Language Fair at Chadron State College, student may be required to pay an enrollment fee (usually only charged, if needed to pay~~ for materials) – sack lunches will be provided by the school.
Speech	Meals at competition.
Cheerleading	Cheerleading uniform – cheerleader will conduct fundraisers to help with the cost of uniform. You must help with these activities in order to be a cheerleader.
Football	Football shoes.
Golf (Boys/Girls)	Golf clubs, bag, tees, balls.
Track (Boys/Girls)	Track shoes (running spikes, field event shoes, jumping event shoes, etc.); t-shirts/sweatshirts; gloves and cap; and meals on competition days.
Volleyball	Meals on competition days and black spandex shorts.
Wrestling	Shoes.
X-Country	T-shirt (optional), jacket (optional), shoes- spikes (optional), socks, running tights, one size fits all gloves, head bands (ear covers) and meals on competition days.
JR High Football	Football shoes (optional) may wear tennis shoes.
JR High Track (Boys/Girls)	Track shoes and meals on competition days.
JR High Volleyball	Shoes and black shorts.

This list is not all inclusive. Activities and items may be added during the year.

STUDENT FEE ASSESSMENTS

The following fees, charges or fines will be assessed during the school year for students involved in the activities described.

Students may apply for waivers of some fees under district waiver guidelines. The student fee policy and guidelines will be published annually in the Student Handbook.

ACTIVITY	**COST**
Lunch	Price established for the year.
Band Uniform Cleaning Fees	$10.00
FFA~~, FCCLA~~	As set by the organization.
Cheerleading Clinic	As set by sponsoring group.
Miscellaneous Fees:	
Lost textbooks and library books.	Cost to replace.
Damaged textbooks and library books.	Cost to repair or replace.
Lost school or athletic equipment.	Cost to replace.
Broken or destroyed school or athletic equipment.	Cost to repair or replace.

SUGGESTED PERSONAL OR CONSUMABLE ITEMS

Teachers may suggest students to supply various personal or consumable items for use in school. The following list provides an example of the types of items that may be considered personal or consumable. Teachers shall furnish the principal with a list of all items suggested prior to the beginning of the school year. This will allow students and parents time to purchase them.

Pencils
Colored Pencils
Pens
Paper
Graph Paper
Tablets
Notebooks
Organizers
Instruments
Make-up kits for Drama
Protective Mouthpiece for Sports
Erasers
Elmer's Glue (other types may create usage difficulties)
Markers (no neon or glitter)
Highlighters
Activity Calendars
Compass
Protractor
Calculator
White Out
Reeds for Musical
Planners
Scissors
Glue Stick
Ear buds

SEXUAL/ETHNIC HARASSMENT POLICY

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

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

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

It is also prohibited for any school district employee or student to verbalize on school district property any racial, ethnic, or gender-harassing jokes or stories, or to bring or store on school property any sexual, racial, or ethnic 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:
I. The individual harassed belongs to a protected class;
II. The individual was subjected to unwelcome sexual/ethnic harassment;
III. The harassment was based upon sex, race, or national origin; or
IV. The harassment affected a term, condition, or privilege of employment.

Regarding students, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual/ethnic nature shall constitute sexual/ethnic harassment when:
I. Submission of such conduct is made either explicitly or implied a term or condition of an individual's enrollment, participation, or affiliation with a course, activity, or other school-sanctioned program.
II. Submission to or rejection of such conduct by individuals is used as a basis for any decision that may affect the educational standing of that individual.
III. Such conduct has the purpose or effect of unreasonable interference with an individual's educational performance or creating an intimidating, hostile, or offensive environment.

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

All complaints and allegations of either sexual or ethnic harassment will be thoroughly investigated by a member of the Bayard Public Schools administrative team. That team shall consist of: Administrators: Principals and Assistant Principals, and the Superintendent. The Bayard Public Schools will utilize a three-phase process to investigate all allegations of sexual or ethnic harassment:

PHASE I: COMPLAINT

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

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

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

PHASE II: INVESTIGATION

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

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

PHASE III: ACTION TAKEN

In determining whether conduct constitutes sexual/ethnic harassment, the individual conducting the investigation will examine the record as a whole and the totality of the circumstances, such as the nature of the alleged sexual advancements and the context in which the alleged incident occurred. The determination will be on a case-by-case basis. The individual conducting the investigation will review all information with the superintendent. The superintendent may take whatever disciplinary action is deemed appropriate. In any case where the disciplinary action of a school employee or student is subject to the due process procedures set forth in law, they will be followed as required.

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

The Superintendent will inform all parties of any disciplinary action taken by the Superintendent. The record of the investigation will be kept in a confidential file. If the complaint involves the

Superintendent, the file will be kept in the office of the school attorney. A simple statement indicating that a complaint has been filed and the action taken, if any, will be placed in the individual's personnel/student file. However, where the complaint is found to be without merit, the complaint will be placed in a separate sexual/ethnic harassment file, which shall be confidential and not placed in the individual's personnel/student file. If deemed necessary, the academic or employment situation of the complainant may be changed to provide for a non-intimidating or non-hostile atmosphere. These changes may occur but are not limited to: a transfer of work situations, change of instructor, and, if pertinent, waiver of academic requirements. Decisions concerning such action must consider that the complainant is not to be inadvertently or otherwise punished because he or she has allegedly been sexually/ethnically harassed.

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

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

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

RECORDING OF OTHERS

To ensure the privacy and confidentiality of student information, only persons authorized by the Superintendent, a Principal, or the Activities Director (each an "Administrator") may record the sound or image of any person on school grounds during regular school time or at school activities which are not open to the general public (to include without limitation practices, during transportation to and from school activities, and during locker room or other preparation times before and after activities). An Administrator may authorize sound or image recording to be used in the media and on social media for the purpose of promoting student performances and educational activities and furthering classroom or educational purposes. Nothing in the provision shall prohibit the recording of an Individualized Education Program meeting if the

recording is necessary to ensure that the parent understands the IEP or the IEP process or to implement other parental rights guaranteed by the Individuals with Disabilities Education Act.

STUDENT DISCIPLINE

SUSPENSION AND EXPULSION

A. Development of Uniform Discipline System. It shall be the responsibility of the Superintendent to develop and maintain a system of uniform discipline. The discipline which may be imposed includes actions which are determined to be reasonably necessary to aid the student, to further school purposes, or to prevent interference with the educational process, such as (without limitation) counseling and warning students, parent contacts and parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling upon written consent of the parent or guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion.

1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or

b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.

b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.

c. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.

d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference.

e. A student who on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.

2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.

3. Expulsion:

a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parent(s)/guardian(s) when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.

b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.

c. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.

d. Alternative Education: Students who are expelled may be provided an alternative education program that will enable the student to continue academic work for credit toward graduation. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.

e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., "stayed") for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.

f. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal's designee shall meet with the student's probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal's designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

4. Other Forms of Student Discipline: Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not be limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

B. Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.

C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a

vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that reasonable recipient would interpret as a serious expression of intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value, repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.
4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks.
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance including tobacco as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance, tobacco or inhalant. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct.
9. Sending, sharing, viewing, or possessing pictures, text messages, emails or other material of a sexual nature in electronic or any other form on a computer, cell phone or other electronic device or on paper or other digital or physical media format.
10. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
11. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
12. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion

regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
13. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes.
14. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
15. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
16. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing, grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.
17. Willfully violating the behavioral expectations for riding school buses or vehicles.
18. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:

a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or

b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.

19. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The Superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing.

Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such plan shall require that such item will be in the possession of an adult staff member at all times except for such limited time as is necessary to fulfill the educational function.
d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.

D. Additional Student Conduct Expectations and Grounds for Discipline. The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

1. Student Appearance: Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:

a. Clothing that shows an inappropriate amount of bare skin (including cleaving) or underwear (midriffs, spaghetti straps, sagging pants) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
b. Shorts, skirts, or shorts that do not reach mid-thigh or longer.
c. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
d. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage "horseplay" or that would damage property (e.g. cleats).
e. Head wear including hats, caps, bandannas, and scarves.
f. Clothing or jewelry which exhibits nudity makes sexual references or carries lewd, indecent, or vulgar language.
g. Clothing or jewelry that is gang related.
h. Clothing or jewelry which interferes with the learning, health, or safety of other students.

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the Principal for approval, and may also review such additional posting of prohibited items or grooming which may be available in the Principal's office.

Coaches, sponsors or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups or students who are representing the school as part of an extracurricular activity program.

On a first offense of the dress code, the student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.

2. Academic Integrity.

a. Policy Statement: Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate values.

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

b. Definitions: The following definitions provide a guide to the standards of academic integrity:

(1) "Cheating" means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others.

Cheating includes, but is not limited to:

(a) Tests (includes tests, quizzes and other examinations or academic performances):

(1) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.

(2) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material,

devices or information while taking a test except as expressly permitted. For example, except for "open book" tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.

(3) Use of Other Student Answers: Copying or looking at another student's answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student's paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student's answers on the test paper.

(4) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.

(5) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student's real reason for missing class was because the student was not prepared for the test.

(b) Papers (includes papers, essays, lab projects, and other similar academic work):

(1) Use of Another's Paper: Copying another student's paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.

(2) Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.

(3) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.

(4) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.

(5) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.

(c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.

(2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing

source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:

(a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.

(b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.

(3) "Contributing" to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:

(1) Academic Sanction. The instructor will refuse to accept the student's work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.

(2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student's parents or guardian.

(3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

3. Electronic Devices

a. Philosophy and Purpose. The District strongly discourages students from bringing and/or using electronic devices at school. The use of electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.

b. Definitions. "Electronic devices," include, but are not limited to, cell phones, ~~Mp3 players, iPods, personal digital assistants (PDAs), compact disc players,~~ "smart" watches, portable game consoles, cameras, digital scanners, lap top computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.

c. Possession and Use of Electronic Devices.

(1) Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. Cell

phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging.

(2) Students are permitted to possess and use electronic devices before school hours, at lunch time, and after school hours, provided that the student not commit any abusive use of the device (see paragraph (4)(a). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.

(3) Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a lap top computer for a class presentation).

(4) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student's parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).

d. Violations

(1) Students shall not use electronic devices at any time or place for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; or (f) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.

(2) Electronic devices used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school's main office to be identified, placed in a secure area, and returned to the student and/or the student's parent/guardian in a consistent and orderly way.

(3) First Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student personally comes to the school's main office and retrieves the electronic device.

(4) Second Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/ her parent/guardian and the school

principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

(5) Third Violation: Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or assistant principal, and suspension of the student from school. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

(6) Subsequent Violations: Students who are repeat offenders of this policy shall be subject to the imposition of any appropriate disciplinary action, which may include suspension and expulsion from school.

e. Responsibility for Electronic Devices. Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

E. Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others.

Students will face the following consequences for IPDA:

1. 1st Offense: Student will be confronted and directed to cease.
2. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
3. 3rd Offense: Student will be suspended from school for a minimum of 1 day, and parents and student will need to meet with Administrator(s) and/or counselor.

If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.

F. Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion:

1. Students in the hallway during class time must have a pass with them, and may not leave class without permission.
2. ~~Gum, candy,~~ Sunflower seeds, etc. are not allowed in the school building or classrooms. ~~The pop machine is closed until after school and pop is to be drunk outside.~~
3. Lunches are to be eaten in the cafeteria unless special permission is granted.
4. Students are expected to bring all books and necessary materials to class. This includes study halls.
5. Assignments for all classes are due as assigned by the teacher.
6. Students are not to operate the mini-blinds or the windows.

7. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
8. Students are to be in their seats and ready for class on the tardy bell.
9. Special classes such as Industrial Technology, Art, P.E., and computers courses will have other safety or clean-up rules that will be explained to you by that teacher which must be followed.
10. Students are not to bring "nuisance items" to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
11. Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.
12. Throwing snow is prohibited.
13. Students are not to be in the school facilities without supervision.
14. Lying or otherwise deceiving staff or administration.

G. Law Violations

1. Cases of law violations or suspected law violations by students will be reported to the police and to the student's parents or guardian as soon as possible.
2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.
3. In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless of where the behavior occurs it is the District's policy to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:

(a) Knowingly possessing illegal drugs or alcohol.
(b) Aggravated or felonious assault.
(c) Vandalism resulting in significant property damage.
(d) Theft of school or personal property of a significant nature.
(e) Automobile accident.
(f) Any other behavior which significantly threatens the health or safety of students or other persons, and such other offenses which are required to be reported by law.

When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made.

TOBACCO, ALCOHOLIC BEVERAGES, DRUGS AND CONTROLLED SUBSTANCES

Any Bayard School student engaging in the selling, using, smoking, possessing or dispensing of alcoholic beverages, tobacco, narcotics, drugs, drug paraphernalia, controlled substances,

inhalants or being under the influence of any of the above; will be subject to the following disciplinary actions, providing the incident has been reported in one of the following ways:

1. ADMISSION by the participant involved.
2. WRITTEN STATEMENT of the violation from a certified staff member or coach.
3. WRITTEN STATEMENT of the violation from a parent/guardian of the participant.
4. CHARGED WITH OR CITED by law enforcement personnel or accepting a diversion program in lieu of charges being filed.

Note: The term "under the influence" for school purposes has a less strict meaning than it does under criminal law. For school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant. In addition, "possession" of alcohol or drugs will be considered to have occurred for purposes of school rules if the student is in such close proximity to alcohol or drug (for example, a student being in a car where alcohol is in the back seat and no adults are present in the car) or to others who are consuming alcohol or drugs (for example, being at a student party at which other students are drinking) that school officials may reasonably determine that the student was in "possession" of the items as well).

Students shall not possess cigarettes, vapor products, alternative nicotine products, lighters, cigarette packages, or chewing tobacco. These items will be confiscated and disciplinary action may result. Definition of smoking: smoking consists of being seen holding a lit or unlit cigarette, vapor, or alternative nicotine product or being seen throwing a cigarette or vapor or alternative nicotine product away or being seen with smoke coming out of the nose or mouth or admitting to having smoked on the school campus.

The following disciplinary actions for violations occurring while not on school property are based on self-reporting. The student must self-report any violations/possible violations within a 48-hour period from the time of violation to the administration, athletic director, or coach. If a student fails to self- report such violation and it is later learned that the violation took place, the discipline for the action will be doubled.

Violations occurring while not on school property – Violations not occurring on school property will result in the following discipline. The student shall not be allowed to participate in, but must still practice for the activity with the team or group, and shall not attend any school sponsored activity for fourteen (14) calendar days from the date of written notification and must complete a minimum of eight (8) hours of professional alcohol and or drug education and counseling. (The education course and or counseling will be the parents' or student's expense).

The eight (8) hours of professional education/counseling must be completed before the student can again begin participation in the activities program. Suspensions for violations occurring during the summer shall commence with the beginning of the next school year.
Violations occurring while on school property - Violations occurring on school property or while attending or participating in school related activities will result in the student being suspended or expelled from school. After the suspension, the student shall not be allowed to participate in, but must still practice for the activity with the team or group, and shall not attend

any school sponsored activity for fourteen (14) calendar days from the date of written notification and must complete a minimum of eight (8) hours of professional alcohol and or drug education and counseling. (The education course and or counseling will be the parents' or student's expense.) The eight (8) hours of professional education/counseling must be completed before the student can again begin participation in the activities program.

If the disciplinary actions from any violation of this policy are not completed during the current school term, the following will apply: The number of days that remain to complete the suspension from activities will be completed during the next school term. The 8 hours of professional alcohol and or drug education must also be completed before the student can begin participation in the activities program the following year. Forfeiture of the right to hold honorary positions will not be carried forward to the next school term. In the case of violations occurring on school property, days suspended from school will not carry forward to the next school year.

A second violation of these rules and regulations during any one year period, whether occurring on or off school property, will result in the student being ineligible to compete in or participate in or attend any extracurricular activity for 12 months and is in effect beginning with the date of the first violation. These consequences will carry over from one school year to the next.

Any student who is suspended under this policy will forfeit their right to hold any of the following honorary positions during the year in which the suspension occurred. This includes: homecoming king or queen, winter royalty king or queen, prom king or queen, Citizenship Award, Book of Knowledge, Class Yoke, School Spirit Award, Athletic Letter Award, current standing in the National Honor Society, prom server, class officer, student council officer, and nomination for any post season athletic awards including all conference, all district, all regional, and all state.

Any transfer student, who is under suspension at their previous school for alcohol and/or drug policy violations, may be required to complete their period of suspension prior to becoming eligible at Bayard Public Schools at the discretion of the superintendent.

Notice of the suspension hereunder shall be given to the student and the student's parents and the student and his or her parent shall have an opportunity to present his or her version, however, the suspension shall take effect upon the delivery of the notice of suspension to the student.

This policy is in effect 12 months of the year, including both the school term and the summer months. The 12 months is in effect beginning with the date of the first violation. These consequences will carry over from one school year to the next.

TRANSPORTATION

Inasmuch as Nebraska school laws do not specifically state the policies under which the school board is obligated to provide transportation, the following policy will prevail but may be changed at any time as a result of Board Action:

I. The area to be excluded from bus transportation is inside the Bayard City limits.

II. In establishing bus routes the following factors will be considered:

A. Routes will be laid out on hard-surfaced roads wherever and whenever possible.
B. The bus will not enter a private drive for the purpose of picking up a student unless for safety reasons it becomes necessary.
C. No backing of a school bus onto a highway or public road will be permitted. In all cases where it is not possible to have a satisfactory turn-around, bus service will not be provided.
D. Students will be let out or picked up at a point near their home. This point will be determined by the superintendent, taking the above factors into consideration.

III. Bus transportation will be provided for field trips which are considered to be a part of the regular educational program of the school.

IV. Except when rented, no person will be carried as a passenger on a school bus who is not a regularly attending student of this school district or an employee or an adult acting as an authorized sponsor of this district.

WESTERN NEBRASKA DISTANCE LEARNING CONSORTIUM CLASSROOM DISCIPLINE PROCEDURE

The Western Nebraska Distance Learning Consortium two-way interactive television classes are provided to enhance and enrich the curriculum. Behavioral and academic expectations of students in WNDLC classes are high.

These high expectations are mandatory as we attempt to use a unique technology to meet the appropriate educational needs of students. The participating schools have adopted the following rules and discipline procedures.

Classroom Rules:

1. I will not disrupt teaching or learning in WNDLC classrooms; insubordination of any kind will not be tolerated.
2. I will not use language or gestures generally agreed upon as suggestive, derogatory or abusive in nature.
3. I can be recorded (video or audio) at any time without specific pre-warning.
4. I will position myself in the classroom to be in camera view at all times.
5. I will not manipulate equipment in the classroom without express direction from facilitator or instructor.
6. I will conform to any additional rules as specified orally or in writing by the instructor or the facilitator.
7. I understand that the host schools' sexual harassment policy will take precedence over all complaints and incidents of sexual harassment.
8. I will not cheat.

I understand that if I am found to be in violation of any of the above policies, I will be subject to disciplinary action.

It should be understood that the principal at the school in which the student attends reserves the right to remove students in their school for any action that they deem inappropriate.

Activities

HIGH SCHOOL ACTIVITIES

Digital Media	Football	Quiz Bowl
Boys Basketball	Girls Basketball	One-Act Plays
Boys Golf	Girls Golf	D.I.
Boys Track	Girls Track	Speech
Boys Cross Country	Volleyball	FFA
Wrestling	Girls Cross Country	Cheerleading
HOSA	Educators Rising	Skills USA
eSports		

JUNIOR HIGH ACTIVITIES

Boys Basketball	Football	Cross Country
Boys Track	Girls Basketball	Volleyball
Wrestling	Girls Track	D.I.
Quiz Bowl	FFA	

HIGH SCHOOL MUSIC

Concert Band	Pep Band	~~Magic Rhythm~~
Marching Band	Mixed Choir	~~Jazz Choir~~
21st Century Singers		

JUNIOR HIGH MUSIC

Concert Band	Swing Choir	~~8th Grade Mixed Choir~~
Marching Band	~~7th Grade Mixed Choir~~	JR. High Mixed Choir

SCHOOL ACTIVITIES

The class and/or activity sponsors shall be responsible for the approval or disapproval and scheduling of the social activities of classes and organizations within the scope of the regulations, with the final decision resting with the administration.

School activities shall close at 12:00 midnight. ~~Junior-Senior Prom shall close at 1:00 a.m.~~ Exception to these times will be by administrators' discretion.

No school activities or practices will be permitted after 5:30 p.m. on Wednesday evenings. All students will leave school grounds prior to 6:00 p.m.

The school day for Junior High students participating in a sport (during that sport season) will end after 7th period. Students participating in a sport are required to attend the full duration of practice with their team. Junior High students not participating in a sport are required to attend

homeroom and then physical education class. When students are not participating in a sport (such as the times of the school year that fall between sport seasons) they are required to attend homeroom and then physical education class.

APPEARANCES OF SCHOOL GROUPS

The following general policies should govern all appearances of school groups:

I. The amount of time taken from regular school duties should be kept to a minimum in every case. Directors and school administrators will be expected to deny requests for the services of the groups whenever such services will result in interference with normal school duties to any major extent.

II. The amount of time and effort required to prepare for the event should be taken into consideration. Appearances of the groups which require extensive extra practices or which consume undue amounts of the group's normal practice time are to be avoided.

With these two general policies in mind, the following procedures are recommended:

I. School groups shall appear in normal school activities (athletic contests, assemblies, school programs, etc.) at the discretion of the group directors and the school administrator.

II. School groups shall participate in civic occasions of a community-wide significance (such as Chamber of Commerce functions involving all merchants, county fairs, benefit events of community-wide importance, etc.) at the discretion of the group director and the school administrator. Fees received from any of these appearances shall be applied to the group's travel fund.

III. School groups may participate in all conference and state-sponsored activities. Additional contests must have administrative permission.

IV. School bands may participate in all conference and state-sponsored activities. Additional contests must have administrative permission.

V. Long trips out of state must be specifically approved by the Board of Education after a complete plan for such trip is presented by the group director. Only in rare and unusual circumstances should such a trip even be considered.

VI. School groups may not participate in events sponsored by individual merchants or small groups of merchants not under Chamber of Commerce sponsorships; in political rallies, parades, or meetings; or in events sponsored by private clubs, organizations, or societies without approval of the administration.

VII. Requests for use of the school groups should be submitted to the group director who will consult with his school administrator in deciding whether to accept the invitation.

VIII. The public school has neither legal nor moral hold on a student's time during holiday vacation periods; therefore, acceptance of requests for services of school bands will depend on voluntary agreement by participants to appear in such an event. After ascertaining the number of students available, the director must decide if the number is sufficient for the group to make a creditable showing.

IX. The above policies also apply to the following groups and their sponsors:

FFA
Chorus
Jr. High music
Elementary Music
All school clubs and organizations

X. All athletics are governed by the rules and regulations as set forth by the Nebraska State Activity Association. These rules and regulations cover such items as number of contests, dates of practice, travel, etc.
XI. The administration has the right to deviate from any of the above standards with Board approval.

CONFLICTS IN EXTRACURRICULAR ACTIVITIES

An individual student who attempts to participate in several extracurricular activities will, undoubtedly, be in a position of a conflict of obligations.

The activity department recognizes that each student should have the opportunity for a broad range of experiences in the area of extracurricular activities and to this end, will attempt to schedule events in a manner so as to minimize conflicts.

Students have a responsibility to do everything they can to avoid continuous conflicts. This would include being cautious about becoming a member of too many activities where conflicts are bound to happen. It also means notifying the faculty sponsors involved immediately when a conflict does arise.

When conflicts do arise, the sponsors will get together and work out a solution so the student does not feel caught in the middle. If a solution cannot be found, the Activity Director or Principal will have to make the decision based on the following:

1. The relative importance of each event;
2. The importance of each event to the student;
3. The relative contribution the student can make;
4. How long each event has been scheduled;
5. Talk with parents.

Once the decision has been made and the student has followed that decision, he/she will not be penalized in any way by the faculty sponsor. If it becomes obvious that a student cannot fulfill the obligation of a school activity, he/she should withdraw from that activity.

PARTICIPATION IN EXTRACURRICULAR ACTIVITIES

It is the goal of the Bayard Athletic Program to offer the opportunity of participation to every student who has the ability and desire to do so. Interscholastic athletics fosters competition and cooperation. It also represents an area of great potential for teaching dedication, perseverance, courage, poise and for the pursuit of excellence, all traits that are essential ingredients in achieving a happy, successful life.

However, no student is obligated to take part in athletics nor is participation in athletics required for graduation. It is to be stressed that participation in the athletic program is a PRIVILEGE.

The Bayard Athletic Program is comprised of three seasons, fall, winter, and spring. Fall sports include Girls Golf, Girls Cross Country, Girls Volleyball, Boys Cross Country, and Boys Football. Winter sports include Girls Basketball, Wrestling, and Boys Basketball. Spring sports include Girls Track & Field, Boys Golf, and Boys Track & Field.

A student-athlete may not drop from a team after the first regular season contest and participate in another sport during the same season. Any student who moves into the School District will need to follow the transfer requirements set forth by the NSAA.

RANDOM DRUG TESTING FOR STUDENTS INVOLVED IN EXTRACURRICULAR ACTIVITIES

The Board of Education for Bayard Public Schools values students' participation in extracurricular activities. Such students, as role models for other students, are a key to our goal to provide the best possible educational program for our students. To achieve our goal and to maximize the skills and talents of our students, it is important that each student understands the dangers of drug and alcohol use. All students who participate in extracurricular activities in Bayard Public Schools must participate in our mandatory drug testing programs. Coaches/sponsors will distribute information and signature forms at the start of each season. Parents/guardians of students in grades 7 through 12 who do not participate in extracurricular activities may choose to opt their students into the program.

HAZING

Hazing by classes, clubs, athletic teams or other student organizations are prohibited. No student, teacher, administrator or other school district employee, contractor or volunteer shall plan, direct, encourage, aid or engage in hazing. No student, teacher, administrator or other school district employee, contractor or volunteer shall permit, condone or tolerate hazing. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act. This policy applies to hazing behavior that occurs on or off school property, during and after school hours and covers periods when school is not in session. The school district will act to investigate and/or report to law enforcement all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator or other school district employee, contractor or volunteer who is found to have violated this policy.

For purposes of this section, hazing means any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with any organization.

Such hazing activity includes whipping, beating, branding, an act of sexual penetration, an exposure of the genitals of the body done with intent to affront or alarm any person, a lewd fondling or caressing of the body of another person, forced and prolonged calisthenics, prolonged exposure to the elements, forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption, prolonged sleep deprivation,

or any brutal treatment or the performance of any unlawful act which endangers the physical or mental health or safety of any person.

JUNIOR/SENIOR HIGH DANCES

When attending school-sponsored dances, students may dress casually, unless otherwise designated: however, blue jeans, muscle shirts, etc. are not acceptable attire. Students that elect to leave the dance, once it has started, will not be allowed to return. School-sponsored dances will be under the supervision of school employees or activity sponsors. Students that wish to bring dates from outside the Bayard School system may do so but must obtain permission from the principal. Students attending high school dances shall be no younger than a high school freshman or not above the age of 20. This applies to students from other schools as well as from Bayard. Persons who are not regularly enrolled in a high school or graduates of high school will not be approved by the principal.

Administrative Rules and Procedures Regarding High School Dances

The following rules and procedures have been developed in an attempt to provide a safe and enjoyable environment for all high school students to enjoy the dance activities.

General Rules

1. As per Board Policy – School activities shall close at 12:00 p.m. with the exception of the Junior-Senior Prom which shall close at 1:00 a.m. Any other exception to these times will be at the discretion of the Secondary Principal.
2. Students attending high school dances shall be no younger than a high school freshman or not above the age of 20. This applies to students and dates from other schools as well as from Bayard.
3. Homecoming, Winter Royalty, and Prom must be scheduled through the office of the Activity Director.

Rules Pertaining to Sponsors and Students

1. There will be a minimum of 5 sponsors at all dances. If a sponsor cannot be present at the dance, HE/SHE is responsible for finding a replacement. The name of the replacement is to be given to the secondary principal prior to the event. Homecoming dance will be sponsored by 2 student council sponsors and 3 sponsors from the freshman class. Winter Royalty will be sponsored by 2 student council sponsors and 3 sponsors from the sophomore class. Prom will be sponsored by 3 junior class sponsors and at least 2 sponsor volunteers. The secondary principal will arrange for the sponsor volunteers prior to the event. At all dances the secondary principal may ask parents to help supervise the event.
2. One of the school sponsors will be designated as the person in charge. This person will be responsible for calling parents and or police officers should the need arise.
3. All sponsors will remain at the dance for the entire duration of the event.
4. Hallways and corridors of the building are off limits during the dance. If possible gates will be closed to block access to these areas.
5. If a student becomes ill and needs to leave the dance – parents or guardians will be notified and asked to come to pick up the student.

6. If any of the sponsors suspect that a student is under the influence of drugs or alcohol the parents or guardians of the student will be called as well as the Bayard Police. These calls will be made by the person in charge.

7. At least 2 sponsors will be at the door for admittance of all students and their dates. One will be responsible for receiving admission if charged and the second to greet the students and visit to assure that no students are exhibiting suspicious behaviors. One sponsor will remain at the door at all times during the dance.

8. All students and dates that enter the dance will sign in and list a time of arrival. ~~Each student will be given a plastic bracelet to wear while at the dance.~~ Students not wearing a bracelet will not be allowed to stay at the dance. All students and dates leaving the dance prior to its conclusion, will sign out when they leave the dance and list a time of departure.

9. If a student leaves the dance, they will not be re-admitted. No exceptions. Students who need to make a phone call will be given access to one of the phones in the school building.

10. Nothing should be brought into the dance by students. No food or drinks. All refreshments will be provided. Students will not be allowed to bring in backpacks or large bags. Purses will be allowed but will be checked by greeters as the students enter the dance. The refreshment table will be supervised by at least one sponsor at all times.

11. Bayard Board Policies regarding drug and alcohol use will be applied at all district activities.

ELIGIBILITY FOR ACTIVITIES – HIGH SCHOOL AND JUNIOR HIGH STUDENTS

I. Any student 7 - 12 who is on the failing list in 2 (two) or more subjects will be declared ineligible to participate in any extra-curricular activity in which he or she is involved. The ineligibility list will be distributed to staff and sponsors on Monday of each week. It is the responsibility of the staff and sponsors to notify students of their ineligible status. The student can remove himself/herself from the ineligibility list when work is completed and an Ineligibility list Removal Form is handed into the Activities Director's Office. Students who are failing any classes will be required to attend academic intervention from 3:30 to 4:30 each school day and many only attend practice prior to 4:30 upon verification of a passing grade by the teacher of any classes the student has been failing. (For additional information regarding Academic Intervention, please refer to that section in this handbook.)

A. Bayard Junior/Senior High School has incorporated that all assignments and homework are due on assigned dates unless illness, school sponsored activity or prearranged changes have been reached between the student and instructor. Missing assignments will result in the student remaining after school (see F.).

B. Procedure for being removed from the ineligibility list: To be removed from the ineligibility list, the student must go to their instructors and have the instructor indicate their current grade, and sign the ineligibility list removal form. Students can remove themselves from the ineligibility list when they have fewer than two failing classes and have a signed ineligibility list form submitted. To be removed from the ineligibility list for the remainder of the week the student must have the form signed and submitted to the activities director or designee prior to the start of practice on Wednesday, or prior to participation in events scheduled

for Tuesday. The student is responsible for setting up the times to meet with his/her instructors and for following through on the appointments that are made.

C. The eligibility list will not be used as a disciplinary tool.

D. Students having an unverified absence or unverified absences will not be allowed the two (2) day time period to make up work.

E. Students attending school sponsored activities or excused absences will have the two (2) day time period to make up work.

F. Staying After School:

1. Students with uncompleted assignments will stay after school until the assignments are completed.

2. Students will be informed by their instructor by the end of the period whether or not they must stay after school. Assignments due will be accepted by all instructors until 3:33 p.m. on the assignment due date.

3. It is the student's responsibility to make arrangements with their parent or guardian to stay after school.

4. Students who fail to meet the requirements of a particular class are subject to out-of-school suspension, receiving a failing grade for the uncompleted assignment(s) or further disciplinary action as deemed necessary by the administration of Bayard Junior/Senior High School.

5. All after school sessions will begin at 3:33 p.m. daily.

II. The activities that a student may be declared ineligible for are the following:

1. NSAA sponsored or sanctioned activity.

2. District or state competitions that are not sponsored or sanctioned by NSAA.

3. All other school sponsored activities including, but not inclusive to band, choir, FFA, quiz bowl, scholastic contest, speech and drama, destination imagination, cheerleading and junior high activities; excluding music and FFA when the activity is part of the classroom grade. The music and FFA sponsors will clarify for students in writing what activities are covered by the eligibility policy.

III. Activities: Students who will be absent from school for an activity must get the assignments that will be missed prior to leaving for the activity.

1. Procedure: Each activity sponsor will be responsible to give his/her students the activity forms which must be filled out and signed by all the student's instructors.

2. The student must return these forms to his/her sponsor signed by all instructors or, he/she will not be allowed to go to the activity.

IV. Participants in any activity must have good attendance and should never be truant from classes. Students may not practice or participate in any activity if they have an unexcused absence during the school day. Students may participate in a school related activity or practice so long as the absence was excused by 3:00 p.m. that day. However, students who are absent due to illness during periods 5, 6, 7, 8, or 9, or the two periods prior to departure for an away contest earlier than noon on a school day, may not practice, participate in an activity that day or travel to participate in the activity.

FUNDRAISERS AND ACTIVITIES ACCOUNTS

In order to ensure that the resources of the community are not strained as a result of multiple fundraisers occurring at simultaneously, all student organization fundraisers (other than the concession stand) must be approved by the organization's sponsor, the activities director, building principal, bookkeeper, and superintendent. When an organization wishes to engage in a fundraising activity the sponsor will need to complete a Fundraiser Request Sheet and submit the form to the activities Director. Fundraising activities should not begin until the request has been approved by the superintendent.

Funds earned in the name of a school organization belong to the organization rather than to the individual student. When students engage in fundraising as a member of a school organization (such as activities, groups, teams, or clubs) the proceeds from the fundraising shall remain with the organization regardless of the continued participation status of the student in such organization. If organizations are disbanded all funds remaining with the organization will be transferred to the activity travel account.

Senior class funds remaining after graduation expenses are paid may be designated for a specific school project or activity by a majority vote of the senior class. If no project oractivity is designated prior to graduation the remaining funds will be transferred to the secondary school account in the activities fund.

JUNIOR HIGH/HIGH SCHOOL ORGANIZATIONS

FUTURE FARMERS OF AMERICA (FFA)

A voluntary organization for any student enrolled in any of the agriculture classes.

NATIONAL HONOR SOCIETY

The National Honor Society of Secondary Schools was founded by the National Association of Secondary School Principals in 1921. The founders of this movement originally established the society to stimulate the scholarship, leadership, service, and character of the students in the secondary schools of the United States to a higher plain. In 1929 there were 834 chapters. By 1963 the number was well above 10,000. Our chapter is one of the oldest in the State of Nebraska, being Chapter 755. The students are chosen from a list of all pupils maintaining a "B" or higher average for their years of high school. Choices are made by a faculty committee.

STUDENT COUNCIL

The Student Council is a representative body with the purpose of promoting the interests of the student body, providing a forum for student expression, and increasing the understanding and cooperation between students, faculty, and administrators. Students wanting to be on student council apply as 7th graders; three students will be selected by the student council sponsors. The student council representatives serve until they graduate, leave the district, or are removed by the sponsors for non participation. If a vacancy occurs, applications will again be taken and a replacement selected. Officers are elected from the representatives. Funds raised from pop machines are donated to improvements of the school and facility as decided upon by the Council.

PARENT - ACTIVITY PARTICIPATION CONCERNS

Parenting and coaching are both difficult vocations. By establishing an understanding of each position, we are better able to accept the actions of the other. This in turn will provide greater benefit to students.

When your child becomes involved in a program at Bayard Public Schools, you have a right to understand what expectations are placed on your child.

COMMUNICATIONS YOU SHOULD EXPECT FROM YOUR CHILD'S COACH

1. Philosophy of the coach.
2. Expectations of the coach for your child.
3. Expectations of the coach for the team.
4. Times and locations for practices and contests.
5. Procedure to be followed should your child be injured in practice or a game.
6. Discipline that results in the denial of your child's participation.

COMMUNICATIONS A COACH SHOULD EXPECT FROM PARENTS

1. Concerns about the program should be expressed directly to the coach.
2. Notification of any schedule conflicts well in advance of a practice or contest.

It is important to remember that as your child becomes involved in a program, there will be times when things do not go the way you or your child wishes. However, in most cases your child will experience some of the most rewarding moments of their lives through athletic and activity participation.

APPROPRIATE CONCERNS TO DISCUSS WITH COACHES

1. The treatment of your child mentally and physically.
2. Ways to help your child improve.
3. Concerns about your child's behavior.

ISSUES NOT APPROPRIATE TO DISCUSS WITH COACHES

1. Playing time.
2. Team Strategy.
3. Play calling.
4. Other student-athletes.

It is difficult to accept your child's not playing as much as you may hope. Coaches are professionals who make judgment decisions based on what they believe to be best for all students involved. There are situations that may require a conference between a coach and parent. These are to be encouraged. It is important that both parties have a clear understanding of the other's position. When a conference is necessary, the following procedures should be followed.

1. Call the coach to set up an appointment.
2. The high school phone number is 586-1700.
3. If the coach cannot be reached, contact the Activities Director, Mr. James Miller. He will set up the meeting for you.

4. Please do not attempt to confront a coach before or after a contest or practice. These can be emotional times for both a parent and coach and usually do not result in solution of any concerns.

JUNIOR/SENIOR PROM

A Junior-Senior Prom may be permitted with the following reservations:

1. The prom shall be held within the Bayard Public Schools facilities or a different site with prior approval by the administration.
2. Selection of the proposed prom location will be by majority vote of the sophomore class, based on a minimum of three venue choices to be considered by the class. Any location selected must be within 30 highway miles of Bayard High School.
3. Decorations must be modest in scope and expense, and the plan presented to the board of education by members of the junior class at the regular November board meeting.
4. All decorations must be absolutely fire-safe.
5. The prom shall be open to Juniors and Seniors of Bayard High School and their dates.

ROYALTY

HOMECOMING ROYALTY

Boys' fall sports teams nominate five senior girls for this honor that are a member of a girls' fall sports team or cheer squad in good standing. The girls' fall sports teams nominate five senior boys who are a member of a fall boys' sports team in good standing. The king and queen are then chosen by secret vote of the entire student body, ninth through twelfth grades inclusive. Crowning is done following the Homecoming football game.

WINTER ROYALTY

FFA, NHS, Spanish Club, Student Council, Speech Team, boys' winter sports teams, and girls' winter sports teams each nominate one senior boy and one senior girl candidate in good standing. The king and queen are then chosen by secret vote of the entire student body, ninth through twelfth grades inclusive. Crowning is done at half-time or following the Varsity Boys Basketball game held closest to the day of the dance.

PROM ROYALTY

The juniors nominate five senior boys and five senior girls for king and queen. The king and queen are then chosen by secret vote of the juniors and seniors. They are crowned during the dance.

GUIDELINES FOR THE PROMOTION OF OUTSTANDING SPORTSMANSHIP

An effective school must support both an academic program and an activities program. We believe that these programs must do more than merely exist -- they must be integrated and support each other in "different" arenas. The concept of "sportsmanship" must be taught, modeled, expected, and reinforced in the classroom and in all competitive activities. Therefore, the Bayard Public School requests that all fans and students support the following Sportsmanship Guidelines:

Definition: Good sportsmanship is conduct which imposes a type of self-control involving honest rivalry, courteous relations, and gracious acceptance of results. School spirit is a reflection of these attitudes and behavior. If a school is to succeed in one of its prime functions, that of developing good citizenship, it is necessary that student groups radiate proper conduct. Sportsmanship is good citizenship in action.

Basic Philosophy: Fans are not at a ball game to intimidate or ridicule the other team or its fans but to support and cheer for their team and to enjoy watching skill and completion.

Good sportsmanship includes the following:
1. Be courteous to all (participants, coaches, officials, staff, fans, spirit groups).
2. Know the rules; abide by and respect the officials' decisions.
3. Win with character and lose with dignity.
4. Display appreciation for good performance, regardless of the team.
5. Exercise self-control and reflect positively upon yourself, your team, and your school.

Bayard fans and students avoid the following:
1. Yelling while an opponent is shooting free throws and/or directing unpleasant remarks towards players or the opposing school. Intimidation or degrading of opponents has no place in high school athletics.
2. Cheers and chants with suggestive words and/or motions shall not be used, as in many situations they bring about an inappropriate response.
3. Turning their backs or holding up newspapers while teams are being introduced, or a when team, cheerleaders, or drill teams are performing.

STUDENT ACTIVITY TRIPS

Student activity trips will be divided into three classes:

CLASS I - Activities that are sponsored by the Nebraska Schools Activity Association and that are earned by qualifying at a local or district level competition. The District will provide financial support for these trips.

CLASS II - Trips that are earned or taken by groups or individuals that are related to classroom experience. The District will provide some financial support for these trips. (An example is FFA)

CLASS III - Trips taken by groups when their activity is not related to NSAA sponsored activities or classroom related. These trips will only be taken during the summer, and only one group per year will be allowed to go. The District will provide no financial support for these trips.

Individuals who desire to take part in individual activities at the state or national level must adhere to NSAA regulations. The District will provide no financial support for these trips.

EXTRACURRICULAR OVERNIGHT TRIP RULES FOR STUDENTS

The sponsor shall function as the designated administrator for the activity when an administrator is not present. Any violation of the rules may result in penalties provided under the student handbook, sponsoring organization rules, and/or the student being returned to the Bayard Public Schools or the nearest transportation terminal at the parent's expense. Students must have a signed Overnight Trip Rules form on file prior to leaving on any overnight trip. This form needs to be completed before each overnight activity and given to that trips' head coach or sponsor.

State and Federal Programs

NOTICE TO PARENTS OF RIGHTS AFFORDED BY SECTION 504 OF THE REHABILITATION ACT OF 1973

The following is a description of the rights granted by federal law to qualifying students with disabilities. The intent of the law is to keep you fully informed concerning the decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right to:

1. Have your child take part in, and receive benefits from, public education programs without discrimination because of his/her disability.
2. Have the school district advise you of your rights under federal law.
3. Receive notice with respect to identification, evaluation or placement of your child.
4. Have your child receive a free appropriate public education.
5. Have your child receive services and be educated in facilities which are comparable to those provided to every student.
6. Have evaluation, educational and placement decisions made based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
7. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
8. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district.
9. Examine all relevant records relating to decisions regarding your child's identification, evaluation and placement.
10. Request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program or placement. (You and your child may take part in the hearing. Hearing requests are to be made to the Superintendent).
11. File a local grievance.

NOTICE CONCERNING DIRECTORY INFORMATION

The district may disclose directory information. The types of personally identifiable information that the district has designated as directory information are as follows: student's name, address, telephone listing, electronic mail address, photograph, date of and place of birth, major fields of

study, dates of attendance, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and most recent previous educational agency or institution attended. A parent or eligible student has the right to refuse to let the district designate any or all of those types of information about the student as directory information. The period of time within which a parent or eligible student has to notify the district in writing that he or she does not want any or all of those types of information about the student designated as directory information are as follows: two weeks from the time this information is first received. The district may disclose information about former students without meeting the conditions in this section.

ADDITIONAL NOTICE CONCERNING DIRECTORY INFORMATION

The district's policy is for education records to be kept confidential except as permitted by the FERPA law, and the district does not approve any practice which involves an unauthorized disclosure of education records. In some courses student work may be displayed or made available to others. Also, some teachers may have persons other than the teacher or school staff,such as volunteers or fellow students, assist with the task of grading student work and returning graded work to students. The district does not either approve or disapprove such teaching practices, and designates such student work as directory information and as non-education records. Each parent and eligible student shall be presumed to have accepted this designation in the absence of the parent or eligible student giving notification to the district in writing in the manner set forth above pertaining to the designation of directory information. Consent will be presumed to have been given in the absence of such a notification from the parent or eligible student.

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without

consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility and effectively provide the function or service for which they are responsible.

Contractors, consultants and volunteers are permitted to have access to education records where they are performing a function or service that would otherwise be done by a school employee. Their access is limited to education records in which they have a legitimate educational interest; which means records needed to effectively provide the function or service for which they are responsible.

The District forwards education records (may include academic, health and discipline records) to schools that have requested the records and in which the student seeks or intends to enroll, or where the student has already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

HOMELESS CHILDREN AND YOUTH

Students defined in state law as homeless children shall be admitted without payment of tuition. Transportation for homeless students who enroll in the district shall be furnished by the district under the same guidelines applying to other students or if such transportation is necessary for compliance with federal law. Each homeless child shall be provided services for which the child is eligible comparable to services provided to other students in the school selected regardless of residency.
Homeless children shall be provided access to education and other services that such children need to ensure that they have an opportunity to meet the same student performance standards to which all students are held.

If a homeless child registered to attend school in the district is receiving family reconciliation services pursuant to state law, the district will work in cooperation with any county or department of social services in the district to jointly develop an educational program for the child.

NOTICE CONERNING DESIGNATION OF LAW ENFORCEMENT UNIT

The District designates the Bayard Police Department as the District's "law enforcement unit" for purposes of (1) enforcing any and all federal, state or local law, (2) maintaining the physical security and safety of the schools in the District, and (3) maintaining safe and drug free schools.

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

• Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)-

1. Political affiliations or beliefs of the student or student's parents;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents;
8. Income, other than as required by law to determine program eligibility.

• Receive notice and an opportunity to opt a student out of-

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law;
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

• Inspect, upon request and before administration or use-

1. protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes;
3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

Bayard Public Schools has developed policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Bayard Public Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Bayard Public Schools will also directly notify, such as through U.S. Mail or automated voice messaging, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Bayard Public Schools will make this notification

to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement;
• Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
• Administration of any protected information survey not funded in whole or in part by ED.
• Any non-emergency, invasive physical examination or screening as described above.
Parents who believe their rights have been violated may file a complaint with:
Family Policy Compliance Office
U.S. Department of Education
4009 Maryland Avenue, SW
Washington, D.C. 20202-5920

NOTICE CONCERNING DISCLOSURE OF STUDENT

RECRUITING INFORMATION

The Federal Law Act of 2001 requires Bayard Public Schools to provide military recruiters and institutions of higher education access to secondary school students' names, addresses, and telephone listings. Parents and secondary students have the right to request that Bayard Public Schools not provide this information (i.e., not provide the student's name, address, and telephone listing) to military recruiters or institutions of higher education, without their prior written parental consent. Bayard Public Schools will comply with any such request.

Policies and Procedures for Mobile Device Program

POLICIES AND PROCEDURES FOR MOBILE DEVICE PROGRAM

Bayard Public Schools is proud to offer our Bayard High School students mobile devices for use at school and at home. The 1:1 Mobile Device Program, which provides mobile computing and wireless technology to all Bayard High School students, has been designed to enhance the delivery and individualization of instruction.
The following information is provided to help everyone understand the expectations and the responsibility of care and use related to receiving a mobile device.

- Students will receive instruction from school district staff on the proper use of the mobile device.
- Students in grades 7-12 will be able to take the mobile device home during the school year if the student and parent/guardian signs the Student Acceptable Use of Technology, and Mobile Device Consent sheets. Students in grades K-6 will be able to take the mobile device home during the school year in the event of a school closure if the student and parent/guardian signs the Student Acceptable Use of Technology, and Mobile Device Consent sheets.
- Students are expected to treat the mobile device as a valuable piece of equipment.

- Students must take all precautions to prevent theft; for example, do not leave the mobile device unattended or in the passenger area of a car.
- Students must take precautions to prevent damage to the mobile device; for example, do not leave the mobile device where there is danger of coming in contact with moisture or excessive heat. This would include protecting the machine from inclement weather.
- The district will provide educational apps.
- Students are to use the mobile device to access only socially and educationally appropriate materials and websites.
- Students must not use the mobile device to purchase goods and services via the Internet while on school grounds or at school functions. (Parents/Guardians/Students are charged with full responsibilities for any financial obligations incurred from the inappropriate use of the mobile device.)
- Students are to use the mobile device in accordance with the Bayard Public Schools Student Internet and Computer Access Policies Regulations and to maintain the mobile device in accordance with the procedures and information provided.
- Mobile devices and mobile device accessories are the property of Bayard Public Schools and must be returned at the end of the academic year, upon withdrawal from Bayard Public Schools, or at the request of a teacher or administrator. Willful failure to return the mobile device in accordance with the stated conditions will result in criminal prosecution.
- Since the mobile devices are the property of Bayard Public Schools, officials of the school have the right to review all material stored on or accessed by any mobile device.
- School officials may revoke a student's mobile device use privileges for misuse or violation of policies.

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Section 1: Mobile Device Specifications

Mobile device devices issued will be of specifications determined by the school district.

Section 2: Receiving Your Mobile Device

Mobile devices will be distributed according by a process determined by the school district. Students must attend and parents are encouraged to attend a yearly Information Session. Before receiving the mobile device, students and parents must sign and return these forms/agreements:

1. The Bayard Public Schools Technology/Internet Acceptable Use Agreement (which is a part of the Parent/Student Handbook.)
2. The Mobile Device Consent Form

Section 3: Taking Care of Your Mobile Device and Mobile Device Accessories

Students are responsible for the general care of the mobile device and accessories they have been issued by the school. If the mobile device is lost or damaged, school office personnel must be informed at the earliest opportunity during normal school hours. Bayard Public Schools is the sole agent authorized to undertake repair or replacement of the device. At the time of notification, the school will repair or provide a suitable replacement device to the student.

General Precautions
The mobile device is school property. All users will follow these expectations and the Student Internet and Computer Access Policy for technology.

- Only use a clean, soft cloth to clean the screen, no cleansers of any type. **Do not use Clorox wipes or similar products.**
- Cords and cables must be inserted carefully into the mobile device to prevent damage.
- Mobile device and its case (if applicable) must remain free of any writing, drawing, stickers, or labels that are not the property of the Bayard Public School District.
- No stickers may be put on school issued mobile devices.
- Mobile devices must never be left unsupervised.
- Students are responsible for keeping their mobile device's battery charged for school each day.

Carrying Mobile Devices
The protective cases provided with the mobile devices have padding to protect the mobile device from normal treatment and provide a suitable means for carrying the device within the school. The guidelines below should be followed:

- Mobile devices must always be within a school issued or school approved protective case if one is provided.
- Carrying cases (i.e. backpacks) can hold other objects (such as folders and workbooks), but these must be kept to a minimum to avoid placing too much pressure and weight on the mobile device screen.

Screen Care
The mobile device screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not lean on the top of the mobile device when it is closed.
- Do not place anything near the mobile device that could put pressure on the screen.
- Do not place anything in the carrying case (if provided) that will press against the cover.
- Clean the screen with a soft, dry microfiber cloth or anti-static cloth. Use of

harsh chemicals WILL damage the screen. **Do not use Clorox wipes or similar products.**

● Do not "bump" the mobile device against lockers, walls, car doors, floors, etc. as it could break the screen.

Section 4: Using Your Mobile Device at School

Mobile devices are intended for use at school each day. Students are responsible for bringing their charged mobile device to all classes. Only charge your mobile device with the provided charger.

Mobile device cameras are not to be used without permission from school officials.

Mobile Devices Undergoing Repair

Loaner mobile devices may be issued to students when they leave their mobile devices for repair at the designated school office. This will be at the discretion of the principal.

At the discretion of the principal, students may be expected to return the loaner mobile device by the end of the school day to their respective school location. Students are subject to consequences for failure to return a loaner mobile device to the office.

Screensavers and Backgrounds

Only school appropriate backgrounds and screensavers may be used on the mobile devices.

Examples of inappropriate backgrounds include the presence of weapons -related materials, pornographic materials, inappropriate language, alcohol, drug, gang -related symbols, etc... These types of pictures on the mobile device or within its files will result in disciplinary action, and where appropriate, referral to law enforcement.

Passwords on screen savers are to be used. The mobile device is the property of the school district. Therefore, school staff members have the right to check any material stored on a student's mobile device, including the screensaver at any time.

Sound

Students are encouraged to have personal ear buds to listen to audio. Sound must be muted unless permission is obtained from the teacher for instructional purposes.

Printing

No printing is allowed on school issued mobile devices without authorization from school staff.

Section 5: Managing Your Files and Saving Your Work

It is the student's responsibility to ensure that work is not lost due to technical failure or accidental deletion. Mobile device malfunctions are not an acceptable excuse for not submitting work. Students are encouraged to complete assignments well in advance of due dates. If technological issues impede student completion of work students have the option to complete assignments on paper under the same due dates.

Section 6: Mobile Device Apps

The apps originally installed by Bayard Public Schools must remain on the mobile device in usable condition and be easily accessible at all times.

Security
Student mobile devices will be filtered through the district's Internet content filter at school. Parents/Guardians are responsible for mobile device security after school hours.
Inspection
Students may be selected at random to provide their school -issued mobile device for inspection without notice by Administration and/or their designee.

Section 7: Protecting and Storing Your Mobile Device
Mobile Device Identification
Student mobile devices will be labeled in the manner specified by the school. Under no circumstances are students to modify, remove, or destroy these labels.
If you find an unattended mobile device please turn it to the designated school office.

Password Protection
Students are required to set a pass code on their mobile device to protect student information . Tampering with machine security measures is forbidden. Violations of this requirement will result in disciplinary action. If tampering results in the inability of the district to access the mobile device, the student/family will pay the full cost of device replacement.

Section 8: Acceptable Use Guidelines
Students are responsible for their ethical, socially appropriate and educational use of the technology resources of the Bayard Public Schools. Under no circumstances should the mobile device be opened or mobile device turned on while in the locker room or restroom areas.

Access to the Bayard Public Schools technology resources is a privilege and not a right. Each employee, student, and/or parent will be required to follow the Bayard Public Schools Student Internet and Computer Access Policy.
Transmission of any material that is in violation of any law is prohibited. This includes, but is not limited to the following: confidential information, copyrighted material, threatening or obscene material, and mobile device viruses.
Any attempt to alter data, the configuration of a mobile device, or the files of another user, without the consent of the building principal or his/her designee(s), will be considered an act of vandalism and subject to disciplinary action in accordance with the district Student Internet and Computer Access Policies. Students who violate this may also be referred to law enforcement for criminal prosecution as appropriate.

Integrity and Civility
In addition to any standard or rules established by the schools, the following behaviors are specifically prohibited as they violate the standard of integrity and civility.

- Cheating
- Plagiarizing
- Falsifying Information
- Violating Copyright Law

- "Hacking" or Gaining unauthorized access to any network or mobile device

E-mail
The only e-mail account that students are allowed to access while using a school- issued mobile device is that student's Bayard Public Schools Google account (bayardtigers.org). Please note that emails sent via the Google server and accessed on school -issued devices are not private and may be reviewed at any time and without notice.

Students are prohibited from using their bayardtigers.org email address to create accounts for any application or website not approved by the technology coordinator or administration.

The following rules will apply when using an email account:
- Always use appropriate language.
- Do not transmit language/material that is profane, sexual, obscene, abusive, or offensive to others.
- Do not send mass emails, chain letters, or spam. Students should maintain high integrity with regard to email content.
- No private chatting during class without permission.

Section 9: Precautions and Consequences
Under no circumstances should mobile devices or other technology equipment be left in unsupervised areas. Unsupervised areas include, but are not limited to: the school grounds and campus, computer labs, break areas, unlocked classrooms or lockers, bathrooms, buses and hallways. Any mobile device left in these areas is in danger of being stolen.
* Lockers are to be locked when storing any technology equipment. This includes, but is not limited to: power cords and mobile device.
* Unsupervised mobile devices will be confiscated by staff and taken to the administrative office. Each student is responsible for his or her mobile device once it has been issued.

Cost to Student
Noncompliance with the policies of the Bayard Public Schools Student/Parent Handbook or school district policies will result in loss of privileges, disciplinary action, and/or criminal prosecution as deemed appropriate.
For devices which need professional repair or replacement, a $200 deductible per incident will be charged. In the case of theft or accidental breakage in the course of normal, educational use, the administration of Bayard Public Schools may elect to waive the deductible for the first incident. ALL further such incidents within a given school year and summer will require that the parent or student pay the full cost of repair or replacement. Take- home privileges are only allowed for students with no outstanding fees or deductible charges.
Electronic mail, network usage, and all files stored on a school issued mobile device is not to be considered confidential and may be monitored at any time by designated Bayard Public Schools staff. The district will refer student misconduct to law enforcement and will cooperate fully with local, state, or federal officials in any criminal investigation, particularly those concerning or relating to violations of computer crime laws.

Mobile Device Use

The consequences for students who abuse their mobile device privileges are as follows:

Mobile Device Suspensions Violation

A. Unattended mobile device
B. Inappropriate/-unauthorized apps or device usage
C. Inappropriate Music (Administrative Discretion)
D. Inappropriate Voice Recording
E. Abuse of mobile device and Accessories
F. Inappropriate Pictures
G. Inappropriate Internet Site

The administration retains the right to suspend the student or suspend student's mobile device access if the offense warrants or for any offense not listed on this sheet. This includes suspending the mobile device for the remainder of the semester or school year. Suspension days are school days. All Student Handbook procedures will apply.

The Bayard School District is not liable for and disclaims any liability arising from any injury or damage caused by or stemming from unauthorized access to the network or inappropriate use of authorized access to the network.

A student and the student's parents or guardians, by submitting the Mobile Device Agreement Form with their respective signatures in order to gain access to the mobile device network, agree to release the School District from any liability for physical or emotional harm or damage resulting to the student that is caused by or related to the inappropriate use of the mobile device network.

Acceptable Use

Students may use the Internet to conduct research assigned by teachers. Students may use the Internet to conduct research for classroom projects. Students may use the Internet to gain access to information about current events. Students may use the Internet to conduct research for school -related activities. Students may use the Internet for appropriate educational purposes.

Policy Reference: Policy No. 5114 – Network Acceptable Use and Internet Safety Policy
Policy No. 5110 – Student Fees, Fines and Charges

Forms

HANDBOOK ACKNOWLEDGEMENT

BAYARD PUBLIC SCHOOLS 2021-2022
STUDENT/PARENT HANDBOOK ACKNOWLEDGEMENT

Please sign all of the sections on this page and then remove the page from the handbook and return it to the principal's office within ONE WEEK of receiving this handbook.

Student _____ _____Grade_____

We, as parent(s) or guardian(s), have read the Bayard Public School Student/Parent Handbook and agree with our son/daughter to cooperate with the school in fulfilling all responsibilities to the best of our ability.

Parent(s)/Guardian(s) Signature _____ Date:_____

Date Parent(s)/Guardian(s) E-mail address_____

Student Signature:_____ Date:_____

FIELD TRIP PERMISSION

FIELD TRIP PERMISSION

I hereby give my permission for my son and/or daughter to participate in school field trips.

Parent(s)/Guardian(s) Signature _____ Date:_____

STUDENTS IN THE MEDIA

STUDENTS IN THE MEDIA

I do want my child to be included in any publicity that a school classroom or regular school program may receive, including the Bayard Public School web site, newspaper, or television.

Parent(s)/Guardian(s) Signature _____ Date:_____

MOBILE DEVICE AGREEMENT

MOBILE DEVICE AGREEMENT FORM
BAYARD PUBLIC SCHOOLS 2020 - 2021

Please PRINT the following information:
Guardian Name (first & last):

_____

Student Name (first & last):

_____

Student Grade: _____ I agree that my student and I have read and will comply with all policies and procedures within the "Policies and Procedures for Mobile Device Program" document. I understand that this policy covers one mobile device and accessories that are property of Bayard Public Schools described within for one student.

Parent(s)/Guardian(s) Signature _____ Date:_____

Student Signature:_____ Date:_____

I do understand that my student and I are responsible for all costs incurred to the mobile device and accessories that are the property of Bayard Public Schools, when used in school, described within, for the prescribed student.
Parent(s)/Guardian(s) Signature _____ Date:_____

Date Parent(s)/Guardian(s) E-mail address_____

Student Signature:_____ Date:_____

Extracurricular Overnight Trip Rules for Students

Bayard Public Schools

Extracurricular Overnight Trip Rules for Students

The sponsor shall function as the designated administrator for the activity when an administrator is not present. Any violation of the rules may result in penalties provided under the student handbook, sponsoring organization rules, and/or the student being returned to the Bayard Public Schools or the nearest transportation terminal at the parent's expense.

1. All Bayard Public Schools rules apply as well established rules of the organization involved in the trip.
2. Use or possession of tobacco, alcohol or any illegal drugs will result in notification of proper authorities and possible immediate return of the student to the school at the parent's expense. If illegal activity results in detention by authorities, parents shall have the responsibility for all intervention and counsel.
3. Curfew will be established nightly and adhered to strictly by all students. The external doors may be taped following a bed check.
4. Students must stay in assigned rooms. No sexual or other inappropriate activity is permitted on overnight trips. Student couples are not permitted to be alone in rooms together without a chaperone. Only participating Bayard Public Schools students are allowed in Bayard Public School rooms. Students must notify sponsor/chaperone of their whereabouts at all times if they are in a location other than their assigned room.
5. No phone calls are allowed between rooms after curfew. No long-distance calls are to be made from hotel rooms unless approved in advance by the sponsor. Room phones should be turned off during the stay.
6. No pay-per-view is allowed unless approved in advance by the sponsor.
7. Malicious or willful damage/theft of property by a student shall result in the student being returned to the school. Parents and students assume full financial responsibility for damages, transportation and other associated costs.
8. Luggage and personal items are subject to search at any time if school officials and/or chaperones have reasonable suspicion that the luggage or personal items contain contraband.
9. Violations of the school rules on overnight trips shall be reported the school administration.

I, _____ understand that failure to comply with any of the Bayard Public Schools' overnight trip rules may result in my immediate departure from the trip and/or penalties outlined in the student handbook or established rules of the organization involved in the trip. Any violation of a law or trip rule may result in my parents being contacted immediately and the proper authorities being notified. The sponsor will determine organizational consequences.

_____ _____

Student Date

_____ _____

Parent/Guardian Date

_____ _____

Sponsor Date

Network Acceptable Use and Internet Safety Policy

Bayard Public Schools recognizes the value of computer and other electric resources to improve student learning and enhance the administration and operation of its schools. To this end, the Bayard Public Schools encourages the responsible use of computers; computer networks (including the Internet), and other electronic resources in support of the mission and goals of the Bayard Public Schools.

It is the policy of Bayard Public Schools to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via the Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act (CIPA).

It is the policy of the Bayard Public Schools to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, Bayard Public Schools recognizes its legal and ethical obligation to protect the well-being of students in its charge.

The following uses of school-provided electronic resources, including Internet and e-mail, are not permitted:

a. to access, upload, download, or distribute pornographic, obscene, or sexually explicit material;
b. to transmit obscene, abusive, sexually explicit, or threatening language;
c. to violate any local, state, or federal statute;
d. to vandalize, damage, or disable the property of another individual or organization;
e. to access another individual's materials, information, or files without permission;
f. to violate copyright or otherwise use the intellectual property of another individual or organization without permission; and
g. to distribute or forward "chain letters" via email.

Any violation of District policy and rules may result in loss of District-provided access to the Internet. Additional disciplinary action may be determined in keeping with existing procedures and practices regarding inappropriate language or behavior. When and where applicable, law enforcement agencies may be involved.

Students may…

- Design and post web pages and other material from school resources.
- Use direct communications such as e-mail, online chat, or instant messaging with a teacher's permission.
- Use the resources for any educational purpose.

Consequences for Violation: Violations of these rules may result in disciplinary action, including the loss of a student's privileges to use the school's information technology resources.

Supervision and Monitoring: School and network administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.
Enforcement of Policy:

- To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.
- Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.
- Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.
- A Bayard Public Schools staff member may override the technology protection measure that blocks or filters Internet access for a student to access a site with legitimate educational value that is wrongly blocked by the technology protection measure that blocks or filters Internet access.
- Bayard Public Schools staff will monitor students' use of the Internet by either direct supervision or by monitoring Internet use history to ensure enforcement of policy.

COPPA Notification Statement
Dear parents/legal guardians of school-aged children under the age of 13,
Our district utilizes several computer software applications and web-based services, operated not by this district, but by third parties. These include Teach TCI, Big Ideas Math, Amplify Science, Google Apps for Education, Clever, Remind, MobyMax, Pearson, Khan Academy and similar educational programs. A list of the possible sites and programs used in our classrooms with the privacy policy for each can be found on our district website's Instructional Technology page. Web-based educational programs and services may be added during the upcoming academic year as needed.
In order for our students to use these programs and services, certain personal identifying information - generally the student's name and school email address - must be provided to the website operator. By law, the operator may only use this information for educational purposes. Under federal law entitled the Children's Online Privacy Protection Act (COPPA), these websites must provide parental notification and obtain parental consent before collecting personal information from children under the age of 13. The law permits districts/schools such as ours to consent to the collection of personal information on behalf of all its students, thereby eliminating the need for individual parental consent given directly to the website operator.
For more information on COPPA, please visit http:www.ftc.gov/privacy/coppafaqs.shtm.
Inappropriate Network Usage: To the extent practical, steps shall be taken to promote the safety and security of users of Bayard Public Schools online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking," and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring: It shall be the responsibility of all members of Bayard Public Schools staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Bayard Public Schools will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.

Disclaimers:

- Bayard Public Schools and its individual schools, administrators, faculty, and staff thereof, make no warranties of any kind for the service provided and will not be held responsible for any damage suffered by users. This includes the loss of data resulting from delays, non-deliveries, and intrusion by computer virus, or service interruption.
- Use of any information obtained via network access is at the risk of the user, and Bayard Public Schools specifically denies any responsibility for the accuracy or quality of the information obtained.
- Bayard Public Schools cannot guarantee complete protection from inappropriate material. Furthermore, it is impossible for the district or content filter to reflect each individual or family's opinions of what constitutes "inappropriate material." If a student mistakenly accesses inappropriate information, he/she should immediately notify a district staff member.
- Bayard Public Schools is not liable for an individual's inappropriate use of district's electronic communications systems or violations of copyright restrictions or other laws, or other costs incurred by users through use of Bayard Public Schools' electronic communication systems.
- The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's electronic communication systems.

CIPA Definition of Terms:

Minor: The term "minor" means any individual who has not attained the age of 17 years.

Technology Protection Measure: The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. Obscene, as that term is defined in section 1460 of title 18, United States Code;
2. Child Pornography, as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors.

Harmful to Minors: The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Sexual Act; Sexual Contact: The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

Bayard Public Schools

Network Acceptable Use and Internet Safety Policy

Student's Agreement

By signing this form, I acknowledge receipt of, understand, and agree to abide by the rules and standards set forth in the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that to gain access to the Bayard Public Schools computer network systems, I must return this form signed by me and my parent or legal guardian. I further understand that any violation of the Policy is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, monetary liability may be incurred, school disciplinary and/or appropriate legal action may be taken. I understand that this agreement will be in effect for one school year and must be re-signed in subsequent years.

Teachers or media specialists who are exploring digital content with a class do not need special parental permission for such activity if the teacher or media specialist is in control of the navigation to known educational sites. A student accessing digital content at the constant direction of the teacher is not working independently. This circumstance does not require special parental permission. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting.

In addition, this form, when completed below and on file with the district, will constitute consent for our schools to provide personal identifying information for your child consisting of first name, last name, school email address and username (for educational use only) to the following web operators: Teach TCI, Big Ideas Math, Amplify Science, Google Apps for Education, Clever, Remind, MobyMax, Pearson, Khan Academy and to the operators of any additional web-based educational programs and services which our schools may add during the upcoming academic year.

(Printed) Student Name _____

Student Signature _____

Date _____

Bayard Public Schools

Network Acceptable Use and Internet Safety Policy

Parent or Legal Guardian's Agreement

I have read, understand, and agree with the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that by signing this form I give permission for Bayard Public Schools to grant access to district electronic communication systems, including the Internet. I understand that this access is designed for educational purposes. I understand that Bayard Public Schools has taken reasonable precautions to eliminate access to inappropriate material and I will not hold the district or staff members responsible if inappropriate material is inadvertently accessed. I understand that this agreement will be in effect for one school year and must be re-signed in subsequent years.

Teachers or media specialists who are exploring digital content with a class do not need special parental permission for such activity if the teacher or media specialist is in control of the navigation to known educational sites. A student accessing digital content at the constant direction of the teacher is not working independently. This circumstance does not require special parental permission. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting.

In addition, this form, when completed below and on file with the district, will constitute consent for our schools to provide personal identifying information for your child consisting of first name, last name, school email address and username (for educational use only) to the following web operators: Teach TCI, Big Ideas Math, Amplify Science, Google Apps for Education, Clever, Remind, MobyMax, Pearson, Khan Academy and to the operators of any additional web-based educational programs and services which our schools may add during the upcoming academic year.

(Printed) Parent Name _____

Parent Signature _____

Date _____

STUDENT FEE WAIVER APPLICATION

BAYARD PUBLIC SCHOOLS
STUDENT FEE WAIVER APPLICATION

Students whose families meet the income guidelines for free and reduced price lunches are eligible to have expenses of certain fees, specialized equipment, and specialized attire and project materials waived as provided by district policy. All information provided in connection with this application will be kept confidential. This waiver does not carry over from year to year and must be completed annually.

ALL INFORMATION REQUESTED ON THIS FORM MUST BE COMPLETED FOR THE FEE WAIVER APPLICATION TO BE PROCESSED

PLEASE PRINT
Date Completed: _____

Name of Parent or Guardian:_____

Street Address:_____
City, State, _____
Zip Code:_____

Student Name(s)	School Attending	Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Your signature below is required for the release of information regarding the student or students' family financial eligibility for the programs checked above. Without your signature, this application cannot be processed.

Signature of parent or guardian:_____

Specific fees, equipment, attire or materials to which this wavier applies:
_____

Administrator's Signature:_____
Submit this form to Building Principal's Office

PARENT-SCHOOL LEARNING COMPACT

PARENT-SCHOOL LEARNING COMPACT
BAYARD ELEMENTARY SCHOOL 2020/2021 SCHOOL YEAR

Teacher:
It is important that students achieve. I agree to do the following:
1. Provide high-quality curriculum and instruction to enable children to meet state
2. Regularly communicate with parents on their child's progress.
3. Provide a safe, positive, and healthy learning environment for the children.
4. Demonstrate professional behavior and positive attitude.
Teacher Signature _____

Parent / Caring Adult:
I want my child to achieve; therefore I will encourage him/her by doing the following:
1. Communicate and work with teachers and school staff to support and challenge my child.
2. Make sure my child is at school every day and on time, unless he/she is ill.
3. See that my child has the necessary supplies needed throughout the school year.
4. Provide a quiet place and time to do schoolwork and encourage my child to complete school work.
Parent Signature _____

Student:
I know my education is important to me. It is important that I work to the best of my ability. I agree to do the following:
1. Be at school every day and on time unless I am sick.
2. Come to school each day prepared with supplies and an attitude to learn.
3. Be responsible for my own behavior.
4. Respect and cooperate with other students and adults.
5. Return completed schoolwork on time.
6. Read at home.
7. Show respect for myself, my school, and other people.
8. Obey the school rules.
Student Signature _____

Notice of Nondiscrimination:
It is the policy of Bayard Public Schools not to discriminate on the basis of gender, disability, race, color, religion, marital status, age or national origin in its education programs, administration, policies, employment or other district programs. The following person has been designated to handle inquiries regarding the nondiscrimination policies. Travis Miller, Bayard Public Schools, 726 4th Avenue, Bayard Nebraska, 69334, 308-586-1325, travis.miller@bayardtigers.org.

STUDENT COURSE PROJECT PURCHASE FORM

BAYARD PUBLIC SCHOOLS STUDENT COURSE PROJECT PURCHASE FORM

Amendments to the Public Elementary and Secondary **Student Fee Authorization Act prohibit the district from requiring students to furnish materials for standard course projects. In general, all course projects will remain the property of the district.** However, it is the district's policy to allow students to purchase their projects provided they have agreed to such a purchase prior to beginning work on the project.

ALL INFORMATION REQUESTED ON THIS FORM MUST BE COMPLETED PRIOR TO BEGINNING THE PROJECT TO ALLOW PURCHASE BY THE STUDENT.
PLEASE PRINT
To be completed by the instructor:
Course:_____
Expected Completion Date _____
Project _____
Estimated Cost:_____
Instructor's Signature:_____

I _____ agree to purchase this project and/or
Student's Name All project materials following the project's expected completion date:

Student's Signature: _____ I permit my student to purchase this project and/or all project materials following the project's expected completion date:

Parent/Guardian's Signature _____

PERMISSION SLIP

PARENTS/GUARDIANS:
Following is a permission slip to be filled out by parents or guardians of students who are planning to participate in Elementary, Jr. High, or High School sponsored activities, athletic or otherwise (music groups, FFA, Speech, One Acts, Cheerleading Squad, etc.) during the 2021-2022 school year. Please return the permission slip to the principal's office as soon as possible.

PERMISSION SLIP

I grant my permission to Bayard Public Schools' coaches, activity sponsors, and/or school sponsors to be responsible for taking my daughter/son, _____ , for medical help if need should arise, while traveling to, traveling from, and participating in school-sponsored activities during the 2021-2022 school year.

Name of Health Insurance Co. _____
Insurance Policy Number: _____
Person to contact in case of emergency: _____
Phone Number_____
Cell phone number_____

Please list e-mail address if available for contact through this method:
_____

Medical concerns coaches/sponsors should know:
Medications if any: _____

Parent's or Guardian's Signature _____ Date _____

Teacher (Elementary) _____Grade _____

EMERGENCY CONTACT INFORMATION

EMERGENCY CONTACT INFORMATION

Student(s) Last Name(s)_____
(for alphabetical filing purposes)

Student(s) First Name(s) and Grade Level(s):
_____

IMPORTANT Information In Case of an Emergency
*PLEASE FILL OUT ONE FORM PER FAMILY AND RETURN IT TO THE ELEMENTARY SCHOOL OFFICE (a copy will be made and given to the junior/senior high if applicable).
Home telephone number_____ Work telephone number_____ Place of employment_____ Work schedule_____ Cell telephone number _____ Email address _____ IN CASE I CAN NOT BE CONTACTED, PLEASE CALL _____; TELEPHONE NUBER_____.

**IT IS VERY IMPORTANT TO KEEP THE SCHOOL INFORMED OF TELEPHONE NUMBER CHANGES, EMPLOYMENT CHANGES, AND ADDRESS CHANGES, BECAUSE WE NEVER KNOW WHEN EMERGENCIES MAY ARISE. YOUR CHILD(REN)'S SAFETY IS OUR CONCERN.

THANK YOU FOR YOUR CONTINUED SUPPORT AND KEEPING BAYARD SCHOOLS INFORMED OF ANY CHANGES.

YOUR INFORMATION WILL BE KEPT CONFIDENTIAL IF THAT IS YOUR WISH.

Matthew McLaughlin, Elementary Principal _____
Kelley Rice, High School Principal _____

NEBRASKA SCHOOL ACTIVITIES ASSOCIATION ("NSAA")

JUNIOR/SENIOR HIGH SCHOOL - NEBRASKA SCHOOL ACTIVITIES ASSOCIATION ("NSAA")

Student and Parent Consent Form
School Year: 2021-2022 School: Bayard Public Schools, Bayard, Nebraska
Name of student:_____
Date of Birth _____Place of Birth _____
The undersigned(s) are the Student and the parent(s), guardian(s), or person(s) in charge of the above named Student and are collectively referred to as "Parent".
The Parent and Student hereby:
(1) Understand and agree that participation in NSAA sponsored activities is voluntary on the part of the Student and is a privilege;
(2) Understand and agree that (a) by this Consent Form the NSAA has provided notification to the Parent and Student of the existence of potential dangers associated with athletic participation; (b) participation in any athletic activity may involve injury of some type; (c) the severity of such injury can range from minor cuts, bruises, sprains, and muscle strains to more serious injuries to the body's bones, joints, ligaments, tendons, or muscles, to catastrophic injuries to the head, neck and spinal cord, and on rare occasions, injuries so severe to result in total disability, paralysis and death; and, (d) even with the best coaching, use of the best protective equipment, and strict observance of rules, injuries are still a possibility;
(3) Consent and agree to participation of the Student in NSAA activities subject to all NSAA by-laws and rules interpretations for participation in NSAA sponsored activities, and the activities rules of the NSAA member school for which the Student is participating; and,
(4) Consent and agree to the Student being photographed, videotaped, audio taped, or recorded by any other means while participating in NSAA activities and contests, consent to and waive any privacy rights with regard to the display of such recordings, and waive any claim of ownership or other rights with regard to such photographs or recordings or to the broadcast, sale or display of such photographs or recordings.

I acknowledge that I have read paragraphs (1) through (4) above, understand and agree to the terms thereof, including the warning of potential risk of injury inherent in participation in athletic activities.

DATED this ____ day of _____, _____.
Name of Student (Print Name) _____
Student Signature _____

(I am)(We are) the Student's (circle appropriate choice) (Parent) (Guardian). (I) (We) acknowledge that (I) (We) have read paragraphs (1) through (4) above, understand and agree to the terms thereof, including the warning of potential risk of injury inherent in participation in athletic activities. Having read the warning in paragraph (3) above and understanding the potential risk of injury to my Student, (I) (We) hereby give (my) (Our) permission for _____(Insert student name) to practice and compete for the above named high school in activities approved by the NSAA, except those crossed out below:

Baseball - Golf – Tennis - Play Production - Basketball - Swimming – Track – Speech - Cross Country - Soccer – Volleyball - Music - Football - Softball - Wrestling - Debate - Journalism

DATED this ____ day of _____, _____.
Parent/Guardian Signature_____
Parent/Guardian Signature_____

POLICY NO.1403 - RED CROSS AND SALVATION ARMY

Permission shall be granted the Red Cross and the Salvation Army to list the school facilities as available in times of emergency.

Adopted: 8-17-76

Reviewed: 1-11-10, 8-14-17, 5-13-19

POLICY NO.1405 - LOANING AND USE OF SCHOOL EQUIPMENT

The superintendent shall be designate as general custodian of all portable property and shall be responsible for the inventory of all portable school equipment. School equipment may be loaned to responsible community groups for a worthy, education, civic or charitable purpose and to school employees when

1. Written application is made to the superintendent or principal and permission is granted;
2. The principal of the building where the equipment is located will, upon receipt of written approval of the superintendent or principal, check out and check in the equipment; the equipment is returned, the building principal will promptly notify the office of the superintendent;
3. The group borrowing the equipment agrees to accept responsibility for repairing or replacing any equipment damaged or lost while in its possession;
4. The equipment is not both unusually expensive and also subject to easy damage;

The school will not loan mechanical equipment such as mowers, tillers, etc.

Adopted: 8-17-76

Revised: 2-8-10

Reviewed: 8-14-17, 6-10-19

BAYARD PUBLIC SCHOOLS

BAYARD, NEBRASKA

Application for Use of School Equipment

In accordance with Board Policy NO. 1405 school equipment may be loaned to responsible community groups for a worthy, education, civic or charitable purpose and to school employees when:

1. Written application is made to the superintendent or principal and permission is granted;
2. The principal of the building where the equipment is located will, upon receipt of written approval of the superintendent or principal, check out and check in the equipment; the equipment is returned, the building principal will promptly notify the office of the superintendent;
3. The group borrowing the equipment agrees to accept responsibility for repairing or replacing any equipment damaged or lost while in its possession;
4. The equipment is not both unusually expensive and also subject to easy damage;

The school will not loan mechanical equipment such as mowers, tillers, etc.

Organization or Individual Requesting Use:

Name _____ Person Responsible _____

Address _____ Phone Number _____

Period of Use Requested: Date (s) ____/____/_____ until ____/____/_____

Equipment Requested:

_____

_____

_____

_____

RELEASE AND INDEMNIFICATION AGREEMENT

THE APPLICANT OR THE ORGANIZATIONAL REPRESENTATIVE HAS READ AND AGREES TO THE USE OF FACILITIES PROCEDURES AND IN ADDITION TO THE FOLLOWING:

In consideration of the undersigned being allowed or granted permission to use Bayard Public Schools – School District #21 buildings, grounds, facilities or equipment, the undersigned hereby releases and waives any and all claims, demands, causes of action, suites,

debts or damages which the undersigned has or which may in the future accrue, for all personal injuries, known or unknown, or injuries or damage to property, caused or arising out of the undersigned's use or Bayard Public Schools buildings, grounds, facilities or equipment.

Additionally, in consideration of the undersigned being allowed or granted permission to use Bayard Public Schools's buildings, ground, facilities or equipment, the undersigned hereby covenants to indemnify and save harmless the Bayard Public Schools, buildings, grounds, facilities or equipment.

The undersigned acknowledges and agrees that without executing the Release and Indemnification Agreement permission would not be granted to use Bayard Public School's buildings, grounds, facilities or equipment. The undersigned further understands and agrees that this Release shall be binding on the undersigned, and the undersigned's heirs, executors, administrators or assigns, and that by executing this Release and Indemnification Agreement, the undersigned is hereby releasing and agreeing to Indemnify Bayard Public Schools, all of its present or future Board members in their individual or official capacities, and all successors thereto.

The Bayard Public Schools does not sponsor or in anyway endorse the views, aims, policies, opinions or content of any speakers or presenters, or materials disseminated as part of the program of the person or persons or entity allowed access to Bayard Public School's facilities and remains totally neutral with regard thereto.

The undersigned acknowledges having read this Agreement, understands the rights which are being waived or release hereby, understands the indemnification obligation assumed hereby, and executes the same voluntarily and with full knowledge of its significance.

_____

_____ _____

Representative's Signature Title Date

Certificate of Insurance furnished by: (Note: Will be required of some organizations depending on rental purpose and risk.)

_____ _____

Insurance Company Phone Number

REQUEST IS DENIED _____ REQUEST IS APPROVED _____ SUBJECT TO THE FOLLOWING CONDITIONS

SCHOOL DISTRICT SUPERINTENDENT _____
DATE _____

Adopted: 6-11-12
Reviewed: 8-14-17, 6-10-19

POLICY NO.1406 - USE OF SCHOOL GROUNDS & FACILITIES

School grounds and school facilities shall be available for approved students and approved general public use, activities, practices and extracurricular events during the regular school day, evenings, weekends and vacation periods as necessary to accommodate such uses. The use of school grounds and facilities shall be governed by Policy 1401.

Anyone found on school property after 9:00 p.m., if no school activity, practice, extracurricular or approved general public event is taking place, will be considered as trespassing and, at the option of the superintendent, may be prosecuted. IN addition, anyone found on school property or in school facilities in an area other that where the activity, practice, or event is taking place will be considered as trespassing and, at the option of the superintendent, may be prosecuted. It shall be the responsibility of the parents or guardians of students or other minors attending school activities to assure that such minors abide by this policy.

Students violating this policy shall also be subject to the suspension and expulsion provisions of Policy 5089.

Adopted: 8-17-76

Revised: 8-13-01

Reviewed: 1-11-10, 8-14-17, 6-10-19

POLICY NO.1407 - LIBRARY

The Bayard School Board declares that it is a policy of the Bayard City School's Elementary and Secondary libraries to provide a wide range of instructional materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view and to allow the review of allegedly inappropriate instructional materials through established procedures.

Objectives of Selection

In order to assure that the school media program is an integral part of the educational program of the school, the following selection objectives are adopted:

1. To provide materials that will enrich and support the curriculum and personal needs of the users, based on their interests, abilities, and learning styles;

2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, values and ethical standards;

3. To provide information which will enable pupils to make intelligent judgments in their daily lives;

4. To provide material on opposing sides of controversial issues so that users may develop under guidance the practice of critical analysis;

5. To provide materials which realistically represent our society and reflect the contribution of groups and individuals to our American heritage;

6. To place reason above personal opinion and prejudice in the selection of materials of the highest quality in order to assure a comprehensive media collection appropriate for the users.

Responsibility for Selection

Although the Bayard School Board is legally responsible for the operation of the school, the responsibility for the selection of library materials is delegated to the certified librarian.

While selection of materials involves many people, including the librarian, teacher, students, administrators, and the community persons, the responsibility for coordinating and recommending the selection and purchase of library materials rests with the librarian. The selection and purchase of textbooks rests with the teachers.

Criteria for Selection

Library materials should: (1) be relevant to today's world; (2) represent artistic, historic, and literary qualities; (3) reflect problems, aspirations, attitudes and ideals of a society; (4) contribute to the objectives of the school's instructional programs; (5) be appropriate to the level of the users; (6) represent differing viewpoints on controversial subjects; (7) provide stimulus to creativity.

Procedures for Selection

In selecting materials the librarian will evaluate the existing collection, examine materials and consult reputable and professionally prepared selection aids. Recommendations for acquisition will be solicited from faculty and students.

Gift materials should be judged by the criteria listed in the preceding section and should be accepted or rejected on the basis of those criteria.

It should be understood that selection is an on going process which should include the removal of materials no longer appropriate and the replacement of lost or work materials still of educational value.

Procedures for Reconsideration of Materials

Occasional objections to library materials will be made despite the quality of the selection process. The Bayard School Board supports the principles of intellectual freedom as stated in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights of the American Library Association and Student's Right to Read of the National Council of Teachers of English. In the event that materials are questioned, the principles of intellectual freedom, the right to access of materials and the integrity of the certificated librarian must be defended rather that the materials.

If a complaint is made, the following procedures should be followed:

1. Inform the complainant of the selection procedures and make no commitments.

2. Request the complainant to submit a formal "Request of Reconsideration of Instructional Materials".

3. Inform the superintendent of other appropriate personnel.

4. Keep challenged material on the shelves during the reconsideration process.

5. Upon receipt of the completed form the principal requests review of the challenged material by the review committee with 15 days. The review committee is appointed by the principal with the assistance of the librarian and includes classroom teachers, one or more parents, and one or more students.

6. The review committee takes the following steps after receiving the challenged materials; (a) reads, views, or listens to the material in its entirety; (b) reads reviews of the material and consults recommended lists; (c) determines if the material supports the curriculum; (d) completes the appropriate "Checklist for School Media Advisory Committee's Reconsideration of Instructional Materials" judging the material for its strength and value as a whole and not as a part;

7. Present a written recommendation of the review committee to the principal and the superintendent.

8. Retain or withdraw challenged materials as mandated by the decision of the administration.

9. This process will also be used in handling complaints of textbooks and/or curriculum areas.

10. The decision of the administration may be appealed to the Board of Education. The appeal will be considered by a committee of three (3) Board members, selected by the Board President. This committee will give a written recommendation of the appealed material within forty-five (45) days after the appeal has been filed. The Board of

Education will make their decision on the committee recommendation at the next regular meeting of the Board of Education.

Adopted: 7-13-81

Revised: 11-9-87

Reviewed: 1-11-10, 8-14-17, 6-10-19

Request for Reconsideration of Instructional Materials

School _____

Please check type of material:

( ) Book ( ) Film ( ) Record

( ) Periodical ( ) Filmstrip ( ) Kit

( ) Pamphlet ( ) Cassette ( ) Other

Title _____

Author _____

Publisher or Producer _____

Request initiated by _____

Telephone _____ Address _____

City _____ State _____ Zip Code _____

The following questions are to be answered after the complainant has read, viewed, or listened to the school library material in its entirety. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

1. To what in the material do you object? (Please be specific, site pates, frames in a filmstrip, film sequence, etc.)

_____

_____

_____

2. What do you believe is the theme or purpose of the material?

_____

_____

_____

3. What do you feel might be the result of a student using this material?

_____
_____
_____

_____

4. For what age group would you recommend this material?

_____

5. Is there anything good in this material? Please comment.

_____
_____
_____

6. Would you care to recommend other school library material of the same subject and format?

_____
_____
_____

_____ _____

Signature of Complainant Date

Checklist for School Media Advisory Committee's Reconsideration of
Instructional Material – Nonfiction

Title _____

Author _____

A. Purpose

1. What is the overall purpose of the material? _____
_____

2. Is the purpose accomplished? _____ Yes _____ No

B. Authenticity

1. Is the author competent and qualified in the field? _____ Yes _____ No

2. What is the reputation and significance of the author and publisher/producer in the field?

_____
_____

3. Is the material up-to-date? _____ Yes _____ No
4. Are Information sources well documented? _____ Yes _____ No
5. Are translations and retellings faithful to the original? _____ Yes _____ No

C. Appropriateness

1. Does the material promote the educational goals and objectives of the curriculum of the District schools? _____ Yes _____ No
2. Is it appropriate to the level of instruction intended? _____ Yes _____ No
3. Are the illustrations appropriate to the subject and age level? _____ Yes _____ No

D. Content

1. Is the content of this material well presented by providing adequate scope, range, depth and continuity? _____ Yes _____ No
2. Does this material present information not otherwise available? _____ Yes _____ No
3. Does this material give a new dimension or direction to its subject?

_____ Yes _____ No

E. Review

1. Source of review _____

Favorable review _____ Unfavorable review _____

2. Does this title appear in one or more reputable selection aids? _____ Yes _____ No

If answer is yes, please list title of selection aids. _____

_____

Additional Comments

_____

_____

_____

Recommendation by School Media Advisor Committee for Treatment of Challenged Materials

_____

_____

_____

_____

_____

Date _____

Signature of Media Advisory Review Committee

_____ _____

_____ _____

_____ _____

Checklist for School Media Advisory Committee's Reconsideration of
Instructional Material – Fiction and Other Literary Forms

Title _____

Author _____

A. Purpose

1. What is the purpose, theme or message of this material? How well does the author Producer/composer accomplish this purpose?

_____
_____
_____

2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for children? _____ Yes _____ No; for young adults? _____ Yes _____ No. If both are marked no, for what age group would you recommend? _____

3. Will the reading and/or viewing and/or listening to material result in more compassionate understanding of human beings? _____ Yes _____ No

4. Does it offer an opportunity to better understand and appreciate the aspirations,

achievements, and problems of various minority groups? _____ Yes _____ No

B. Content

1. Does a story about modern times give a realistic picture of life as it is now? _____ Yes _____ No

2. Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless? _____ Yes _____ No

3. When factual information is part of the story, is it presented accurately? _____ Yes _____ No

4. Is prejudicial appeal readily identifiable by the potential reader? _____ Yes _____No

5. Are concepts presented appropriately to the ability and maturity of the potential reader? _____ Yes _____ No

6. Do characters speak in a language true to the period and section of the country in which they live? _____ Yes _____ No

7. Does the material offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters? _____ Yes _____ No

8. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for children? _____ Yes _____ No

9. If there is use of offensive language, is it appropriate to the purpose of the text for children? _____ Yes _____ No

10. Is the material free from derisive names and epithets that would offend minority

groups? _____ Yes _____ No

11. Is the material well written or produced? _____ Yes _____ No

12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex education, religion or philosophy in any adverse way? _____ Yes _____ No

13. Does the material make a significant contribution to the history of literature or ideas? _____ Yes _____ No

14. Are the illustrations appropriate and in good taste? _____ Yes _____ No

15. Are the illustrations realistic in relation to the story? _____ Yes _____ No

Additional Comments

_____
_____
_____
_____
_____
_____
_____

Recommendations by School Media Advisory Committee for Treatment of Challenged Materials

_____

_____

_____

_____

_____

_____

Date _____

Signature of Media Advisory Review Committee

_____ _____

_____ _____

_____ _____

Reviewed: 8-14-17, 6-10-19

POLICY NO.1408 - PERFORMANCE REPORTING POLICY

In order to provide information to the local community about the condition and progress being made in Bayard Public Schools a performance report will be prepared by the Superintendent each October of the current school year for community wide distribution.

The report shall contain the following information:

1. Student success in achieving the State Standards in Mathematics, Science, Social Studies/History, and Reading/Writing

2. School system demographics

3. School improvement goals and progress

4. Financial information

5. Results of a follow-up study of high school graduates

6. School system learning climate

All test scores will be kept confidential and no identification of individual students will be made.

Adopted: 8-13-90
Revised: 8-9-04
Reviewed: 1-11-10, 8-14-17, 6-10-19

POLICY NO.1409 - NO SMOKING

Smoking or the use of smokeless tobacco in the school buildings or school vehicles will not be allowed. This policy applies to staff, students, and the general public. Smoking or the use of smokeless tobacco will be allowed outside the buildings or vehicles by staff and the general public. At no time will students be allowed to smoke or use smokeless tobacco on any school property.

Adopted: 11-11-91

Reviewed: 1-11-10, 8-14-17, 6-10-19

POLICY NO.1410 - TEXTBOOK LOAN PROGRAM

The Textbook Loan Program is intended to provide textbooks to students in private schools approved under Title 92, Nebraska Administrative Code (NAC), Chapter 10, Nebraska Department of Education, and who are also residents of the Bayard Public Schools. The loan program is a state program administered at the local level.

The district shall not expend district funds to establish or administer the program. There will be no negative fiscal impact to the district. All costs will be borne by the state. However, in the event that state funds are prorated, the operation of the program shall be prorated accordingly.

Textbooks available for loan are those defined as ones currently in use as the principal source of student. The district shall prepare an annual listing of eligible textbooks.

The Superintendent of Schools or designee is responsible for developing rules and regulations for operation of the program. The Superintendent or designee is responsible for management of the program and reporting program results.

1. The district will annually prepare a lists of the textbooks designed for use during the current year. Copies of the listing will be available in the Superintendent's office. Individuals requesting personal copies of the textbook listing shall pay, in advance, a fee of $3.00 to cover the costs of reproduction.

2. Application forms to request textbooks are available in the Superintendent's office. Applications for textbooks for the subsequent year are due in the office of the Superintendent of Schools on or before January 15 of the year preceding the school year for which the books are requested. Applications must be signed by the parent/guardian who must reside within the boundaries of the Bayard Public Schools. The students must also be a resident of the school district and must be enrolled in kindergarten to grade 12 of a private school which is approved for continued legal operation under Title 92, NAC, Chapter 10.

3. No later than "ten" (10) days prior to the beginning of the academic year the Superintendent will notify the applicant of the textbooks that are available in the

Office of the Superintendent. Parents/guardians shall sign a receipt for all textbooks received.

4. Each applicant is limited to "ten" (10) textbooks per student in grades K-6 and "eight" (8) textbooks per student in grades 7-12 provided in Chapter 4, NDE>

5. The textbooks are provided at no cost to the parent/guardian unless the text is not returned or is damaged and must be replaced. The applicant shall return the textbooks to the office of the Superintendent within "fifteen" (15) days of the last day of classes for the academic year of the Bayard Public Schools.

Payment for the replacement cost will be required for all textbooks not returned by the deadline. Lost or damaged books shall require reimbursement to the school district for replacement of the lost or damaged books.

6. In the event that state funds are insufficient to cover the requests for textbooks, the Superintendent shall establish priorities for the titles and number of textbooks to be purchased to the extent of the funds available.

7. All textbooks handled under the Textbook Loan Program (77-4, 118 and Rule 4) shall be separate and apart from regular district inventories. All textbooks used in the program shall be purchased separately, stamped with the label "Textbook Loan Copy" and inventoried separately.

8. All funds involved in the Textbook Loan Program shall be accounted for separately and apart from all other district funds.

9. The Superintendent shall designate an individual responsible for directing and supervising the program. An annual report of program use and a fiscal memo will be filed with the Board of Education.

10. The district will submit a five (5) percent indirect cost assessment to the state for administration of the program.

Adopted: 8-9-93

Reviewed: 1-11-10, 8-14-17, 6-10-19

POLICY NO.1411 - EVALUATION/MODIFICATION OF THE INSTRUCTIONAL PROGRAM

The Board expects the faculty and administration to regularly evaluate the educational program of the District. Such evaluation may lead to recommendations for modifications of practice, changes in content and new courses.

After planning by the faculty and approval by the Administration, new courses will be presented to the Board for approval.

When the Administration considers that a pilot course should become a regular part of the curriculum, such recommendation will be presented to the Board for adoption.

Adopted: 8-9-93

Reviewed: 1-11-10, 8-14-17, 6-10-19

POLICY NO. 1412 - PARENTAL INVOLVEMENT

Bayard Public School District #21 declares that it shall be the policy of the District to provide access to parents to all textbooks, tests, curriculum materials, and any other instructional materials used by the school.

If a parent has a complaint or objection to any such materials, it shall be the policy of the District to make provisions for personal conferences with the parent and appropriate school personnel as the Superintendent or his/her designee may deem appropriate. The purpose of the conference will be to discuss the concerns of the parents. If the parent wishes to file, a format complaint policy 1407 will be followed.

Upon any reasonable advance request by a parent to attend and monitor courses, assemblies, counseling sessions, and other instructional activities, it shall be the policy of the District to permit such parent to be in attendance at such activities unless such attendance would substantially interfere with a legitimate school interest.

The District encourages communications from parents when the parent believes it to be appropriate for his/her child to be excused from testing, classroom instruction, and other school experiences that the parent finds objectionable. The Superintendent or his/her designee shall make a provision on the complaint form hereinabove referred to for receiving information from a parent concerning what specific testing, classroom instruction, or other school experience the parent finds objectionable, the basis for the parent's objection and a proposed solution for dealing with the objection that would be satisfactory to the parent. (Policy 1407)

It shall further be the policy of the District to provide full access to the records of the students to a parent or guardian as set forth in S79-4,1 157, the Federal Education Right to Privacy Act, and other applicable law during regular business hours of the school.

It shall be the policy of the District to use only testing methods and testing instruments that are not of an experimental nature and to avoid using any testing materials or testing techniques that are not generally recognized by educational professionals to be within sound educative standards or otherwise educationally appropriate.

Prior to any school sponsored survey being administered to the students of the District, it shall be the duty of the Superintendent or his/her designee to notify the parent or parents of each student involved in the survey of the nature of the survey, the date and time when such survey shall be administered, and the purpose for which and the uses of which survey exist from the school's perspective.

It shall be the policy of the District as a general matter to leave substantive decision making processes to the professional staff, administration and Board of Education, subject to an effort to receive information from parents as to any concerns, objections, or other information such parents would wish to prove to the school district concerning a parents access, involvement, and participation in all activities of the school as it relates to the students of the District.

It shall be the policy of the District to hold a public hearing each year regarding this policy.

Adopted: 6-12-95

Revised: 8-12-02

Reviewed: 8-11-08; 1-11-10; 8-8-11, 8-14-17, 6-10-19

POLICY NO. 1413 – COMBINED DISTRICT AND SCHOOL TITLE I PARENTAL AND FAMILY ENGAGEMENT POLICY

Bayard Public Schools intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, Section 1116(a -f) ESSA, (Every Student Succeeds Act) of 2015.

In General

The written District parent and family engagement policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.

- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.

- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.

- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.

- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their

children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.

- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.

- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

Adopted: 6-12-95

Reviewed: 1-11-10, 8-14-17, 6-10-19

Revised: 11-14-16, 3-9-20

POLICY NO. 1414 - ELECTRONIC SIGNATURES AND ACKNOWLEDGEMENTS

If any District Policy requires the signature of a party, a digital or electronic signature or acknowledgment of that party may be accepted by the District. The District reserves the right to refuse digital or electric signatures or acknowledgments at any time. This policy shall amend any other District Policy to the extent it is inconsistent.

Adopted: 06/10/19

Reviewed:

Revised:

Superintendent's School Improvement Report
Presented to the
Board of Education of Bayard Public Schools
June 14, 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.

- I would like to commend our students and staff on the completion of the 2020-2021 school year. Our community demonstrated great resilience during a period of change and challenge. I am proud of the commitment of our parents, students, and staff to ensure that learning opportunities continued throughout the school year.
- We have staff members taking classes and attending trainings this summer. The ongoing commitment of our team to professional development is appreciated.

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 have received approval of our grant application for the following ESSER II projects from NDE: Replacement of Windows at Bayard High School, Replacement of the HVAC Unit Servicing the Bayard High School Auditorium, Installation of Telecommunications/Distance Education Equipment, Installation/Expansion of Camera Systems on Campus and on Buses, Purchase of Additional Transportation Vehicles.
- We are will be advertising to fill some vacancies for the 2021-2022 school term. These include accompanist, para for distance learning (Spanish language skills preferred), cook, and special education and after school program paras.
- We have completed the first phase of the ESSER III application and continue to identify opportunities through ESSER III Funding.
- Please take some time to read and provide input on the ongoing development of the Emergency Operations Procedures.

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.

- We are taking a team to ALICAP training at the end of June regarding cybersecurity and preventing sexual abuse in Gering on the 29th of June. If you are interested in joining, please let me know and I can add you to the registration.
- NDE has officially certified our state aid. We are scheduled to receive $1,992,532 in state aid for the 2021-2022 school term.
- The policy committee will need to meet in July. With the completion of the recent Legislative session there will likely be several new areas of policy to review, revise, and adopt.

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

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.

- I appreciate the partnership with the City of Bayard to honor seniors with banners displayed on Main Street.
- Our students made significant impact on the community during the recent community cleanup day and subsequent partnership. In particular, the efforts to partner with the Bayard Public Library were notable. If you get the chance, please stop by and see the results of their efforts in partnership with the Library.
- We look forward to installation of bike repair stations at Bayard Elementary and the Bayard Public Library. These repair stations are intended to help encourage students to engage in a healthy and active lifestyle and to promote attendance at the summer programs at both the school and the library. This partnership effort is being funded by a grant Mr. McLaughlin authored.

Ethical Leadership

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

- I would like to thank and commend Mr. Joe Foland on an excellent commencement address. I received many positive compliments on Mr. Foland's message to the graduates.

Superintendent's Goals

Board and Superintendent Practices

- I have appreciated the ideas and insights of the Board when thinking through our ESSER II application. We will need additional ideas for use of our ESSER III funding. Board members, staff, parents, students, and members of the public are encouraged to provide ideas at the following link: https://www.bayardpublicschools.org/vnews/display.v/ART/609ad1924a98b

Student Excellence through Academics and Leadership

- I would like to commend our recent graduates on their accomplishments. You can view a slideshow highlighting their scholarships at the following link: https://www.bayardpublicschools.org/vnews/display.v/ART/60ba94f693230

Communication

- This past month, 39,416 messages were delivered on Remind. This includes 8,915 conversations and reactions.
- If you have ideas for our next postcard mailing, please share those with me.

Leave Log

- I have used twelve vacation days (7-24-20, 8-14-20, 11-16-20, 11-17-20, 11-18-20, 11-19-20, 11-20-20, 3-3-21, 6-1-21, 6-2-21, 6-3-21, 6-4-21) and three and a half sick days (sick bank contribution. 10-20-20, 2-25-21 ½ , 3-18-21). I am planning to use some additional vacation time in June.