

**Board of Education Regular Meeting  
Monday, July 8, 2024 7:00 PM**

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

Notice is hereby given that a Board of Education Regular Meeting of the School District of Bayard in the Counties of Morrill, Scotts Bluff, Box Butte, and Banner in the State of Nebraska will be held on Monday, July 8, 2024 at 7:00 PM in the Bayard High School Library located at 726 4<sup>th</sup> Avenue, Bayard, NE 69334, which meeting shall be open to the public. An agenda for such meeting, kept continuously current is available for public inspection during normal business hours at the office of the Superintendent, located at 726 4<sup>th</sup> Avenue, Bayard, NE 69334.

### **AGENDA**

- I. Opening the Meeting
  - I.A. Call to Order
  - I.B. Open Meetings Act
  - I.C. Notice of Meeting
  - I.D. Roll Call
  - I.E. Status of Absent Board Members
  - I.F. Pledge of Allegiance
- II. Approval of Agenda
- III. Introduction of Guests
- IV. Public Comments
- V. Consent Agenda
  - V.A. Minutes of Previous Meeting
  - V.B. Bills
  - V.C. Board Member Reports
  - V.D. Reports and Correspondence Requiring No Action
    - V.D.1. General Reports and Financial Reports
    - V.D.2. Reports for Information Only
  - V.E. Adoption of Policies on First Reading
  - V.F. Adoption of Policies on Second Reading
  - V.G. Approval of Contracts within Policy Guidelines
- VI. Principals and District Administrators
- VII. Curriculum and Instruction
- VIII. Superintendent
- IX. Board Committee Reports and Recommendations
- X. Discussion Items
  - X.A. Discussion Regarding School Owned Properties
  - X.B. Discussion of Nebraska School Discipline Laws & Regulations:  
Communication of Policy
  - X.C. Review and Discussion of Policies 3001 through 3570 in the 3000 series.
- XI. Hold Public Hearing to Review, Discuss, Consider, and Receive Input on the Following Policies: Student Fee Policy, Parental Engagement Policy, Student Anti-Bullying Policy, School Wellness Policy
- XII. Action Items
  - XII.A. Discuss, Consider and Take All Necessary Action in Regard to Reaffirmation of the following policies: Policy #5121 - Student Fees,

Policy #1413 - Parental Engagement, Policy #5416 - School Wellness Policy, and Policy #5800 Student Anti-Bullying

- XII.B. Discuss, Consider, and Take All Necessary Action in Regard to Reaffirmation of Vision Statement, Mission Statement, and Core Covenants
- XII.C. Discuss, Consider, and Take All Necessary Action to the Approval of the Organ Wise Guys Wellness Curriculum
- XII.D. Discuss, Consider and Take All Necessary Action with Regard to Establishing Prices for Athletic Admission and Activity Tickets for the 2024-2025 School Term
- XII.E. Discuss, Consider and Take All Necessary Action on Establishing School Lunch Program and School Breakfast Program Prices for the 2024-2025 School Year
- XII.F. Discuss, Consider, and Take All Necessary Action to Modify the Bayard Jr./Sr. High School Bell Schedule
- XII.G. Discuss, Consider, and Take All Necessary Action in Regards to the 2024-2025 Student Board Representatives
- XII.H. Discuss, Consider, and Take All Necessary Action in Regards to LB243 Increase of Property Tax Authority.
  
- XII.I. Discuss, Consider, and Take All Necessary Action to Classified Staff Pay.
- XII.J. Discuss, Consider, and Take All Necessary Action to the Approval of the Certified, Classified, and Substitute Staff Handbooks for the 2024-2025 school year.
- XII.K. Discuss, Consider, and Take All Necessary Action to the Superintendent Goals for the 2024-2025 School Term.
- XIII. Set Next Meeting Date
- XIV. Adjournment

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

# Bayard School Board of Education Annual Calendar

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

# Bayard School Board of Education Annual Calendar

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

## **POLICY NO. 9106 - BOARD MEMBER CODE OF ETHICS**

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

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

### **AS A SCHOOL BOARD MEMBER:**

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

#### IN MEETING MY RESPONSIBILITY TO MY SCHOOL DISTRICT COMMUNITY:

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

#### IN MY RELATIONSHIP WITH THE SUPERINTENDENT AND EMPLOYEES:

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

TO COOPERATE WITH OTHER SCHOOL BOARDS:

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

Legal Reference:                      Neb. Statute 79-526

Adopted: 10-08-12

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

# Public Comment Sign-In Sheet

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

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

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

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

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## **Board of Education Regular Meeting**

Monday, June 10, 2024 7:00 PM

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

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

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

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

The regular meeting of Bayard Public Schools Board of Education was called to order by President Burry at 07:00p.m. President Burry noted a copy of the Board Member Code of Ethics and the Annual Calendar of the Board of Education were included with the meeting materials for board members' reference.

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

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

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

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

#### **I.D. Roll Call**

The following members were present: Carolyn Applegate, Kim Burry, Bill Ferrero, Randy Eirich, Joe Applegate, Donna Stuart  
Administrators present: Superintendent Olson, Principal Ehler, and Director Nesbitt.

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

#### **I.F. Pledge of Allegiance**

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

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

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

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

The guests introduced themselves to the board.

### **IV. Public Comments**

## **V. Consent Agenda**

**Motion Passed:** Motion to approve the Consent Agenda passed with a motion by Donna Stuart and a second by Randy Eirich.

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

### **V.A. Minutes of Previous Meeting**

### **V.B. Bills**

### **V.C. Board Member Reports**

### **V.D. Reports and Correspondence Requiring No Action**

#### **V.D.1. General Reports and Financial Reports**

#### **V.D.2. Reports for Information Only**

### **V.E. Adoption of Policies on First Reading**

### **V.F. Adoption of Policies on Second Reading**

### **V.G. Approval of Contracts within Policy Guidelines**

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

### **VI.A. Early Childhood Presentation**

Mrs. Ehler presented to the board on Early Childhood.

### **VI.B. Transportation Presentation**

Transportation Director Hope Wurdeman and Zach Nesbitt presented to the board on transportation.

### **VI.C. Financial Literacy Program Presentation**

Mr. Olson gave a presentation of the Financial Literacy program to the board.

## **VII. Principals and District Administrators**

Dr. Rice provided her report to the board. Academics: JH/HS Completed the year with 87% of the students in good academic standing. This is consistent compared to last year. 14 HS and 10 JH students have completed their learning through summer school. While some of our students work on credit recovery through Odysseyware, a few of our students completed their learning with cooperation of the classroom teachers who were willing to keep their grade book open throughout summer school. The class schedules are complete and students received a copy of their schedules before they checked out for the summer. We will no longer be using Elevate K-12 for our Personal Finance class. Leadership: I attended the Fierce Conversations training in Scottsbluff. This training was designed to focus on how conversations build relationships. I will be sharing some of the information I learned with the other administrators in our district. A training for Illustrative Math is scheduled for Thursday, August 8th from 9am-12pm. Engagement: Mr. Allen Gross conducted a safety walk through on May 6th and was pleased with the progress and improvements that have been made. The Wellness committee met on May 16th to discuss new

mandates that will affect our school next year. Community: A big Thank you to Ms. Pahl, and Mrs. White for their help through summer school. I appreciate their dedication to help our students be successful. I would like to commend Taylor Petersen and Haley Edmunds for singing for the Memorial Day Program on May 27th. Due to weather conditions, the Faith Theater utilized our facility on June 1st and 2nd.

Mrs. Ehler presented her report to the board. Academics: Summer school is wrapping up. We've had higher attendance this year than last year. Ms. Martinez, Mrs. Nesbitt, and Mrs. Batt have done a great job targeting skills that the students need extra practice with. Our schedule for next year is complete pending any last minute changes. We will be utilizing small groups, restructuring Tiger Time intervention for K-3, and simplifying the schedule for 4-6. Leadership: Jessica Nesbitt has been selected to work with WORDS as our Literacy Leader. She will be designing a project to implement and track with them. She plans to focus on K-3 interventions. Field Day went very well, even after having to be rescheduled. We plan to do it in one day again next year which will hopefully allow for more parents to attend if they don't have to take multiple days off. We hired our first high school student for Pathfinders this summer, Dallas Eagle Elk, and he is doing a great job. We have \$10,000 from our ELO grant to focus on building this leadership program with our high school students. Engagement: Early childhood numbers continue to climb. We currently have 22 preschoolers enrolled and 12 kindergartners. Summer workbooks that we purchased through ELO funds were sent home for continued learning throughout the summer. Students will receive prizes if they bring them back completed in the fall. Community: We have great community partnerships this summer with baseball/softball, summer reading, and summer school/pathfinders. Our Student Lighthouse Leadership team helped to design School Clean Up Day this year. They discussed areas of need with our custodians, paired classes up together with tasks, and made plans to continue this more regularly next year.

Mr. Nesbitt presented his report to the board. Academics: We currently will have all our students eligible for activities for the 2024-2025 academic school year per NSAA guidelines. We met the May 1st NSAA deadline for 3 options students and we have been notified of a few others at the secondary level that will be moving into district. We are having conversations on how we can help our students not be below 70% in any classes to help them be graduation ready without additional time, but with additional supports as needed. Leadership: I have added to the activities sponsor list for the 2024-2025 school year. We have filled most of the positions, but have a few open positions we will be filling. The track teams qualified 3 for state: Danika Hassel placed in the long jump and qualified for the triple jump. Lexi Fiscus qualified in the shot put. Kolby Houchin qualified in the pole vault. Edrising has continued to raise money for their trip to Washington DC for the Edrising conference coming up in June. Groups have started skills days this summer to work on fundamentals for activities. The weight room is also open for the students to grow. Engagement: Zach Araujo was able to get 2 TV's out to a couple of places. We have a functioning TV at Tiger Paws and also a TV Al's Market. When we get our new student representative I would like to have them work on sponsorships and get TV's at some different places in Bayard as well. The school calendar was opened to the public on rSchool for the upcoming 2024- 2025 school year for our staff, students, and patrons. I am working to get it to sync to the school website hopefully soon. Some items will need to be added and adjusted as changes occur throughout the year. I updated the student activities handbook for the upcoming school year and shared that document with the board of education. Community: The Carlos Flores family will be helping donate to the shot clock project for next year. We have talked with Carlos and ordered the shot clocks so they can be on the way. We want to Thank Carlos and his

family for this generous donation to help us meet the NSAA guidelines. They have been great to work with and we hope to see them at the games next year and put together a Thank You night if possible for next season. We will plan our activities golf tournament on August 3rd, 2024. This is a great tourney for our groups that want to be involved to raise money for their upcoming seasons. This is a great opportunity for our students and coaches to work with the community members in a positive way. It is a great thing to kick off our school year.

### **VIII. Curriculum and Instruction**

#### **IX. Superintendent**

Mr. Olson presented his report to the board. The regular school year has closed out and student/staff have shifted nicely into the summer programs both summer school and the Pathfinders program. Hope has done a good job of finding additional drivers, keeping the buses and drivers up to speed and with help from Mr. Nesbit and Mrs. Ehlers in organizing transportation for camps and other activities. Jeff Erdman's crew is also moving swiftly through the summer maintenance chores and are on schedule or a little ahead. Mrs. Klassen has finalized the 7-12 yearbook and should have the PK-6 completed by mid-June. We are working with the Service Unit staff on Sped. reporting as well as sorting out the final communication errors that may exist between Infinite Campus and the NDE Advisor program. This will be cleaned up and submitted prior to the end of next week. Aulick Industries pick up the greenhouse project on Tuesday and we will be working with them in anticipation of the continuation of our current partnership. We have submitted a Career and Tech. Grant for funds to pay for the cost of a generator, propane tank, and wiring. The cost of the items listed will be \$6,800. The grant requested is for \$7,500 which will also allow for the purchase of \$700 in hand tools for the wood shop. The reason for making the request is that we have come close on occasions of losing our greenhouse stock when we experience electrical failures within the city. Last year this occurred once and this year we had two concerns about two weeks apart. The first concern was that of possible freezing of stock where the temperature dropped into the mid-thirties before we were able to get a generator to provide heat. At this time, we also lost the fish in the Ag. aquaculture tank due to lack of oxygen. We didn't catch this until it was too late. The second time was due to high temperatures within the greenhouse as a result of power loss. The power loss prevented fans from operating and louvers from opening. Having a generator stationed near the greenhouse would add a degree of security as it is not uncommon to have up to a \$5,000 investment in the greenhouse stock with sales of nearly \$15,000. Membership from the Greek Orthodox Church indicated interest in discussing with the school the possibility of a lease or purchase of a parcel of ground were the old trailer court use to be located so that the Church could have expanded parking.

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

The curriculum committee gave the board an update of their committee meeting.  
The policy committee gave the board an update of their policy committee meeting.

#### **XI. Discussion Items**

##### **XI.A. Review and Discussion of Policies 2000 through 2113 in the 2000 series.**

The policy committee gave their report to the board on the review of these policies.

#### **XII. Action Items**

**XII.A. Discuss, Consider, and Take All Necessary Action in Regard to Approval of the Following Handbooks for the 2024-2025 School Term: Activities Handbook for Head Coaches and Sponsors, and the Student and Parent Activities Handbook.**

**Motion Passed:** Motion to approve the handbooks minus the pending bell schedule changes passed with a motion by Carolyn Applegate and a second by Joe Applegate.

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

**XII.B. Discuss, Consider, and Take All Necessary Action in Regards to Classified Staff Pay**

**Motion Tabled:** Motion to table classified staff pay until after board budget workshop passed motion by Bill Ferrero and a second by Joe Applegate.

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

**XII.C. Discuss, Consider, and Take All Necessary Action in Regard to Adoption of the NSAA-Related Activities Budget for the 2024-2025 School Term**

**Motion Passed:** Motion to adopt the NSAA- related activities budget for the 2024-2025 pending final numbers on wrestling and Hudl costs in the July meeting passed with a motion by Donna Stuart and a second by Bill Ferrero.

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

**XII.D. Discuss, Consider, and Take All Necessary Action to Purchase and Installation of a Generator for the Greenhouse Contingent of Perkins Grant Award**

**Motion Passed:** Motion to approve the estimate of the installation of a generator for the greenhouse contingent on the Perkins Grant Award passed with a motion by Bill Ferrero and a second by Carolyn Applegate.

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

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

**Motion Passed:** Motion to accept the evaluation of the Superintendent passed with a motion by Donna Stuart and a second by Randy Eirich.

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

**XIII. Set Next Meeting Date**

Next regular meeting scheduled for July 8, 2024

**XIV. Adjournment**

**Motion Passed:** Motion for adjournment at 9:24p.m. passed with a motion by Donna Stuart and a second by Carolyn Applegate

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

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Secretary

## **Board of Education Retreat/Work Session**

Wednesday, June 26, 2024 6:00 PM

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

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

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

The work session meeting of Bayard Public Schools Board of Education was called to order at 6:00p.m. by President Burry.

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

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

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

#### **I.D. Roll Call**

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

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

**Motion Passed:** Motion to approve the absence of board member Joe Applegate passed with a motion by Randy Eirich and a second by Bill Ferrero.

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

#### **I.F. Pledge of Allegiance**

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

Motion Passed: Motion to approve the agenda passed with a motion by Carolyn Applegate and second by Donna Stuart.

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

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

Jessica Danikowski introduced herself to the board.

### **IV. Public Comment**

### **V. Discussion Items**

#### **V.A. Financial Planning Session**

The board discussed financial planning.

### **VI. Adjournment**

**Motion Passed:** Motion for adjournment at 7:20 with a motion by Randy Eirich and a second by Donna Stuart

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

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Secretary

**Bayard Public Schools**

**7/8/2024**

**GENERAL FUND**

<b>Vendor Name</b>	<b>GL Acct #</b>	<b>Description</b>	<b>Amount</b>
21ST CENTURY-BRIDGEPORT	01 2610 610 001 001 1	fuel pump	35.06
	<b>Total</b>		<b>35.06</b>
AL'S MARKET	01 2610 610 002 002 2	water softener crystals	279.60
	<b>Total</b>		<b>279.60</b>
ALARM SECURITY TECHNICIANS	01 2620 352 002 002 2	ast monitoring	28.95
	01 2620 352 001 001 1	ast monitoring	28.95
	<b>Total</b>		<b>57.90</b>
Amazon Capital Services	01 2610 610 002 002 2	8727 heavy duty self adhesive felt pads	37.47
	01 2410 610 001 001 1	blue file folders	44.58
	01 6988 610 000 000 0	Sheffield 12671 13" Tackle Box, Teal & G	67.96
	01 6988 610 000 000 0	Mophorn Pottery Wheel 25CM Pottery	458.13
	01 6988 610 000 000 0	promo	(63.84)
	01 6988 610 000 000 0	shipping	59.76
	<b>Total</b>		<b>604.06</b>
BAYARD AUTOMOTIVE	01 2730 352 000 000 0	Car/Driver's Rear Flat-Nail	15.00
	01 2620 610 001 001 1	sprinkler repairs	16.53
	01 2710 610 000 000 0	WIX Oil Filter	7.05
	01 2710 610 000 000 0	Mobil Oil 5w-30	25.98
	01 2710 610 000 000 0	Air Chuck Washer to repair air chuck	8.20
	01 2710 610 000 000 0	4 new tires for Suburban #22	536.72
	01 2710 610 000 000 0	Labor - Tire Balance	80.00
	01 2610 610 001 001 1	Batteries floor scrubber	359.88
	01 2610 610 001 001 1	30 amp cart	16.17
	<b>Total</b>		<b>1,065.53</b>
BAYARD PUBLIC SCHOOLS - LUNCH	01 2900 290 000 000 0	summer meals	78.00
	01 2900 290 000 000 0	summer meals	395.00
	<b>Total</b>		<b>473.00</b>
BAYARD TRANSCRIPT	01 2310 540 000 000 0	publications	347.26
	<b>Total</b>		<b>347.26</b>
BENZEL PEST CONTROL	01 2620 352 001 001 1	pest control	110.78
	01 2620 352 002 002 2	pest control	110.77
	<b>Total</b>		<b>221.55</b>
BLACK HILLS ENERGY	01 2610 621 001 001 1	#267959 heating fuels	37.80
	01 2610 621 002 002 2	#462419 heating fuels	974.42
	01 2610 621 001 001 1	#242155 heating fuels	507.40
	<b>Total</b>		<b>1,519.62</b>
BOX BUTTE COUNTY CLERK	01 2310 810 000 000 0	election expense	100.00
	<b>Total</b>		<b>100.00</b>
CANNON FINANCIAL SERVICES	01 1100 810 001 001 1	copier lease	142.45
	01 1100 810 002 002 2	copier lease	142.45
	01 2510 810 000 000 0	copier lease	25.00
	<b>Total</b>		<b>309.90</b>
CARDMEMBER SERVICE	01 2510 810 000 000 0	canva	12.99
	01 6988 610 000 000 0	Brother CP60X Computerized Sewing	599.96
	01 6988 610 000 000 0	Sewing Thread - 24 Polyester Threads for	44.98
	01 6988 610 000 000 0	4Pcs 4.1 Inch Bonsai Pruning Scissors,Ya	15.96
	01 6988 610 000 000 0	WA Portman Self Healing Cutting Mat and	28.95
	01 6988 610 000 000 0	Seam Ripper Tool Seam Rippers for	19.96
	01 6988 610 000 000 0	Pottery Tool Kit, 17pcs Polymer Clay Too	23.97
	01 6988 610 000 000 0	REGILLER Stainless Steel Mixing Bowls	26.99
	01 6988 610 000 000 0	promo	(51.45)
	01 6988 610 000 000 0	shipping	48.09
	01 6988 610 000 000 0	Oster Air Fryer Oven, 10-in-1 Countertop	279.99
	01 6988 610 000 000 0	TWO-PACK 100% Non-Stick 11"	17.98
	01 6988 610 000 000 0	Rachael Ray 47578 Cucina Nonstick	99.99
	01 6988 610 000 000 0	TOSHIBA EM925A5A-BS Countertop	94.99
	01 6988 610 000 000 0	Davyvy 16-Cup Food Processors,10-in-1	137.19
	01 6988 610 000 000 0	Beaditive 5.5-inch Sewing Machine	22.80
	01 6988 610 000 000 0	Brother Sewing and Embroidery Bobbins	13.62
	01 6988 610 000 000 0	Sewing Machine Needles, 50 Count,	24.95
	01 6988 610 000 000 0	ZOOM-SPOUT Sewing Machine Oil Oiler	11.90
	<b>Total</b>		<b>1,473.81</b>
CENTURY LINK	01 2510 382 000 000 0	telephone	155.29
	<b>Total</b>		<b>155.29</b>
CITY OF BAYARD	01 2610 621 000 000 0	#31200 electric	37.00
	01 2610 621 001 001 1	#75400 electric	5,441.75
	01 2610 410 001 001 1	#75400 utilities	1,290.50
	01 2610 621 002 002 2	#75600 electric	372.16

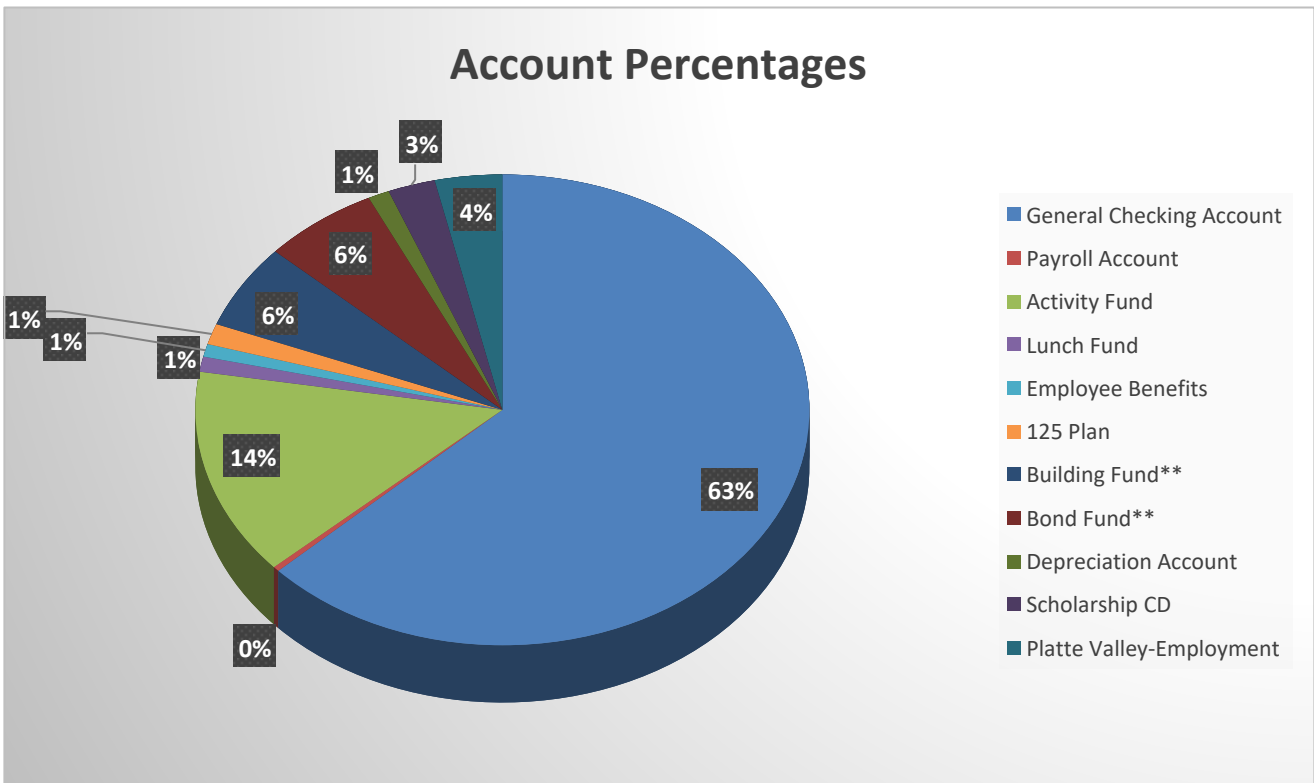
	01 2610 410 002 002 2	#75600 utiities	1,610.50
	01 6989 591 000 000 0	2024 summer reading program	1,500.00
	01 6989 591 000 000 0	2023 summer reading program	1,500.00
	01 6989 591 000 000 0	2022 summer reading program	1,500.00
	<b>Total</b>		<b>13,251.91</b>
CONNECTING POINT	01 1100 352 001 001 1	copier service contract	572.97
	01 1100 352 002 002 2	copier service contract	572.97
	<b>Total</b>		<b>1,145.94</b>
CRABLE, BOB	01 2730 352 000 000 0	bus repairs and service	1,022.50
	<b>Total</b>		<b>1,022.50</b>
CULLIGAN WATER CONDITION	01 2610 610 001 001 1	r/o	109.90
	01 2610 610 002 002 2	r/o	27.50
	<b>Total</b>		<b>137.40</b>
DAS STATE ACCOUNTING - CENTRAL	01 1100 382 000 000 0	may 24 network	267.63
	<b>Total</b>		<b>267.63</b>
FNBO CARD	01 1100 733 001 001 1	scottsbuff school auction chairs	18.37
	01 2510 531 000 000 0	postage	49.06
	01 2710 626 000 000	fuel	75.16
	01 2710 610 000 000 0	Panhandle Water Bottles	15.16
	01 2710 610 000 000 0	75 Watt Light Bulbs for Bathroom.	8.50
	01 2710 610 000 000 0	Dawn Platinum Dish Soap	9.55
	01 2710 610 000 000 0	Fabuloso Multipurpose Cleaner	4.50
	01 2710 610 000 000 0	Repel Bug Spray for drivers	5.75
	01 2710 610 000 000 0	12 Quart Bucket	6.50
	01 2710 610 000 000 0	Awesome Multipurpose Cleaner	6.50
	01 2710 610 000 000 0	Magic Eraser	3.50
	01 2710 610 000 000 0	409 Multipurpose Spray Bottle Cleaner	4.00
	01 2710 610 000 000 0	Lysol Toilet Cleaner	2.75
	01 2710 610 000 000 0	Armor All Spray Cleaner	5.00
	01 2710 610 000 000 0	Lysol Power Foam Cleaner	4.35
	01 2710 610 000 000 0	TrueLiving Carpet Cleaner	4.25
	01 2710 610 000 000 0	Quick Shine Floor Wax	4.50
	01 2710 610 000 000 0	Lint Brush Roller	3.50
	01 2710 610 000 000 0	In Tank Blue Disk Cleaners	1.00
	01 2710 610 000 000 0	Tax	4.82
	01 2710 610 000 000 0	abc Chemcial Sample Pack	37.95
	01 2710 610 000 000 0	Combo Tool - Ettore Back Flip Stainless	38.95
	01 2710 610 000 000 0	Ettore Stainless Steel Clip Style Standa	7.10
	01 2710 610 000 000 0	Steccone Aluminum Clip Style Standard	13.25
	01 2710 610 000 000 0	Shipping	15.38
	01 2710 610 000 000 0	Way Fan for the driver in the Charter. 1	39.58
	01 2220 330 001 001 1	West Nebraska School Mental Health	75.00
	01 1160 580 000 000	nurses conf travel	11.12
	01 1160 580 000 000	nurses conf travel	15.80
	01 1160 580 000 000	nurses conf travel	42.98
	01 2410 610 002 002 2	summer school rewards	50.00
	01 1200 330 003 000 0	mental health conf	100.00
	01 1100 733 002 002 2	14 art tables wncc auction	177.10
	<b>Total</b>		<b>860.93</b>
HOLIDAY INN - KEARNEY	01 2710 330 000 000 0	transportation conf lodging	259.90
	01 1160 580 000 000	nurse conference lodging	249.90
	<b>Total</b>		<b>509.80</b>
HOTSY EQUIPMENT CO.	01 2730 352 000 000 0	Service Call Charge	360.00
	<b>Total</b>		<b>360.00</b>
IDEAL/BLUFFS FACILITY SOLUTIONS	01 2610 610 001 001 1	summer supplies	1,777.79
	01 2610 610 001 001 1	summer supplies	278.00
	01 2610 610 002 002 2	Workout cleaner	99.95
	<b>Total</b>		<b>2,155.74</b>
IMAGINE LEARNING	01 1100 610 001 001 1	Summer School lisences	770.00
	01 1200 610 003 001 1	Odysseyware	1,320.00
	01 1160 610 000 000	Edgenuity Academic Integrity	154.00
	01 1160 610 000 000	Edgenuity	5,075.00
	01 1160 610 000 000	Edgenuity CTE	1,155.00
	01 1160 610 000 000	Exceptional Student Course Suite	750.00
	01 1160 610 000 000	PD Webinar Seminar	750.00
	<b>Total</b>		<b>9,974.00</b>
KUSKIE STATION LLC	01 2710 626 000 000	bus fuel	1,210.51
	01 2610 626 001 001 1	custodial fuel	310.63
	<b>Total</b>		<b>1,521.14</b>
Lakeshore	01 3540 733 002 002 2	<a href="https://www.lakeshorelearning.com/produ">https://www.lakeshorelearning.com/produ</a>	149.00
	01 3540 733 002 002 2	shipping	22.35
	<b>Total</b>		<b>171.35</b>
LITTLE, TROY	01 3599 352 000 000 0	PERKINS GRNT- GENERATOR DOWN	4,500.00
	<b>Total</b>		<b>4,500.00</b>

MCI COMM SERVICE	01 2510 382 000 000 0	telephone	35.67
	<b>Total</b>		<b>35.67</b>
MENARDS	01 2610 610 001 001 1	Paint gun and supplies	177.98
	<b>Total</b>		<b>177.98</b>
MY CENTRAL SUPPLY	01 1100 610 000 000 0	annual buy	844.86
	<b>Total</b>		<b>844.86</b>
NAVIGATE360 LLC	01 2670 610 000 000 0	behavior threat management system	1,639.09
	01 2670 610 000 000 0	emergency management platform	1,639.09
	<b>Total</b>		<b>3,278.18</b>
NE COLORADO CELLULAR, INC	01 1100 382 001 001 1	hotspots	286.11
	<b>Total</b>		<b>286.11</b>
NE COUNCIL OF SCHOOL	01 2320 330 000 000 0	olson admin days	225.00
	<b>Total</b>		<b>225.00</b>
NE RURAL COMMUNITY SCHOOLS ASSOC.	01 2310 810 000 000 0	nrdsa membership	850.00
	<b>Total</b>		<b>850.00</b>
NE SAFETY CENTER	01 2710 330 000 000 0	level 2 leever	125.00
	01 2710 330 000 000 0	dl bus endorsement burdick	255.00
	01 2710 330 000 000 0	level 1 training, posey anderson ziemer	675.00
	<b>Total</b>		<b>1,055.00</b>
NEBRASKA SCHOOL TRANSPORTATION	01 2710 330 000 000 0	Nebraska School Transportation Associati	150.00
	01 2710 330 000 000 0	accident investigation course	75.00
	<b>Total</b>		<b>225.00</b>
NORTH OF THE ROCK DESIGNS	01 6989 610 000 000 0	T-shirts for summer staff	240.00
	<b>Total</b>		<b>240.00</b>
ONE SOURCE	01 2510 810 000 000 0	background check	39.00
	<b>Total</b>		<b>39.00</b>
POMPS TIRE SERVICE INC	01 2730 352 000 000 0	Charter Moved driver front steer to driv	111.00
	01 2730 352 000 000 0	Balance Beads 10oz	15.50
	01 2730 352 000 000 0	Supplies	7.77
	<b>Total</b>		<b>134.27</b>
QUADIENT FINANCE USA, INC	01 2510 531 000 000 0	postage	402.33
	<b>Total</b>		<b>402.33</b>
REMIND101 INC	01 1100 810 001 001 1	remind renewal	1,024.87
	01 1100 810 002 002 2	remind renewal	1,024.87
	<b>Total</b>		<b>2,049.74</b>
RIVERSIDE DISCOVERY CENTER	01 6989 591 000 000 0	Admission for zoo.	273.00
	<b>Total</b>		<b>273.00</b>
Rochester 100 Inc.	01 1100 610 002 002 2	<a href="https://www.rochester100.com/Take-">https://www.rochester100.com/Take-</a>	217.50
	<b>Total</b>		<b>217.50</b>
S & S WORLDWIDE, INC.	01 1100 610 001 001 1	annual buy supplies	242.45
	<b>Total</b>		<b>242.45</b>
SCHOOL HEALTH CORPORATION	01 1160 610 000 000	flexible fabric, 1x3, 1500	39.30
	01 1160 610 000 000	gauze non-sterile sponges and sterile pa	8.70
	01 1160 610 000 000	gauze non-sterile sponges and sterile pa	18.26
	01 1160 610 000 000	cotton tip applications, 3", 1000 box	6.02
	01 1160 610 000 000	super Sani-cloth germicidal disposable c	16.74
	01 1160 610 000 000	Sani-cloth plus hard surface disinfectan	18.48
	01 1160 610 000 000	professional lysol brand III disinfectan	52.44
	01 1160 610 000 000	purely instant hand sanitizer, 12 oz pum	38.40
	01 1160 610 000 000	safety oral pain relief	33.46
	01 1160 610 000 000	school health organic cotton tampons	41.38
	01 1160 610 000 000	Kotex maxi pads	5.18
	01 1160 610 000 000	bio freeze, 3g packet	43.23
	01 1160 610 000 000	hydrogen peroxide 3%, 16oz	2.73
	01 1160 610 000 000	band-aid hurt free antiseptic wash	9.24
	01 1160 610 000 000	economy creped paper, 18x125	3.13
	01 1160 610 000 000	Sani-cloth AF3 germicidal wipes	25.11
	01 1160 610 000 000	school health organic cotton sanitary na	23.38
	<b>Total</b>		<b>385.18</b>
SCOTTS BLUFF COUNTY CLERK	01 2510 352 001 001 1	2024 primary election auto advance	100.00
	<b>Total</b>		<b>100.00</b>
SHERWIN WILLIAMS	01 2620 610 002 002 2	elem library paint	126.36
	<b>Total</b>		<b>126.36</b>
SIMMONS OLSEN LAW FIRM P.C.	01 2330 317 000 000 0	legal services	275.00
	<b>Total</b>		<b>275.00</b>
SIMPLOT GROWER SOLUTIONS	01 2610 610 001 001 1	weed spray	130.00
	<b>Total</b>		<b>130.00</b>
SOAR PEDIATRIC THERAPY, LLC	01 2173 591 003 000 0	0-2 pt	692.82
	01 2172 591 003 000 0	3-5 pt	1,582.99
	01 2171 591 003 002 2	SA PT	808.41
	<b>Total</b>		<b>3,084.22</b>
SOFTWARE UNLIMITED INC.	01 2510 352 001 001 1	sui annual fee	8,050.00
	<b>Total</b>		<b>8,050.00</b>

Stuart, Bobbie	01 2510 580 000 000 0	mileage reimbursement	<u>112.56</u>
	<b>Total</b>		<b>112.56</b>
TIME MANAGEMENT SYSTEMS	01 2510 810 000 000 0	timeclock	<u>178.75</u>
	<b>Total</b>		<b>178.75</b>
VERIZON	01 2710 810 000 000 0	bus gps	<u>210.47</u>
	<b>Total</b>		<b>210.47</b>
Walters, Corina	01 2610 610 002 002 2	reimburse gorilla glue clear grip	<u>6.34</u>
	<b>Total</b>		<b>6.34</b>
WILLIAM V. MACGILL &CO	01 1160 610 000 000	economy gauze sponges	54.00
	01 1160 610 000 000	foile medicated first aid ointment, 1 oz	17.16
	01 1160 610 000 000	insect sting swabs	11.98
	01 1160 610 000 000	thermal-kool cold/hot pack covers, 4x10	96.00
	01 1160 610 000 000	refresh plus sterile buffered isotonic s	66.00
	01 1160 610 000 000	disposable mouth mirrors	68.99
	01 1160 610 000 000	carmex, 0.25 jar	49.80
	01 1160 610 000 000	medique medikoff throat lozenges, 600	38.00
	01 1160 610 000 000	economy baby wipes	32.90
	01 1160 610 000 000	moron 7 series wireless, upper arm blood	109.00
	01 1160 610 000 000	nurse visitation pass	8.76
	01 1160 610 000 000	school health log room book	<u>42.00</u>
	<b>Total</b>		<b>594.59</b>
WPCI	01 2710 340 000 000 0	random pool	<u>68.00</u>
	<b>Total</b>		<b>68.00</b>
Wurdeman, Marjorie	01 2710 330 000 000 0	meal reimbursement	<u>18.23</u>
	<b>Total</b>		<b>18.23</b>
ZANER-BLOSER	01 1100 610 002 002 2	<a href="https://shop.zaner-bloser.com/collection">https://shop.zaner-bloser.com/collection</a>	351.25
	01 1100 610 002 002 2	<a href="https://shop.zaner-bloser.com/collection">https://shop.zaner-bloser.com/collection</a>	337.20
	01 1100 610 002 002 2	shipping	<u>68.84</u>
	<b>Total</b>		<u>757.29</u>
		<b>General Fund Total</b>	<b>67,194.00</b>
		<b>Building</b>	<b>0.00</b>
		<b>Payroll</b>	<b>376,259.51</b>

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

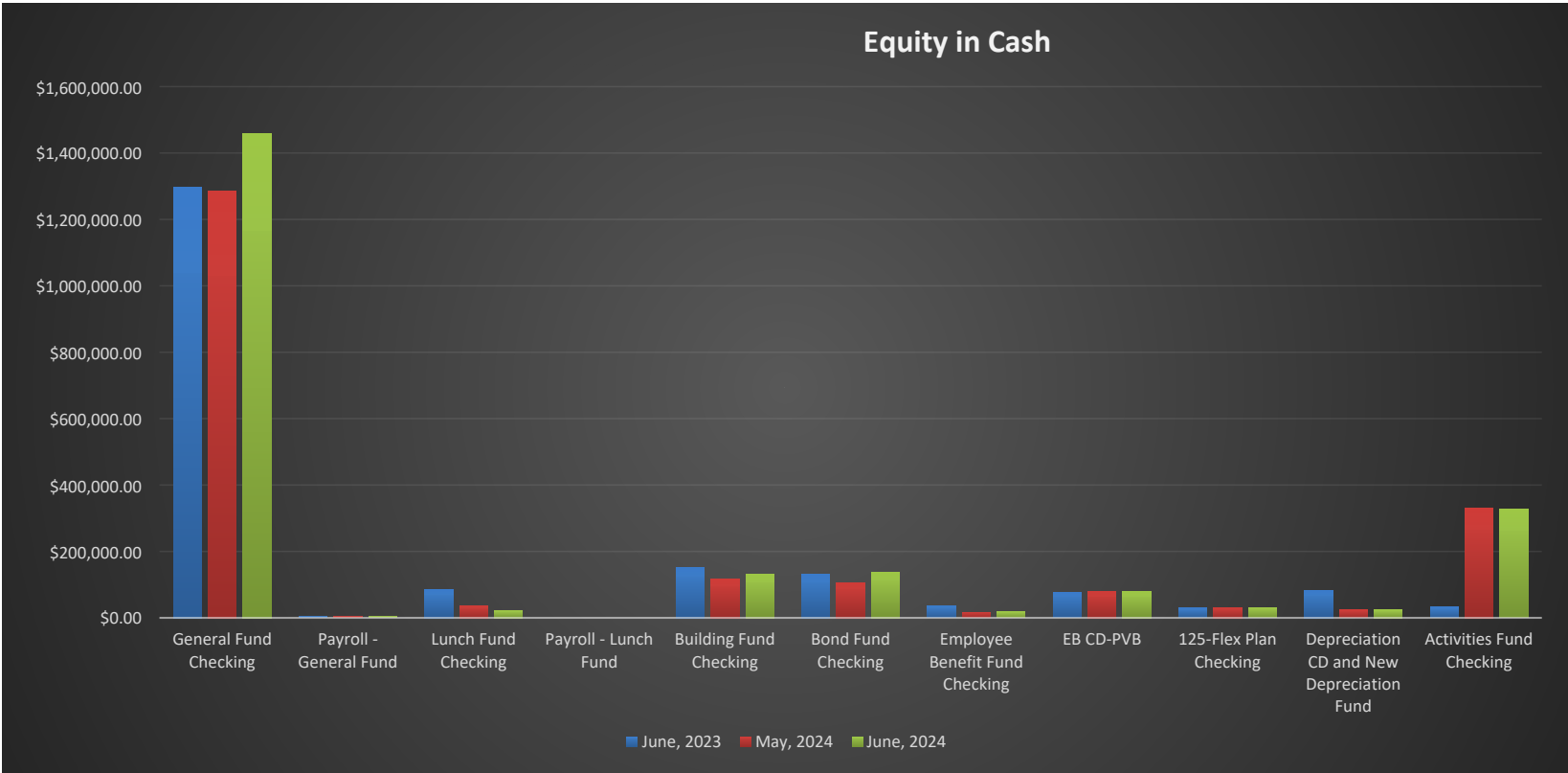
General Checking Account	\$	1,459,833.29	
Payroll Account	\$	7,792.91	
Activity Fund	\$	329,902.16	
Lunch Fund	\$	24,042.03	
Employee Benefits	\$	20,320.89	
125 Plan	\$	32,972.30	
Building Fund**	\$	134,708.58	
Bond Fund**	\$	140,925.20	
Depreciation Account	\$	26,085.01	
Scholarship CD	\$	57,833.09	
Platte Valley-Employment	\$	82,079.42	
	\$		2,316,494.88



# Bayard Public Schools

## Equity in Cash June 30, 2024

Fund	Fund #	June, 2023 PRIOR YEAR BALANCE	May, 2024 PRIOR MONTH BALANCE	June, 2024 REVENUES	June, 2024 EXPENSES	June, 2024 ENDING BALANCE
General Fund Checking	01-101	\$1,300,072.97	1,287,600.11	746,176.46	(573,943.28)	\$1,459,833.29
Payroll - General Fund	01-104	\$7,812.34	\$ 7,678.01	401,714.15	(401,599.25)	\$ 7,792.91
Lunch Fund Checking	02-101	\$87,363.68	39,659.78	3,895.42	(19,513.17)	\$24,042.03
Payroll - Lunch Fund	02-104	\$0.00	0.00	8,472.46	(8,472.46)	\$0.00
Building Fund Checking	03-101	\$155,442.56	121,076.63	13,631.95	0.00	\$134,708.58
Bond Fund Checking	04-101	\$133,726.25	108,677.05	32,248.15	0.00	\$140,925.20
Employee Benefit Fund Checking	05-101	\$38,542.79	20,146.35	201.04	(26.50)	\$20,320.89
EB CD-PVB	05-106-1000	\$80,537.10	82,079.42	0.00	0.00	\$82,079.42
125-Flex Plan Checking	05-107	\$31,737.53	33,212.33	3,824.98	(4,065.01)	\$32,972.30
Depreciation CD and New Depreciation Fund	06-101	\$84,689.04	26,054.05	30.96	0.00	\$26,085.01
Activities Fund Checking	07-101	\$34,819.19	332,422.61	7,590.17	(10,110.62)	\$329,902.16
Scholarship CD	07-114	\$61,428.58	57,833.09	0.00	0.00	\$57,833.09
<b>TOTAL</b>		<b>\$2,016,172.03</b>	<b>\$ 2,116,439.43</b>	<b>\$ 1,217,785.74</b>	<b>\$ (1,017,730.29)</b>	<b>\$2,316,494.88</b>



**Detail Check Register**

<b>Checking Account: 7</b>		<b>Student Activity</b>					
Check Number: 1748	Check Type: Check	Check Date: 06/05/2024	Vendor: ALSMARKET	AL'S MARKET	Check Total:	272.24	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
1551	06/04/2024		buns	07 2900 610 155 000	249.50		
2622	06/04/2024	24-001162	track banquet	07 2900 610 104 000 0	22.74		
Check Number: 1749	Check Type: Check	Check Date: 06/05/2024	Vendor: SYNCB	Amazon Capital Services	Check Total:	277.26	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
1h37-lv1y-qk3g	06/04/2024	24-001139	25 lbs of color powder	07 2900 610 152 000 0	134.91		
1r7c-lj36-ph6v	06/04/2024	24-001169	Dell Laptop Charger 65W Watt USB Type C	07 2900 610 133 000 0	142.35		
Check Number: 1750	Check Type: Check	Check Date: 06/05/2024	Vendor: WALMARTC	Capital One	Check Total:	502.52	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
20240604	06/04/2024		hospitality	07 2900 610 102 000 0	260.70		
20240604	06/04/2024		hospitality	07 2900 610 102 000 0	226.96		
20240604	06/04/2024		post prom supplies	07 2900 610 134 000 0	14.86		
Check Number: 1751	Check Type: Check	Check Date: 06/05/2024	Vendor: CARD	CARDMEMBER SERVICE	Check Total:	281.14	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
20240604	06/04/2024	24-001028	lemonaide stand supplies	07 2900 610 131 000 0	84.10		
20240604	06/04/2024	24-001028	lemonaide stand supplies	07 2900 610 131 000 0	36.87		
20240604-0001	06/04/2024	24-001074	ar party supplies	07 2900 610 146 000 0	160.17		
Check Number: 1752	Check Type: Check	Check Date: 06/05/2024	Vendor: FNBOCARD	FNBO CARD	Check Total:	865.47	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
20240604	06/04/2024		dist golf meals	07 2900 580 111 000 0	174.26		
20240604	06/04/2024		practice round districts	07 2900 810 102 000 0	185.00		
20240604-0002	06/04/2024		act supplies	07 2900 610 102 000 0	28.22		
20240604-0002	06/04/2024		coach clinic(charged/cancellation)	07 2900 610 152 000 0	54.83		
20240604-0002	06/04/2024		coach clinic(charged/cancellation)credit	07 2900 610 152 000 0	(49.94)		
20240604-0002	06/04/2024		Reversal: coach clinic(charged/cancellat	07 2900 610 152 000 0	(54.83)		
20240604-0002	06/04/2024		Reversal: coach clinic(charged/cancellat	07 2900 610 152 000 0	49.94		
20240604-0002	06/04/2024		Correction: coach clinic(charged/cancell	07 2900 610 153 000 0	(49.94)		
20240604-0002	06/04/2024		Correction: coach clinic(charged/cancell	07 2900 610 153 000 0	54.83		
20240604-0004	06/04/2024	24-001113	hospitality	07 2900 610 102 000 0	100.00		
20240604-0005	06/04/2024	24-001123	Arby's	07 2900 610 155 000	303.75		
20240604-0005	06/04/2024	24-001123	Walmart	07 2900 610 155 000	69.35		
Check Number: 1753	Check Type: Check	Check Date: 06/05/2024	Vendor: FNBOCARD	FNBO CARD	Check Total:	1,482.66	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
20240604-0005	06/04/2024	24-001123	Als	07 2900 610 155 000	20.67		
20240604-0005	06/04/2024	24-001123	Als	07 2900 610 155 000	5.78		
20240604-0006	06/04/2024	24-001168	Singlets	07 2900 610 102 000 0	640.00		
20240604-0006	06/04/2024	24-001168	Singlets	07 2900 610 155 000	640.00		

**Detail Check Register**

<b>Checking Account: 7</b>		<b>Student Activity</b>					
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
20240604-0007	06/04/2024	24-001176	Rehearsal Tracks for All State Auditions	07 2900 610 135 000 0	56.00		
20240604-0008	06/04/2024		nat ffa order	07 2900 610 124 000 0	92.00		
20240604-0009	06/04/2024	24-001116	28.21	07 2900 610 124 000 0	28.21		
Check Number: 1754      Check Type: Check      Check Date: 06/05/2024      Vendor: FNBOCARD      FNBO CARD      Check Total: 1,405.29							
20240604-0010	06/04/2024	24-001115	Pizza for greenhouse workers	07 2900 610 124 000 0	21.92		
20240604-0012	06/04/2024		state track travel	07 2900 580 111 000 0	594.50		
20240604-0012	06/04/2024		hospitality and act supplies	07 2900 610 102 000 0	87.59		
20240605	06/05/2024		retiree cake	07 2900 610 120 000 0	42.96		
20240605	06/05/2024		lighthouse field trip	07 2900 610 146 000 0	270.00		
20240605-0001	06/05/2024	24-001072	Trampoline Park entry fee	07 2900 610 133 000 0	388.32		
Check Number: 1755      Check Type: Check      Check Date: 06/05/2024      Vendor: HAUFF      HAUFF MID AMERICA SPORTS      Check Total: 137.94							
146383	06/05/2024		BASKETBALLS	07 2900 610 102 000 0	137.94		
Check Number: 1756      Check Type: Check      Check Date: 06/05/2024      Vendor: KIZLAN      LANE KIZZIRE      Check Total: 10.00							
20240604	06/04/2024	24-001174	lost book was found and returned	07 2900 610 122 000 0	10.00		
Check Number: 1757      Check Type: Check      Check Date: 06/05/2024      Vendor: NSAA      NEBRASKA SCHOOL ATHLETIC ASSOC.      Check Total: 2,522.17							
2024 district track	06/04/2024		2024 district track	07 1710 0102	892.17		
20240604	06/04/2024	24-001194	NSAA registration	07 2900 810 102 000 0	1,630.00		
Check Number: 1758      Check Type: Check      Check Date: 06/13/2024      Vendor: EPIC      EPIC FOOTBALL CAMP      Check Total: 840.00							
20240613	06/13/2024	24-001198	Football camp	07 2900 610 125 000 0	840.00		
Check Number: 1759      Check Type: Check      Check Date: 06/13/2024      Vendor: FLOBAS      FLOWER BASKET      Check Total: 401.00							
868787	06/13/2024		grad flowers	07 2900 610 224 000 0	401.00		
Check Number: 1760      Check Type: Check      Check Date: 06/13/2024      Vendor: JWPEMINN      J W PEPPER & SON INC.      Check Total: 262.99							
366494368	06/13/2024	24-001199	Show Choir Music	07 2900 610 135 000 0	50.00		
366494368	06/13/2024	24-001199	Shipping	07 2900 610 135 000 0	12.99		
366494368	06/13/2024	24-001199	show choir music	07 2900 610 135 000 0	200.00		
Check Number: 1761      Check Type: Check      Check Date: 06/13/2024      Vendor: AAPORTAPOT      ALVARO SILVA      Check Total: 800.00							
10120	06/13/2024		portable toilet rental-spring	07 2900 352 102 000 0	800.00		

\*Denotes Expensed Invoice Item

Checking Account ID: 7

Total without Voids: 10,060.68

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## SCHOOL BUSINESS AFFAIRS

June 2024 | Volume 90, Number 6

*Association of School Business Officials International®*



# CREATING AND MAINTAINING SAFE SPACES

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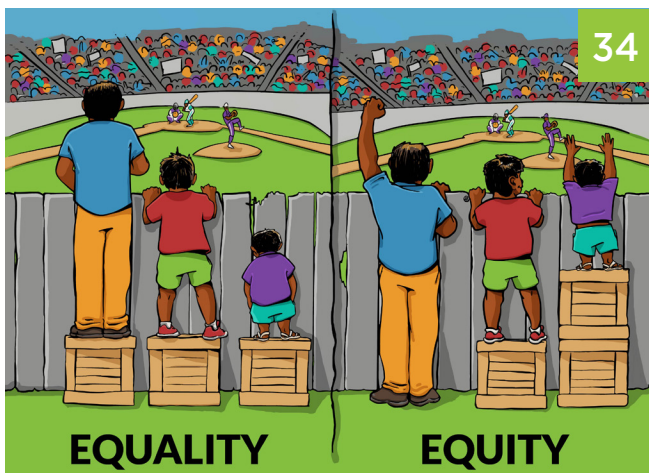
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# A Multifaceted Approach for Safe Spaces

By Ryan S. Stechschulte



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**E**nsuring the safety and security of school environments requires a multifaceted approach.

By focusing on these key areas, school business officials can create and maintain safe spaces that contribute to learning and growth:

### Regular Safety Inspections

Regular safety inspections identify potential problems and mitigate risks before they become serious issues. Safety inspections should focus on:

- Checking for structural issues such as cracks, leaks, or damage that could pose a risk to students and staff.
- Ensuring that fire alarms, extinguishers, and sprinkler systems are functioning correctly and that emergency exits are accessible and clearly marked.
- Inspecting electrical wiring and outlets for fire hazards and ensuring that all electrical equipment is safe to use.
- Routinely inspecting playground equipment for wear and tear.

### Long-Range Facility Planning

Effective long-range facility planning involves anticipating future needs and challenges and requires:

- Evaluating facilities to identify deficiencies and areas for improvement.
- Allocating funds for renovations, expansions, and maintenance.
- Applying eco-friendly practices and materials to create sustainable and energy-efficient buildings.
- Engaging with stakeholders to gather input and build consensus on facility plans.

### Adequate Insurance

Adequate insurance coverage protects schools against such unforeseen events as accidents, natural disasters, and liability claims that could jeopardize safety and financial stability. The business official responsible for insurance:

- Ensures that the insurance policy covers a wide range of risks.

- Periodically reviews and updates insurance policies to reflect changes in the school environment.
- Minimizes the likelihood of insurance claims by improving security measures and conducting regular safety training for staff.

### Diligent Maintenance

Routine maintenance ensures the safety and functionality of school facilities. Key aspects include:

- Scheduling regular maintenance tasks to address wear and tear of facilities and equipment.
- Acting promptly to prevent minor breakdowns from escalating into major problems.
- Ensuring facilities and equipment meet current safety standards.

### Technology-Driven Processes

Technology-driven processes streamline safety inspections, improve communication, and provide real-time monitoring. For example:

- Digital tools can conduct and document safety inspections more efficiently and accurately.
- Facility management software can manage maintenance schedules, track repairs, and monitor the condition of facilities in real-time.
- Data analytics identify patterns and trends in safety incidents and inform decision-making.

Creating and maintaining safe spaces requires diligence, foresight, and collaboration. By focusing on these areas, SBOs can ensure that schools remain safe, secure, and conducive to learning.

YOU ARE THE DIFFERENCE.

**Ryan S. Stechschulte**

Treasurer/CFO

Toledo City (Ohio) School District

**WIDE OPEN SPACES**



When we talk about safe spaces in education, our discussions typically center on aspects of safety and security: building access control systems, the structural integrity of the building, OSHA guidelines, safety exercises and drills, recovery plans, and landscaping. However, as this month's authors highlight, creating

and maintaining safe spaces encompasses several other areas, such as social-emotional safety and cybersecurity.

You'll read about the importance of vision, assessment, and critical decision-making concerning annual safety inspections and long-range facility planning.

Given the constantly increasing insurance premiums, understanding the insurance purchasing process is more important than ever before. Find out what school business officials need to know in this critical area. You'll also get great tips about ensuring you have adequate staff to maintain the technology that supports the school system, as well as an interdisciplinary approach to operations and maintenance efficiency.

The COVID-19 pandemic cast a bright light on facility cleanliness. That importance has not and should not diminish post-pandemic. It might be time to audit your district's cleaning protocol — and we have checklists to get you started.

We also take a deep dive into constructing school facilities that focus on the health and well-being of students and staff and people's basic need for safety and security and how that translates into building design.

ASBO has been honored to participate in the Life-touch Memory Mission these past few years, and the association's representatives have shared their reflections on the experience. This month, Chris Wildman and Jack Mitchell share some of their most memorable moments and their takeaway from the experiences building a bottle school.

We are also excited to share an insightful article on equality versus equity. Do you know the difference? How do the concepts play out in your district?

In addition to our monthly columns on Back to Basics and Safety and Security, we bring you a recap of ASBO's visit to the White House to celebrate sustainable schools.

— *Siobhán McMahon, CAE*

**Colophon:** During the production of this issue, Siobhan traveled to the UK to visit family, Pat got a crash course in herding rabbits, and Susan attended her oldest son's commencement ceremony from Virginia Commonwealth University, where he graduated Summa Cum Laude in electrical engineering.



**ASSOCIATION OF  
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# Securing Success: The Imperative of Safe Spaces

James M. Rowan, CAE, SFO

In public education, ensuring safe spaces means providing not only emotional support and inclusivity, but also solid infrastructures and technological frameworks.

In public education, defining safe spaces goes beyond emotional support and inclusivity. The provision for safe spaces extends to the infrastructure and technological frameworks supporting modern school districts. From school security and facility management to integrating technologies like artificial intelligence (AI), creating and maintaining safe spaces in public school districts is vital to learning, innovation, and student well-being.

## Enhancing School Security

Safe spaces are physical environments fortified against potential threats, whether intruders, natural disasters, or emergencies. Strong security measures, such as surveillance systems, access controls, and emergency response protocols, are safeguards in our educational spaces.

However, the concept of school security extends beyond physical precautions. It demands a culture of vigilance, communication, and community engagement in which all stakeholders play an active role in ensuring safety.

## Optimizing Facility Management

Efficient facility management is basic to creating safe, functional, and sustainable educational spaces within public school districts. Safe spaces extend beyond the classroom to include laboratories, libraries, gyms, and outdoor areas. Proper maintenance, sanitation, and accessibility are essential to ensuring that these spaces meet the diverse needs of students, faculty, and staff.

Moreover, proactive facility management strategies involve anticipating and mitigating potential hazards or disruptions that may threaten the safety or function of educational spaces. These strategies include routine inspections, repairs, and upgrades to infrastructure, as well as compliance with building codes and safety regulations.

By prioritizing facility management, school districts can create environments that promote learning and productivity and consider all occupants' health, safety, and well-being.

## Harnessing Technology and AI

Technology, including AI, has revolutionized education, from classroom instruction to administrative operations. Safe spaces within public school districts can benefit from technology that enhances security, efficiency, and accessibility.

AI-powered surveillance systems can bolster school security by detecting and alerting authorities to potential threats in real time. Furthermore, AI algorithms can analyze data patterns to identify areas of improvement in facility management, such as optimizing energy usage, predicting maintenance needs, and ensuring compliance with safety standards.

Additionally, technology can improve communication and collaboration among stakeholders, quickly respond to emergencies, and coordinate resources. Digital platforms and mobile applications can disseminate critical information, access support services, and enlist community cooperation within school districts.

## Protecting Our Spaces

Creating and maintaining safe spaces within districts is not only a moral imperative but a strategic investment in the future of education. School districts can cultivate environments where students can grow academically, socially, and emotionally by emphasizing school security, improving facility management, and taking advantage of technology and AI.

As educational leaders and stakeholders, we must protect the sanctity of academic spaces and ensure that every student can learn and grow in an environment that is safe, inclusive, and conducive to their success.

# The Benefits of Annual Safety Inspections

*Annual facility inspections not only highlight opportunities to improve safety and security, they serve as a means to ensure long-term success.*

By Gary Bradbury, CSP, CEA, CPSI



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**M**ost institutions glean but a fraction of the benefits they could realize from a properly executed facility inspection program. Instead, they are left with only symbolic compliance and a laundry list of easy-to-identify safety hazards. As such, they are missing out on opportunities to: (1) address hazards that contribute to a major injury trend, (2) develop an inventory of prioritized safety issues, (3) establish an objective safety basis for maintenance funding, (4) create a means for monitoring site safety improvements, and (5) assess site security proactively.

Those missed opportunities are often due to the following mistakes:

- Selecting an untrained inspector instead of someone with a clear understanding of school facility hazards and how to prioritize those hazards.

- Using a generic checklist rather than one focused on the most critical and common hazards.
- Excluding the evaluation of undeveloped hazards, such as water intrusion, which could become, by way of mold growth, an indoor air quality issue.
- Failing to identify the most cost-effective corrective actions.
- Foregoing an analysis of the inspection data, thus missing the opportunity to provide management with an entity-wide survey of safety issues.

Let's address strategies to remedy each of these missed opportunities.

## **Choose a qualified inspector.**

Do not hand off this task to a custodian or maintenance employee with no training in conducting such

an inspection. The inspector must be trained to identify hazards and to develop practical and cost-effective corrective actions. Such training can often be obtained from experienced insurance carrier loss control professionals or agency risk managers who can instruct your staff on the inspection process.

Bring in professionals with expertise in safety and security to accompany your staff members until they become proficient in these areas. With less-experienced in-house inspectors, use a team approach to augment both the hazard identification and correction development process.

---

## **The inspection should consider conditions that may not pose an immediate safety concern but could develop into a hazard under certain circumstances.**

---

Hiring an outside inspector is one way to ensure that you have one who is qualified, but you may be unhappy with the results. Outside inspectors are concerned with delivering recommendations without necessarily understanding the cost of and difficulties with implementing those recommendations. A properly selected and trained internal inspector will be in a better position to understand the practicality and cost constraints associated with the corrective action.

## **Use a custom inspection form or software that is tailored to your facility.**

Choose or develop an inspection form that allows you to focus on and prioritize hazards connected with accident trends, as well as hazards with a high potential for severe loss. For example, same-level fall accidents commonly account for 20%–25% of an organization's employee injuries. Walkway hazards—such as unplanned level changes, deteriorated surfaces, inadequate lighting, and worn or missing doormats—are just a sample of the many fall hazards that must be identified and corrected.

Conversely, the form should also prompt the inspector to look for the infrequent fall hazard that could result in a severe injury. Such would be the case of an unguarded opening in the guardrail of a mezzanine storage area. A custom inspection form directs the surveyor to examine

issues of greatest concern to a school operation, such as security and evacuation, and yet allows for freedom to consider the whole range of facility safety.

## **Evaluate undeveloped hazards.**

In addition, the inspection should consider conditions that may not pose an immediate safety concern but could develop into a hazard under certain circumstances. A water leak in and of itself may not be an injury hazard, but without proper drying, it could promote mold growth, which is an indoor air quality issue. Many undeveloped hazards pose a catastrophic risk for loss and must be considered.

## **Identify the most cost-effective corrective action.**

Identifying and ranking hazards constitutes only the first part of the inspection process. Developing cost-effective solutions to mitigate those hazards is key to success.

Take, for example, the case where tree roots have lifted a sidewalk panel, presenting a trip-and-fall hazard. The level change can be highlighted with yellow paint to warn of the hazard; however, that should be viewed as only a temporary measure, not a long-term solution.

Removing the panel, abating the surface root conditions, and repouring the concrete is probably the best solution, but it may be cost-prohibitive at the time. If the level change is not excessive, grinding down the raised edge may provide an adequate remedy until funding is available to address the “root cause” of the problem.

Another example pertains to fire regulations: In California, fire marshal regulations limit the amount of flammable decor that can be posted on classroom walls. This presents a conflict with elementary school teachers who pride themselves on decorating their classrooms to look fun and interesting.

The standard approach would be to require the removal of all decor above the regulations' limit. However, that will result in many unhappy teachers and principals. Another recommendation is to use flame-resistant paper to decorate the walls. This approach will result in happier teachers and students and safer classrooms.

Following this example, we often find teachers using folding A-frame ladders to post materials in the classroom and to access materials stored overhead. In California, all employees who use ladders must receive ladder safety training.

Rather than attempt to train all our teachers in ladder safety, Conejo Valley Unified School District opted to provide three-step folding step stools. These are not

classified as ladders and, therefore, do not trigger the training requirement.

## Finding the best and most affordable corrective action is really the goal of the inspection process.

In addition, for the purposes being used, they are a far safer choice, as they have wide slip-resistant steps and a top handrail, and they are not easily misused, as is the case with an A-frame ladder. Finding the best and most affordable corrective action is really the goal of the inspection process.

### Leveraging the Inspection Data

So you have identified the hazards, developed reasonable corrective action, issued recommendations, and submitted work orders. You're done, right? Typically, here is where the inspection process ends, leaving all those valuable inspection data behind.

Analyzing these data can provide an entity-wide picture of your facilities' safety, can justify maintenance budgeting for safety-related improvements, and can track year-to-year progress on correcting hazards.

Emergency lighting fixtures—particularly in an earthquake-prone state like California—are critical and must be maintained in working order. Perhaps your safety inspections revealed that many of these fixtures were inoperable when tested. These results indicate the need to institute a program for regularly testing and maintaining these fixtures.

Wouldn't the following information be helpful in planning and budgeting for such a program: (1) the number fixtures, (2) the location of the most defective fixtures, and (3) the location where other new fixtures may be needed? In addition, you can use the inspection data for the following year to objectively judge the success of your program.

You have spent considerable time collecting these inspection data, so make sure that you use that information to the fullest extent possible.

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# High Performance Requires Long-Range Facility Planning

*Maintaining and improving educational facilities requires vision, assessment, and critical decision-making.*

By Kayla Peck and Damien Schlitt, AIA, LEED AP

**W**e ask a lot of our schools as institutions of learning, but we also make demands on the buildings themselves.

Each year, new students arrive expecting to be welcomed into a learning environment where they can thrive both academically and socially. Meeting that expectation year after year takes long-range facility planning to ensure that buildings continue to perform above grade level.

Maintaining and improving educational facilities requires vision, assessment, and decision-making. This process anticipates and responds to changes in enrollment, learning preferences, and maintenance requirements. That is an intricate exercise; however, leaders can develop a long-range facility plan that is effective, flexible, and actionable. Here's how.

## Developing a Long-Range Facility Plan

The first step in developing a long-range facility plan is to define a school's strategic objectives. To meet those objectives, goals identified in a master plan will align with the current physical structure's required resource allocation.

It is also important to reevaluate current plans for improvements and expansions to ensure that they are still practical, particularly in light of more in-depth information that will be gathered during the facility planning process. In addition to an individual school's



*It's said that a building is only as strong as its foundation. The same can be said for strategic facility planning.*

objectives, the plan considers the broader vision put forth by the district and community.

It's said that a building is only as strong as its foundation; the same can be said of strategic facility planning, which begins with a survey of current conditions. An assessment of the facility will include room dimensions, capacity limits, furnishings, equipment, mechanical systems, and current usage.

Each component will be evaluated for condition, maintenance needs, and life-cycle projections. After an exhaustive inventory of physical assets, research on current and forecasted demographic and societal factors will determine future demand. That research will include community growth, enrollment fluctuations, staffing outlook, and fiscal standing. These data will be instrumental



*A winning approach encourages community members to take ownership of the process, taking a significant burden from district and school leaders.*

in making informed decisions concerning both short-term and long-term solutions for maintaining the facility's viability.

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**Presenting a united front will give everyone confidence that the chosen solution has been meticulously vetted and represents the best value.**

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With a thorough understanding of the facility's current condition and its relation to established objectives, the facility strategic planning team can define a vision for the school's facilities. This step of the process will require transparency, collaboration, and exploration.

Since every decision going forward will be based on the vision as established here, it is critical that every voice is heard, every alternative considered, and no stone is left unturned. Using surveys, interviews,

workshops, and public meetings, leaders collaborating with experienced project team members can achieve maximum value.

This is the stage in the planning process when everyone should be encouraged to think big and be guided by the desire to provide an optimal learning environment for the students enrolled today and the generations that will follow.

The following key questions should be asked in developing the vision:

- Can current facilities be renovated to adequately meet these needs?
- Is expansion an economical alternative for providing additional capacity?
- Can the current building provide the greatest return on investment or will that come from new construction?

Many variables must be considered, but with a thorough understanding of objectives and a clear picture of current conditions, leaders can be confident that their decisions will be based on the best information available.

With a well-defined vision of the ultimate destination, planners can begin the strategic work of developing solutions. At this stage, wishes begin to take physical shape. The design team will begin to conceptualize



*Maintaining and improving existing educational facilities requires a process built around vision, assessment, and critical decision-making.*

improvement or new construction projects. Everyone can view renderings and 3D models showing the alternatives in graphic detail; modifications can be made based on feedback and preferences. Cost estimates for each alternative will allow the planning team to evaluate the feasibility with regard to budget realities.

During the solution development phase of facility planning, a handful of alternatives will surface. At that point, those solutions are fine-tuned before being evaluated by a larger group of stakeholders and decision-makers. A planning project team member will lead the group through exercises that will allow them to (1) identify and evaluate strengths and weaknesses, (2) assess how each solution addresses the established goals, and (3) measure cost-benefit metrics.

The final step of the planning process is to decide the best path forward. Although opinions and priorities will almost certainly differ, a strong team leader can help opposing sides see the bigger picture and work toward compromise if needed.

Because education is a critical component of a community and because improvements to facilities represent a significant investment of resources, reaching consensus on the final plan is important. Presenting a united front gives everyone confidence that the chosen solution has been meticulously vetted and represents the best value.

## Leveraging Data

Long-range facility planning leverages the real-world expertise, experience, and commitment of educators, administrators, and community members. This

invaluable human resource is optimized even further with QLEO, a master plan modeling and analysis software that allows users to input data on long-range facility planning scenarios for cost-benefit analysis.

Although many focus exclusively on construction costs, the software provides the true life-cycle costs of an improvement project that includes such factors as energy usage, short- and long-term maintenance costs for structures and components, and operational costs. Since most school-related projects require the issuance of municipal bonds, it is important to evaluate the investment in relation to the term of the bond, which is often for 30 years or longer.

The software allows the team to compare the functional performance of current facilities with what can be expected after improvements are made and then measure the difference with regard to fiscal investment.

However, QLEO goes beyond the power of life-cycle costs to the dimension of purpose-driven functional performance. This metric tells the client project team stakeholders not only how long a building will last but also how well it will fulfill the objectives defined during the planning process, allowing them to make smarter investment decisions and ensure future success.

A school district in central Illinois provides a case study of the software's effectiveness. The district's schools receive high marks for performance, a point of pride for the community. Still, school leaders knew they would need to present a strong case for replacing the middle school building despite its being in desperate need of improvements.



*Because education is such a critical component of a community and any improvements to facilities will represent a significant investment of resources, it is important that a consensus is reached on the final plan.*

Working with a steering committee, a planning process was undertaken over a nine-month period that covered a wide range of concepts and locations. Perhaps most important to winning the required community support was the development of several funding options to provide data that would justify the spending.

This approach was successful in countering opposition to the new school construction, and a \$33 million referendum was passed. A new state-of-the-art facility is now underway that will allow the district to maintain its level of excellence in educating students for decades to come.

## Winning Community Support

Community engagement is critical in getting projects approved, and winning public support should begin early in the planning process. As with all persuasion campaigns, it starts with information.

A campaign can educate people on how outdated and inadequate facilities negatively affect both academic performance and teacher satisfaction and retention. Allowing citizens to tour the schools and see the deficiencies firsthand presents the need in unmistakable terms. Q-and-A sessions will make the planning team aware of specific objections that must be overcome before a funding referendum is put up for a vote.

On the positive side, these personal encounters also identify champions for the improvement

projects—people who can be brought into the planning process and serve as strong advocates among their peers and friends.

Any community engagement effort should begin with the assumption that *good people with good information make good decisions*. Maintaining a positive attitude and keeping the focus on what is best for students, families, and the community greatly increase the odds of success.

A successful long-range facility planning effort is recognized when the desired improvement projects are approved and fully funded; a successful facility planning project team is recognized by its track record in helping school districts achieve that type of success. A winning approach encourages community members to take ownership of the process, removing a significant burden from district and school leaders.

Long-range facility planning has been described here as a process, but it is much more than that. For educational organizations that wish to improve their school facilities in a time when budgets are tight and construction costs high, this type of planning is a strategic imperative. At times, it can be an uphill climb, but when it comes to our children's education, it is always a journey worth taking.

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# Getting Values Right: Facility Appraisals for Insurance Purposes

*Dramatic increases in insurance premiums have prompted school business administrators to take an even more active role in the insurance purchasing process.*

By Lori Flemming



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**W**hat defines a “hard” insurance market, and what is its economic impact? Let’s take a look at those questions, as well as accurate insurable property values and the importance of updating facility appraisals.

## “Soft” versus “Hard” Property Insurance Market

The insurance business is cyclical, meaning it fluctuates between a soft and a hard market. For nearly 15 years,

most organizations enjoyed a soft market with steady or declining property insurance premiums and relaxed underwriting requirements, but it was followed by today’s hard market.

A “hard market” is defined as having limited insurance capacity compared with demand; the consequence is less competition and, ultimately, higher premiums for the consumer.

Following two catastrophic weather events in 2017 (Hurricanes Irma and Harvey), the property insurance industry was abuzz as the property market began to

shift from soft to hard. Shortly thereafter, the COVID-19 pandemic affected global supply chains at an unprecedented speed and scale, and coupled with a dramatic increase in the rate of inflation, the insurance market firmly hardened.

Over the past few years, organizations of all types have felt the impact of insurance companies exiting certain classes of business, capacity decreases, and significant premium rate increases.

## The Meaning in Real Dollars

Since the beginning of the hard-market cycle, insurance renewal premium rates have increased by double digits year over year, in some cases by 30%–40%. Increases vary depending on the risk exposure factors (properties in catastrophe-prone areas) and on organizations' commitment to risk reduction.

Dramatic increases in insurance premiums affect the bottom line, and the dollars at stake have significantly affected operational budgets. Accordingly, school business administrators are now taking a more active role in the insurance purchasing process.

## Hurricane Ian, the Reinsurance Market, and Convective Storms

The property insurance market became even more entrenched in a hard-market scenario following the significant damage caused by Hurricane Ian in October 2022.

Reinsurers—companies that insure insurance companies—faced substantial losses after that catastrophic weather event; the losses had a cascading effect, limiting available capital and affecting the overall insurance market. This outcome created a “spillover” effect in that the losses experienced by reinsurers overflowed into the primary insurance market, and, as a result, insurance costs for the consumer increased.

Although losses from hurricanes in 2023 were less severe than those in 2022, other events, particularly flooding from convective storms, continued to affect insurers and consumers. Natural disasters—such as hurricanes in Florida and on the Gulf Coast, floods in the Midwest, and wildfires in the western states—affected the hard market; higher insurance costs and reduced available coverage disproportionately affected those in high-risk areas.

## Insurer Pushback

Over the past few years, following those natural catastrophic events, insurers have faced significant losses from larger-than-expected claims. Claims are being adjusted and settled at much higher amounts when

measured as a percentage of the policyholders' original stated values.

To correct the trend, insurers universally became more disciplined in their underwriting standards; the focus shifted to questioning the accuracy of client-provided values and COPE data (construction, occupancy, protection, exposure data). The consensus is that underreported values not only lead to claims inflation but also reduce the premium that insurers receive, resulting in a dual impact on profitability.

Underwriters have increased pressure on organizations to undertake regular independent valuation appraisals; otherwise, more restrictive terms and conditions (coinsurance penalties, margin clauses) have been added to policies for which underwriters are uncomfortable with the declared values.

Accuracy of insured values avoids additional costs to insurance carriers on claims that lead to litigation and the potential for client misrepresentation.

## Client “Misrepresentation”

An insurance market where rates and premiums are increasing can tempt policyholders to keep declared values flat to reduce insurance costs.

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**As the majority of policies are written on a replacement cost basis, keeping values the same at every renewal does not keep track of upticks in inflation.**

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As the majority of policies are written on a replacement cost basis, keeping values the same at every renewal does not keep track of upticks in inflation. Insureds may not intentionally underreport values to keep premium spending lower, but it has been known to happen.

The bottom line? If an organization knowingly underreports, an insurer can cite misrepresentation as grounds to deny a claim. Then again, it's not always the insured's fault.

During the prolonged soft market and before the heavy catastrophe years of 2017–2018, values were less of a concern to underwriters. Policyholders often reported the same values every year because underwriters didn't pressure them to do anything differently. If

an organization had no reported losses, the implication was that it had not experienced a situation where the declared values were deemed inadequate for reinstatement.

## The Challenge of Insuring the Correct Value

Many sources are used to verify and validate values, but when significant changes occur in construction costs, transit costs, equipment, and labor costs in a short time, such as we have experienced in the current economic environment, the impact on replacement costs can be dramatic.

It is one thing to *establish* values, but organizations must also *maintain* accurate values, which can be challenging, especially for organizations such as school districts that are responsible for insuring large numbers and different types of properties.

An insurance-to-value analysis is not a single point-in-time exercise; it requires an ongoing commitment to adjusting and maintaining values year after year.

## What Can School Business Administrators Do?

School business administrators should be prepared to meet the expectations of underwriters and insurance companies in today's challenging property insurance market.

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### Districts must invest in the valuation and data collection process to differentiate their organizations and allay insurer concerns.

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Districts must invest in the valuation and data collection process to differentiate their organizations and allay insurer concerns. The significant focus on valuations appears likely to continue into the future, especially in our current high-inflation environment.

## Facility Appraisals

A facility appraisal plays a crucial role in the property insurance process, providing valuable information for both the school district and the insurance provider. Here are several reasons why a facility appraisal is essential:

- **Accurate property valuation.** An appraisal provides an accurate evaluation of the facilities, including buildings, equipment, and other assets. This valuation is crucial for establishing the value of the property to be covered should the insured file a claim for the full cost of replacement or repair in case of a covered loss.
- **Risk assessment.** Insurance providers use information from a facility's appraisal to assess the risks associated with the property. This includes such factors as the location, construction materials, and potential hazards. A thorough appraisal sets the level of risk and guides insurers to set appropriate premiums.
- **Policy customization.** The detailed information provided in a facility appraisal allows insurers to tailor insurance policies to the specific needs of the property. This customization ensures that the coverage aligns with the unique characteristics and value of the facilities.
- **Loss prevention and mitigation.** A facility appraisal can identify potential risks and vulnerabilities, enabling the insured to take proactive measures for loss prevention and mitigation. That may involve implementing safety measures, upgrading security systems, or making structural improvements to reduce the likelihood of losses.
- **Claims processing.** In the event of a covered loss, the facility appraisal serves as a reference point for the insurance company during the claims process. It provides a clear and documented valuation of the property and its assets.
- **Legal compliance.** School districts have specific insurance requirements and regulations. A facility appraisal ensures that the district complies with these regulations.
- **Renewal considerations.** Insurance policies, which are renewed periodically, require an updated facility appraisal of the property as insurance providers reassess risks and adjust coverage and premiums for renewal.

## Conclusion

A facility appraisal is a valuable tool for insurance purposes; it (1) establishes accurate property values, (2) assesses risks, (3) customizes policies, (4) prevents losses, (5) facilitates claims processing, (6) ensures legal compliance, and (7) looks at other renewal considerations.

All stakeholders should have access to updated appraisals and reliable underwriting data; all school districts benefit from being aware of their own risk exposures and being secure with the insurance limits they procure.

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# Staffing Maintenance to Meet Today's Technology

*Staffing to meet today's maintenance technology is critical to maintain the services that support and improve the organization's effectiveness.*

By Louis J. Pepe, MBA, RSBA, SFO



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**T**he fast-changing aspects of today's technology require more specialization than ever before. As such, technology is a critical aspect of hiring, professional development, and training to maintain district facilities and to ensure spaces that are conducive to learning in buildings that function properly, efficiently, and safely.

Districts must assemble teams that are nimble, agile, and adaptive to the new technologies. Advancements in current technology, along with new applications, are embedded in every aspect of building automation, from mechanisms to monitor and control building-wide systems such as HVAC, lighting, alarms, and security, to

asset-tracking software, preventive maintenance (PM), and utility-tracking platforms.

Various platforms today rely heavily on integrated technologies that manage a wide variety of disciplines, including maintenance, energy, logistics, safety, and event management. These require directors and managers who are adept at processing, converting, and migrating spatial data for the development and deployment of many of these systems that run our buildings and manage the efforts of facility maintenance.

Although supervisors and members of the maintenance team are not technical engineers or programmers, they need to understand the technical aspects and

implications of the technology for use within their areas of responsibility. That begins with familiarizing themselves with the process to identify weaknesses, threats, and opportunities for improvement, integration, and enhancement of those systems. Ultimately, this knowledge decreases unnecessary spending by ensuring that the money saved can go to other areas of the district's operation, such as instruction.

Another aspect of transforming maintenance is to evaluate the positions within the group and determine whether a change in the approach to staffing is necessary by shifting from a disciplinary "specialization" approach to an interdisciplinary "technician" approach.

Under the traditional disciplinary approach, individuals were hired to do one thing: their specialty. This approach served districts well when most systems had basic stand-alone components and fixtures or systems that required replacing or installing parts. Those components relied on materials and supplies that involved distinct areas, such as plumbing, electric, or design-build carpentry.

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## Not only are building automation systems moving to the cloud, but devices are getting smarter and boasting higher-end capabilities.

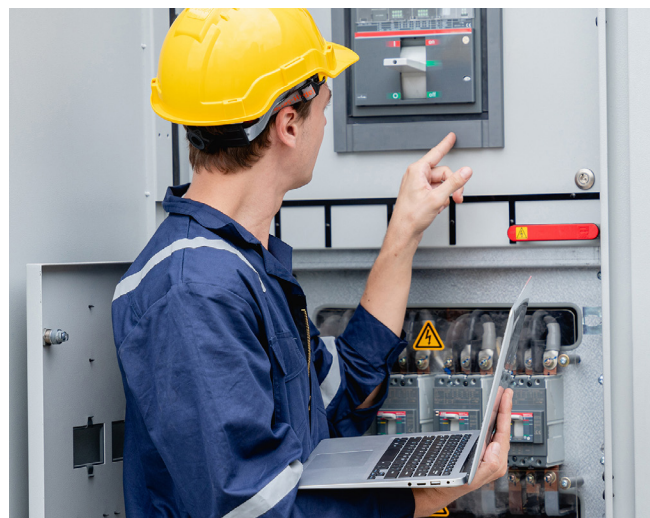
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The evolution of maintenance has changed that outlook, and those stuck in the past find it harder to manage PM activities, monitor equipment and systems, and maintain operations without significant downtime because of breakdowns or system failures.

Today, most components are sealed systems that require a higher technical knowledge and understanding, as most are computerized circuits or internet-driven. Not only are building automation systems moving to the cloud, but devices are getting smarter and boasting higher-end capabilities.

The interdisciplinary approach to operations and maintenance typically includes the day-to-day activities necessary for the building and its systems and equipment to perform their intended function. Two points underscore this fact:

1. A facility cannot operate at peak efficiency without being maintained properly using an integrated approach.



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2. An integrated approach to facility management includes all the aspects of the integrated interdisciplinary fields devoted to the coordination of operation, maintenance, space, infrastructure, and staff and their associated activities that optimize facility efficiency and usage.

Marked innovation and technical evolution in operations and management have provided private and public organizations with real property inventory, computerized maintenance management systems, and computer-aided facility management.

- **Real property inventory** provides an overview of the type of system needed to maintain an inventory of an organization's major assets (land, facility, structure) and to manage those assets.
- **Computerized maintenance management systems** enable the facility manager, employees, and customers to track the status of maintenance work and the associated costs and manpower related to that work.
- In basic terms, **computer-aided facility management** is a combination of computer-aided design and relational database software with specific abilities for facility management.

Staffing to meet today's maintenance technology is part of the integration of processes within an organization to maintain and develop the agreed-upon services that support and improve the effectiveness of its main activities.

One part of the process is adding technicians with the skills and expertise in maintenance and operations to work independently. Through leadership and advanced training and certification, they can go on to supervise teams of other technicians.

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# Auditing Your Facility Cleaning Protocol

*How clean are your facilities? The authors provide checklists and guidance to help your district meets its cleaning standard.*

By Maria Parry, CPA, PSA, SFO and Kari Austin, SFO

**F**acilities management typically falls under the supervision of the school business office, and that responsibility includes overseeing, with the facilities director, the maintenance/custodial cleaning protocol operations.

In many districts, the custodial team members are guided by a checklist. New team members may receive hands-on training from another team member or a manager, or simply be handed the checklist. Regardless, it may be time for an audit of the district maintenance/custodial cleaning protocol operations.

An audit may result in the district purchasing additional cleaning equipment, changing the type of cleaning supplies, and/or hiring additional personnel to achieve the cleaning standard the district and the community expect.

Dana Pawlak, a sales manager for ATRA Janitorial Supply Company, suggests that districts use checklists for cleaning specific areas. For example, she offers the following basic seven-step cleaning process.

## Seven-step Cleaning Process

This is the standard method for cleaning all areas and is designed to maintain the highest standards of cleanliness. This procedure can be used as a reference or checklist and serves simply as a guide. The cleaning system cart is set up to perform this process.

The seven steps of the cleaning process are:

**Step 1. Pull trash.** Remove all liners and reline all waste containers that contain waste. If a can is empty, skip it and move on. Make sure all waste receptacles are clean and free of all debris, dirt, smudges, and contamination.

**Step 2. High dust.** High dust everything above shoulder level or out of reach by using an extension pole with an adjustable high duster head. Never high dust above room occupants.

**Step 3. Damp wipe.** Damp wipe all contact surfaces by following the clean damp wiping procedure. Wipe everything you are able to reach. Use the



all-purpose disinfectant damp wiping solution for all contact surfaces.

Use a dry cloth or a paper towel to polish interior and low-level glass to a streak-free appearance. Start damp wiping at the door and work around the room in a circular pattern. Be sure to include wall spotting, light switches, side light glass, telephones, wall moldings, dispensers, windowsills, and all furniture.

**Step 4. Thoroughly clean restrooms.** Thoroughly clean the restroom and any restroom-type fixtures that are part of the room. Use the bowl mop only for the inside of the toilet and urinal and wipe the outside with a disinfectant damp cloth. Do not use the cleaning cloth on any other surface after cleaning the toilet and urinal.

**Step 5. Dust mop.** Dust mop the floor. Dust behind all furniture and doors; be sure to move whatever is possible in order to dust behind and under.

**Step 6. Damp mop.** Damp mop all the appropriate areas. Place a Wet Floor sign at the entrance to the area before you begin. Start damp mopping in the corner furthest from the door and work your way out. Mop out corners to prevent buildup.

**Step 7. Inspect the work.** Inspect work according to the clean standards:

- Report any needed repairs, such as burned-out lights, loose toilet seats, broken dispensers, and specialty cleaning.

- Ensure that the room is free of sharp hazards, broken trim, stained ceiling tiles, broken windows, and wall penetrations, and that the plumbing and furnishings, HVAC, fire extinguishers, lights, and electrical outlets are all operating properly.
- Correct any cleaning deficiencies.
- If the area is occupied, ask if there is anything that occupants may have noticed that is not working or needs to be cleaned. If they mention any item that needs repair, make note of the issue and report.
- Ask yourself if the room is acceptable according to the standards.

## Safety and Preparation

Pawlak shares some of the important safety procedures that are part of the cleaning system:

1. Set out Wet Floor signs before beginning any floor work.
2. Wash your hands and wear protective gloves. Wear appropriate personal protective equipment (PPE). Protective slip resistant shoes protect you from slipping and protect against electrical shock.
3. Use a mixing station so the chemicals are always mixed correctly and safely. However, for those times when mixing solutions by hand is required, follow manufacturer's directions for proper product dilution and all safety recommendations. Read safety precautions, labels, and product use directions before using any product. Make sure that all bottles have the correct label on it to identify the chemical inside.
4. Identify and gather the equipment, supplies, and chemicals you will need prior to starting the process. Inspect the equipment to ensure it is clean, safe, and operating properly before you enter the work area.
5. When using electrical equipment, inspect the cords for wear. Check the outside housing, handle, motor, switch, bag, brush, and filters on the vacuum to make sure they are clean and in good working order and change if needed.
6. When using electrical equipment, verify that all annual safety inspections have been completed.
7. Sign in/sign out chemicals as needed.

## Cart Setup

Basic cleaning carts should be set up properly to be most efficient. Do a cart inventory prior to each shift.

1. Restock the cart daily with clean mop, bucket, wringer, cleaning cloths, cleaning chemicals, duster, dustpan, lobby broom, paper towels, toilet paper, hand soap, and plastic liners.
2. Never leave chemicals unattended.

3. Never store food, beverages, or personal items on or in the cart.
4. Collect soiled cloths and mops and take to designated area for laundering at end of shift.
5. Clean tools, containers, and cart and store the equipment in the designated area at end of shift.

## Top Shelf

- Extra protective gloves, safety glasses and dust masks
- Bowl mop and bowl mop caddy partially filled with disinfectant
- Appropriate cleaning chemicals
- Rags, sponge, scrub pad, and eraser pad to remove marks on textured and painted surfaces
- Putty knife and one grout brush
- Pencil and note pad

## Middle Shelf

- Paper towels
- Toilet paper
- Extension duster
- Cleaning cloths
- Plastic liners
- Hand soap

## Bottom Base

- Damp mop handle
- Dust mop handle
- 24" to 48" microfiber dust mop
- Mop bucket and wringer; bucket filled with appropriate cleaning solution
- Mop head
- Dusting tool, preferably with extension handle
- Dustpan
- Synthetic lobby broom
- Two Wet Floor signs and safety cones
- Laundry net bag, if appropriate

## A District-Wide Focus

The time is always right for a district to re-visit current procedures and see what can be made better. While there might be resistance in the beginning from team members who have gotten comfortable in their routines, the common goal can be achieved of a cleaner and healthier building for everyone.

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# Facilities That Promote Health

*Take the lead in constructing schools that focus on the health and well-being of those who spend time there.*

By Jody Andres, AIA, LEED AP, and Henry Hundt



COURTESY OF HOFFMAN PLANNING, DESIGN, AND CONSTRUCTION

*The WELL Building Standard, introduced by the International WELL Building Institute, is being used more and more in the creation and use of spaces that enhance the occupants' health and well-being.*

**T**he next movement in the design, planning, and construction industry is integrating the principles of WELL buildings. This new emphasis concentrates on the well-being of occupants, which in our context means students, teachers, staff, and visitors.

The International WELL Building Institute (IWBI) is fully focused on transforming health and well-being with a people-first approach to buildings, organizations, and communities. The IWBI provides an evidence-based road map for improving the health of occupants across organizations through the design of their built environment.

Design professionals are great partners in helping school district leaders understand the recommendations

and how they can create a healthier environment in their facilities.

Harvard's T. H. Chan School of Public Health—with a spotlight on school buildings and student success—chronicles that by the time a student graduates from high school, he or she will have spent more than 15,000 hours inside school facilities. Teachers and administrators have likely spent even more time in these environments if they have worked for more than 13 years.

It is incumbent on us to be certain we are setting the stage for great learning and solid mental and physical health for all those who spend time in our schools. We must focus on reducing or eliminating mold, air pollution, ambient noise, radon, asbestos, and poor lighting.



*According to Harvard's T. H. Chan School of Public Health, students will have spent more than 15,000 hours in school facilities by the time they graduate from high school.*

## WELL Building Standard

The IWBI introduced the WELL Building Standard, a tool for advancing health and well-being in buildings, communities, and organizations. The WELL Building Standard, version 2, encourages us to be more thoughtful and intentional about constructing and using spaces that improve human health and well-being.

The creation of the standard drew on the expertise of a diverse and robust community of WELL users, building experts, practitioners, and public health professionals throughout the world. The standard brings to the table a mix of design solutions, operational strategies, and policies, all backed by the latest research aimed at enhancing our health.

## WELL Building Concepts

Let's look further at the standards and practices integrated in WELL buildings:

**Light.** This attribute encourages exposure to light and lit environments that promote visual, biological, and mental health. The focus is on enhancing visual comfort, daylight exposure, and outdoor views, reducing glare caused by electric lights, and occupant lighting control.

**Air.** The WELL air concept aims to achieve prominent levels of indoor air quality across a building's lifetime through diverse strategies that include eliminating or reducing pollutants and more.

Tangible steps in this area include concentration on air quality, ventilation design, construction pollution management, operable windows, and mold and microbe control.

**Nourishment.** This WELL concept promotes the establishment of environments where the healthiest choice is the easiest choice. Examples include helping people (1) make informed food choices, (2) avoid highly processed ingredients, and (3) consume healthier portion sizes.

**Water.** This idea involves aspects of the quality, distribution, and control of water in a facility. It includes features that focus on the accessibility and contaminant thresholds for drinking water and targets the management of water delivery systems to prevent negative effects on building materials and the indoor environment.

Water quality indicators, management of moisture, hygiene support, and water conservation are included in the standards.



*Opened at the start of the 2022-23 school year, Clintonville Middle School in Wisconsin meets various WELL lighting standards by using both natural and artificial lighting.*

**Sound.** The WELL sound initiative intends to bolster occupant health and well-being by identifying and mitigating acoustical issues that have a negative effect on occupant experiences.

The detailed guidelines address sound mapping (preventing acoustic disturbances), sound barriers, reverberation time, sound-reducing surfaces, hearing-health conservation, and enhanced audio devices.

**Thermal comfort.** This initiative promotes human productivity and provides a maximum level of thermal comfort for all building users through improved HVAC system design and control and by meeting individual thermal preferences.

Thermal comfort is one of the greatest factors influencing human satisfaction in buildings. Aim to have an acceptable comfort level for more than 80% of occupants by incorporating radiant heat and cooling systems, humidity control, and enhanced operable windows.

**Materials.** Here, the focus is on (1) reducing human exposure to chemicals that may negatively affect health during the construction, remodeling, furnishing, and operation of buildings; (2) improving understanding of materials by promoting ingredient disclosure; and (3) promoting the assessment and optimization of product composition to diminish adverse impacts on human and environmental health. The use of low-hazard cleaning

products and practices to reduce effects on indoor air quality and on the health of those performing cleaning duties are encouraged.

**Movement.** The goal is to promote physical activity in daily life and to ensure that movement is integrated into the fabric of the district culture, buildings, and communities. Examples include (1) increasing walkability, (2) installing ergonomic workstations, (3) promoting the use of stairs and cycling to school, (4) offering no-cost physical activity opportunities, and (5) deterring prolonged sitting.

**Mind.** The WELL mind aspect promotes mental health through strategies that address the diverse factors that influence cognitive and emotional well-being. Examples include (1) focusing on mental health, (2) incorporating the natural environment, (3) managing stress, and (4) offering restorative opportunities (on-site and outside the workplace) and restorative spaces.

**Community.** It's important to build a culture of health that accommodates diverse population needs and promotes inclusion and engagement. This initiative promotes an understanding of how building design, policies, and operations affect health and well-being and consider emergency preparedness, occupant surveys, new-parent support, and buildings that are accessible, comfortable, and usable for people of all abilities and backgrounds.

**Innovation.** This WELL initiative encourages stakeholders to develop strategies for creating healthier environments. Points can be awarded in this area for projects that address health and well-being in a substantive way.

## A WELL Example

Wisconsin's Clintonville Public School District provides a good example. A recent middle school addition incorporates an array of lighting-related features that improve health and well-being.

The new school would meet WELL L01 and L02 (standards related to lighting) because every room that is occupied has natural light and provides proper illumination on work planes for regular users, as required for the duties performed in the space. Additional examples of daylighting incorporated in the new facility include clerestory lighting and large glazing in the corridor.

Another example of matching the WELL standards in this construction is the tunable lighting, which enables color and brightness control and allows adjustments in the nurse's office and sick bay and special-education rooms. These adjustments satisfy the requirement related to occupant lighting control (WELL L09).

## Focusing on Mental Health

The benefits of initiatives aimed at the WELL mind include less depression, pain, stress, and anxiety. We can affect mental and physical well-being positively by increasing opportunities for spaces that restore us, paving the way for optimal sleep and programming focused on mindfulness. Expanding contact with nature within our constructed spaces increases attention, improves recovery from illness and stress, and enhances psychological well-being.

Proper introduction of daylight into our schools plays a key role in mental and physical health. Windows in educational spaces are not just for aesthetics; windows bring in sunlight and offer views that can boost academic performance and well-being, creating a positive and comfortable atmosphere for learning.

When considering new construction, positioning buildings with an east-west orientation, with windows facing south, is an important strategy to maximize daylighting. Informed selection of window products will control unwanted solar heat gains and losses, lighting levels, and glare.

Choosing LED lighting and using it wisely can provide additional benefits. Tuning LED lights to circadian rhythms facilitates more normal sleep-wake cycles while reducing energy consumption. Using blue spectrum LED lighting in the morning has been shown to make children more alert compared with those exposed to dim light.

## Improving Cognitive Function

Another core focus of WELL buildings that is especially applicable to schools is improving air quality to reduce respiratory illnesses and increase cognitive function. By limiting volatile organic compound (VOC) levels and increasing outdoor air, we improve indoor air quality, resulting in higher cognitive function and test scores while reducing illness and related symptoms.

Using a combination of low- or no-VOC products specified for furniture, adhesives, paints, flooring systems, carpeting, and furniture promotes improved indoor air quality. Air supply systems that use a high percentage of outside air in classrooms, offices, and other areas appreciably improve indoor air quality.

You would expect better air quality from a new HVAC system, but to maintain your system over time, it's important to inspect all units regularly and establish a scheduled preventive maintenance plan. Changing filters consistently, draining condensation pans, and keeping unit ventilators free of books and paper will add to a healthier environment.

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**As you contemplate your next construction project, increase the level of focus and intentionality on physical and mental health.**

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Consistent cleaning of return registers, outdoor air intakes, and supply diffusers are great practices as well. A healthier environment contributes to fewer absentee days for students and staff members.

## Increasing Intentionality

You want the absolute best for your students and staff. As you contemplate your next construction project, increase the level of focus and intentionality on physical and mental health. You'll benefit from a reduction in absenteeism, greater cognitive function, enhanced morale, and considerably more. Take the lead in constructing a school that is continuously WELL.

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# Safety and Security Through the Lens of Biology, the Building, and Belonging

*The need to feel safe and secure is “baked into our biology” and must be addressed in school building design.*

By Katie Becker, AIA, NCARB, LEED Green Assoc.



COURTESY OF JLG ARCHITECTS

*Providing a safe and comforting environment is key to creating a place where students can learn.*

**A**cross the country, schools collectively spend billions of dollars on safety measures to create a safer school environment. These measures range from professional development training to camera systems, storm shelters, and alert systems, including an evolution of safety drills from duck and cover to active shooter. The need to feel safe is baked into our biology.

## Biology and Basic Human Needs

Safety is a basic human need rooted in our quest for survival. It is identified as a key component of Maslow’s hierarchy of needs, which is “a psychological theory about what drives human behavior and what makes humans feel fulfilled.” The first need in this theory is to meet a person’s physiological needs, such as food, water,

and shelter. The next level is ensuring that we are mentally and physically safe.

These base levels are hard-wired into our brains as a part of our survival instinct. Safety can look like survival, but more often, it is part of critical development that begins in early childhood and can look like feeling secure in your emotions, finances, or relationships.

When our safety is threatened, our survival response, often referred to as fight or flight, kicks in. Adrenaline is released, our heart rate increases, our breathing changes, and our skin becomes pale or flushed. Our entire body and mind are now focused on dealing with the perceived threat.

As a result, when we feel unsafe, we are often easily distracted, struggle to focus, and are more likely to react in fear. To feel safe, many of us crave order, predictability, and a sense that we have control over our environment and emotions.

## Safety in Schools

Threats at school come in different forms. There are everyday threats that occur, like bullying, name-calling, or physical attacks that may come from students or staff and trigger students' fight or flight response. When this happens, some students studiously avoid spaces where they might find themselves alone and vulnerable to protect their physical or mental safety.

Schools can also be targets of active threats. While rare at any particular school, they are still a cause for concern that generates fear. Staff, students, and parents want to know that thought has been given to how the school building, staff, and first responders will react to an active threat.

## Building and Site

When it comes to school safety and security, both types of threats need to be considered within the building design.

This consideration starts with the building code, which sets a baseline standard to keep building occupants safe from harm. As architects, we are tasked with protecting the health, safety, and welfare of those who occupy the buildings we design, and the building code helps us do that. The building code establishes expectations for fire areas, exits, and travel distances intuitively set up to get occupants away from a threat and out of the building should the flight response kick in.

Creating fire areas in school buildings has long been a part of the building code and is now being looked at to enhance safety and security for other threats. By being strategic about where the fire area compartments are located, we can use them to segment the building during an active threat, restricting the movement of the threat and giving the occupants more time to exit.

Other building aspects mandated by the code, such as the fire alarm system or a camera system, can address threats to occupant safety by informing occupants and first responders of what is happening.

However, the building code is just the beginning. Today's best practices build on the baseline that the code establishes to increase safety in our schools. This baseline starts with parent pick-up and drop-off, bus routing, and how the students get to outdoor spaces safely to improve how students feel when on campus.

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## Creating layers of security best prepares everyone for threats from the front door to the classroom door.

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This also includes a widely accepted best practice of integrated and layered protection. Many schools implement lockdown points, cameras, panic buttons, and communication devices to notify occupants and first responders. Creating layers of security best prepares everyone for threats from the front door to the classroom door.

While schools in the past put the offices in the center to create more centralized access to the school operations, today's school leaders recognize that a secure perimeter and tightly controlled visitor management are important aspects of better school security. A controlled, single point of entry for students, visitors, and evening entrances lets you know who is in the building. Adding transparency and longer sight lines at these entries allows occupants to see threats approaching, giving them more time to react.

In many schools, restrooms are the one space where behavior cannot be observed and where many students report feeling unsafe. Schools report that as much as 90% of students' daily illicit behaviors occur in these areas.

A "home-like" design for restrooms, where the toilets are in individual rooms that are completely private physically and acoustically (just like home), and handwashing and grooming are moved into public areas where they can be observed and where cameras can be installed has been proven to greatly reduce the incidents of bad behaviors in restrooms and increase students' feeling of safety and belonging.

Understanding how a district approaches safety and security is fundamental to how the building will be designed, influencing the reaction of building occupants to threats within and outside the building.



*Attention should be given to creating a “home-like” design for school restroom areas.*

Detailed conversations between the school and the architects must occur during the building design to align the design and the school’s philosophy, training, and procedures. When that happens, the building can be a critical component in keeping students and staff safe.

## Belonging, Esteem, and Self-Actualization

Once someone’s physiological and safety needs are met, they can begin to satisfy other needs in Maslow’s hierarchy, such as feelings of belonging, self-esteem, and self-actualization. This feeling of belonging comes from connecting to others, making friends, or establishing a sense of community. These interactions help us feel fulfilled and play a significant role in our ability to feel physically and emotionally safe in our spaces.

Physical practices put in place by the building code or best practices can only go so far. The building design, coupled with the district’s educational delivery system can also help.

One way to foster belonging in the building is by implementing passive surveillance and educating staff on what to look for regarding day-to-day safety needs. Creating an environment where students feel they belong reduces everyday incidents that threaten feelings of safety, such as bullying, hazing, intimidation, fights, or vandalism.

Breaking down a school into communities of 150 students or fewer can also foster connectivity and belonging. This arrangement provides opportunities to create a school within a school where everyone knows each other. These smaller learning areas become communities

for students, giving everyone a sense of familiarity and belonging.

## This Century Education

This Century Learning Environments are designed to allow education to occur everywhere. Education becoming more project-based means creating flexible opportunities for students to work in and outside the classroom while still being observed.

It has been said that transparency translates to accountability. Working in a more transparent environment is a learned behavior. Distractions happen, but we have seen students and staff typically adjust in a matter of days. Some studies show that transparency reduces distractions and improves focus by allowing occupants to break focus and then re-focus.

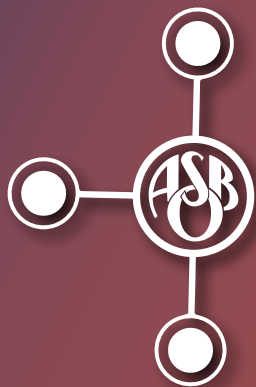
When the students and staff can be easily observed, illicit behaviors are reduced. Coupled with smaller learning communities, it also allows community members to watch out for each other more easily.

## Opportunities to Thrive

Providing a safe and comforting environment is key to creating a place where students can learn. Combining the preferred educational delivery and school culture with facilities designed to maximize those efforts is the best way to keep students safe and provide them with opportunities to thrive.

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*Christina Berta, MBA, SFO  
Assistant Superintendent, Business & Operations  
Hanover County Public Schools, Ashland, VA  
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# A Mission to Build

## *Reflections on the 2024 Lifetouch Memory Mission to build a bottle school in Guatemala.*

By Chris Wildman and Jack R. Mitchell, EdD, SFO

**F**or more than 20 years, Lifetouch has given educators the opportunity to serve communities around the world as part of its Memory Missions, selecting educators and Lifetouch employees to participate.

The 2024 Lifetouch Memory Mission (MM) to Guatemala included 26 educators, including representatives of education associations such as ASBO, AASA, and the National PTA. ASBO selected us to represent the association this year. We share here our experiences and perspectives during the eight-day mission to expand the Xepatan community’s existing school.

The group of 40 volunteers worked alongside local partners from Hug It Forward to build three additional classrooms to expand the “bottle school.”

Hug It Forward is a community-driven initiative that builds schools from eco-friendly materials such as plastic bottles as construction bricks. Empty plastic bottles are stuffed with inorganic waste, such as plastic bags, wrappers, and other non-biodegradable materials. The stuffed bottles are then used as building blocks in the construction of walls for school buildings.

This construction model not only addresses the issue of plastic waste but also provides affordable and environmentally friendly building materials in areas where traditional building materials may be scarce or expensive.

### Reflections from Chris:

What surprised me most was the amazing camaraderie of the group as we worked together to build the three-classroom school in three days. Everyone pulled together to complete the work, and at the same time, we formed relationships with local children and community members. We enjoyed making friendships based on mutual respect and admiration.



Jack Mitchell (left) and Chris Wildman stand in front of one of the walls they constructed from bottles as part of the 2024 Lifetouch Memory Mission.

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The hardest part of the trip was saying goodbye to the children, their families, and local members of the Hug It Forward team. With amazing memories of the trip, we left knowing that our primary objective had been met. As business managers, we are even more steadfast in our commitment to invest in quality learning environments and the infrastructure of our school buildings.

### Reflections from Jack:

“A week that I’ll certainly never forget” still rings through my head several times a week. Traveling to Guatemala and working alongside 40 strangers was more than just an “experience”; it was truly a life-changing event.



*Collaboration, commitment, and community were hallmarks of the Memory Mission's goal to build a bottle school.*

I must say that I was most surprised by the grand reception we received when we arrived. There were fireworks, and as we disembarked from the bus, students greeted us with flowers and escorted us to our seats, where we listened to speeches from villagers and officials and ate lunch. We then walked through the village, where we observed community life: people weaving, farming, and making tortillas.

The most poignant aspects of the trip were the feeling when we had completed the bottle school and experiencing the unbelievable outpouring of emotions as we were leaving.

This trip to Guatemala was an opportunity to build associations with people from 22 states and two provinces; however, what I got from those interactions was so much more. I also took away from my overall experience a strong sense of humanity and a wonder at how complicated we make life.

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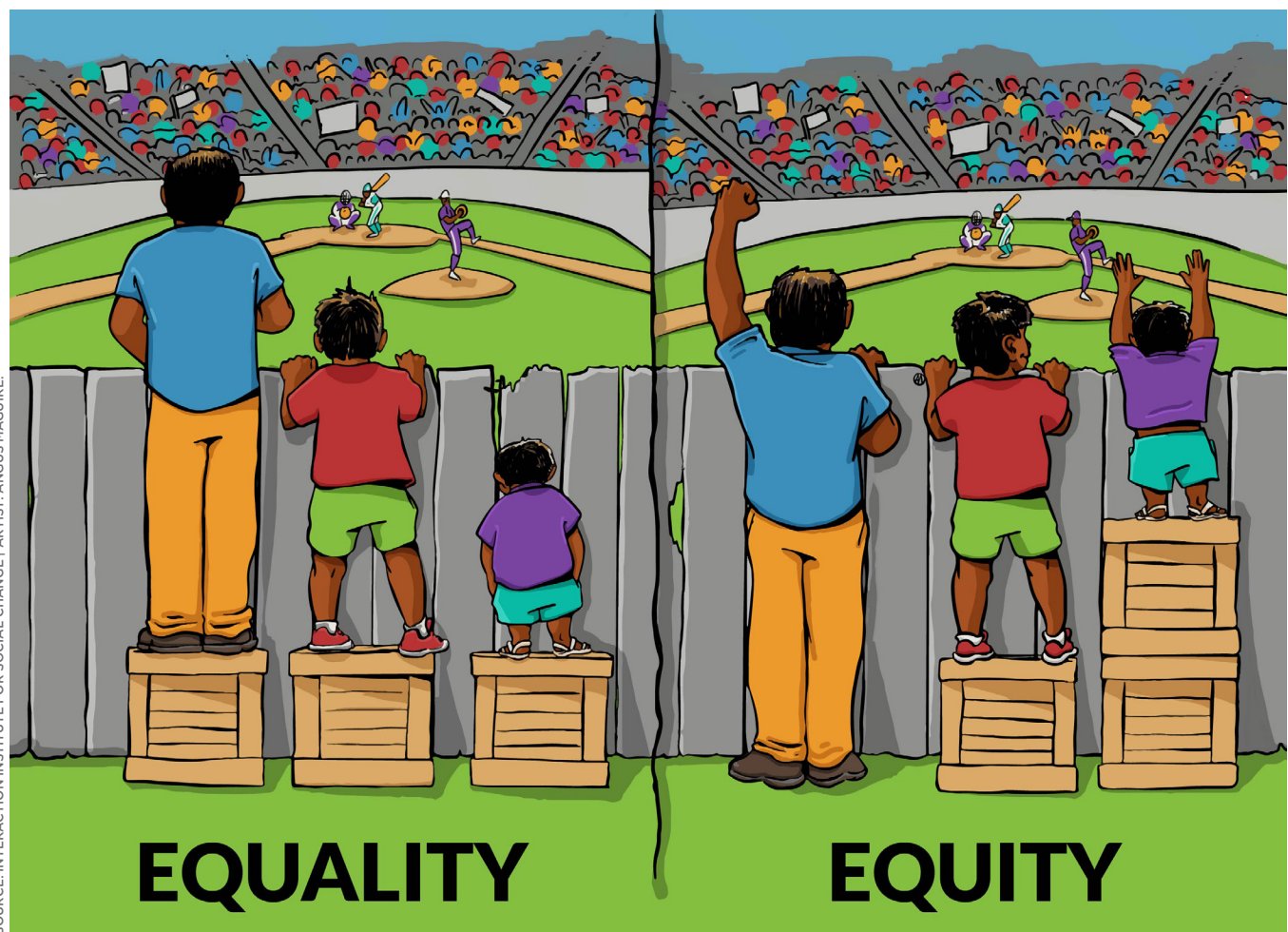
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# Equity Does Not Mean Equality: Driving Resources Where They Are Needed

*To truly level the playing field, we must prioritize equity and direct resources where they are needed most.*

By Michael F. Lewis, PhD



SOURCE: INTERACTION INSTITUTE FOR SOCIAL CHANGE | ARTIST: ANGUS MAGUIRE

**T**he concept of equity has gained significant traction in various fields, from education and social justice to governance and beyond. The word “equity” is often used interchangeably with “equality”; however, it is crucial to recognize that equity does not advocate for a one-size-fits-all approach. Instead, it emphasizes the fair distribution

of resources on the basis of individual needs and circumstances.

To comprehend the core of the matter, it is essential to define “equity” and “equality” accurately. Equality involves treating everyone the same, providing identical resources or opportunities regardless of individual differences. Conversely, equity recognizes these differences

and aims to allocate resources proportionally to address varying needs and challenges. The goal is not uniformity but rather fairness, acknowledging and accommodating diverse circumstances (see the graphic).

As the left side of the graphic illustrates, although equality is often misconceived as action where treating everyone equally results in fairness, that is not actually the case. What *is* fair, as the right side of the image shows, is an equity-based approach that provides support based on individual needs.

The oversimplified view that equality is the best approach neglects the systemic barriers and disparities that certain groups may face because of historical, social, or economic factors. Achieving true equity requires a more nuanced and targeted approach.

## The Pitfalls of Equality

The principle of equality is fundamental; however, its implementation can sometimes perpetuate existing inequalities. For example, consider a scenario where all students in a classroom are given the same textbook. Although this approach adheres to the concept of equality, it fails to account for individual learning styles, language proficiencies, or additional support needs. Consequently, students who face more significant challenges may be at a disadvantage, unable to access the educational resources they require.

## Equity in Education

An equity-focused education system considers the unique needs of each student. It may involve allocating additional resources to schools in disadvantaged neighborhoods, providing extra support for students with learning disabilities, or ensuring language accessibility for non-native speakers. By tailoring resources to address specific challenges, equity in education becomes a powerful tool for breaking the cycle of generational disadvantage.

Here are a few examples of equity-based education initiatives.

**Universal high-quality early education.** One key initiative in promoting equity in public education is ensuring access to high-quality early education for all children. Early childhood experiences have a profound impact on a child's cognitive and socioemotional development. By investing in prekindergarten programs and providing early resources to families, educational systems can level the playing field from the start. This initiative helps narrow the achievement gap that often emerges early in a child's educational journey and lays a strong foundation for future success.

**Inclusive special education.** Another equity initiative in public education focuses on including special-needs students in mainstream classrooms. Historically,

students with disabilities have faced segregation, limiting their access to quality education. Inclusive educational practices aim to provide all students, regardless of their abilities, with the opportunity to learn together.

This initiative involves adapting teaching methods, providing support services, and creating an inclusive culture within schools. By embracing diversity in learning styles and abilities, schools can better prepare students for a more inclusive society.

**College- and career-readiness programs.** Equity initiatives extend beyond K–12 education to encompass postsecondary preparedness. College- and career-readiness programs target underrepresented groups, providing them with the necessary resources, guidance, and information to pursue higher education or vocational training. These initiatives may include mentorship programs, college preparatory courses, and financial aid.

By addressing the systemic barriers that hinder certain students from pursuing higher education or entering specific career paths, these initiatives contribute to a more equitable distribution of opportunities and outcomes.

## Consideration of All Factors

As school business officials, we are involved in crucial decision-making where the principles of equity and equality come into sharp focus. The conventional approach often involves providing the same financial resources to all students, assuming it will lead to equal outcomes.

For example, you are budgeting for school library resources and choose to allocate an equal dollar amount to every student enrolled in your schools. It feels appropriate to give your elementary school with 500 students and your high school with 500 students equal funding to purchase library books. This is an equality-based approach; everybody gets the same and we feel good about that.

During this process though, we must ask ourselves, “Have equity-based decisions been made?” For example, did we account for the fact that elementary school libraries typically buy many copies of the same book because books in elementary school libraries are typically used more and need to be discarded more often?

What about high school libraries? Did we consider that books in high school libraries typically cost far more per individual copy than elementary school books? Asking these kinds of questions allows for much harder, but necessary, equity-based decision-making.

The recent increase in reporting of financial transparency can contribute significantly to fostering an equitable educational environment. Presenting data across multiple variables promotes equity-based conversations and decisions. For example, if your district has several neighborhood schools serving different economic levels, is the allocation of resources for music, art, advanced math, or science sections equitable for all?

Reporting district finances at the school level can reveal some of these inequities (not inequalities) and allow for correction. By addressing the unique challenges students face, particularly students in underserved communities, we can pave the way for a more inclusive and effective education system.

At this point, business officials start thinking, “Great, but how much is that going to cost?” Equity-based initiatives do not require increased costs but rather a reallocation of existing resources, whether they are human resources, material resources, or financial resources. The hard work of leadership is creating an environment where decision-makers understand the differences, have the data to make good decisions, and recognize that different levels of need require different levels of support.

## The Role of Government and Policy

Government policies play a pivotal role in shaping the trajectory of equity and equality in society. Effective policies should go beyond the rhetoric of equal treatment and actively work toward dismantling barriers.

In the world of education and education finance, government education departments targeting state-level resources to districts on an equity-based scale rather than an equality-based scale can lead to far better outcomes. Additionally, specialized funding based on proposed

initiatives or needs has the added effect of allowing school districts to identify their own equity-based needs and receive support for those needs. This approach is opposed to an often-seen phenomenon where funds are allocated across a state to a specific initiative (e.g., mentoring) where only certain districts or regions have that need.

## Conclusion

Understanding the difference between equity and equality is vital for fostering a more just and inclusive society. Although equality emphasizes uniform treatment, equity recognizes and addresses individual differences and systemic disparities. In education, as in social justice or governance, directing resources where they are needed most is a fundamental step toward achieving true equity.

As we navigate the complexities of building a fair and inclusive world, it is essential to remain vigilant against the pitfalls of simplistic equality. By embracing the principles of equity, we can work toward dismantling systemic barriers and creating a society where our education systems serve as the lynchpin for allowing every individual the opportunity to thrive.

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The graphic features a yellow microphone on a stand against a blue background. Below the microphone is a black rounded rectangle with the text "SCHOOL BUSINESS Insider" in white. At the bottom, the ASBO International logo is displayed, consisting of the letters "ASB" in a stylized font above the words "ASBO INTERNATIONAL". A white audio waveform is visible at the very bottom of the graphic.

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# Facilities Management

By Maria Parry, CPA, PSA, SFO

Best practices  
in facilities  
management.

**S**ome of the most important team members in a school are the custodial staff members. These heroes make sure that when the doors open at the beginning of each day, the classrooms are clean, bathroom supplies are well stocked, and the building and its outside areas are clean, dry, and ready for activity.

This is not an easy task day after day. Because facilities managers often report to school business officials, this article introduces some best practices in school building maintenance.

## In the Beginning: Have a Plan

If you are new to the school business profession or a veteran who has changed districts, you must have two things: (1) updated drawings and (2) a facilities plan. The drawings will help you understand each building and its flow.

The facilities plan describes the district's infrastructure and considers its long-range growth, goals, and vision. It concludes with a multiyear to-do list of which elements should be considered for repair, replacement, or upgrade.

## Best Practice No. 1: Walk the Walk

If you are a new school business official with a business background, you're probably wondering why facilities planning is important. Whether you have a brand-new building or one that is approaching its 100th birthday, you need to make sure that it is open and safe for all its inhabitants.

Meet with the facilities director to learn more about each building. Devise a schedule that allows you to walk around the buildings often to familiarize yourself with all aspects of the four walls. Plan to go on the roof, to walk the catwalk in the performing arts center, and to examine the boiler room.

At a minimum, you should be able to locate the following for each building:

- The boiler room
- The electrical panels, including the main electrical panel
- The fire alarm and security alarm panels
- Water shut-off valves
- HVAC system and solar energy system information

Learning the history of the buildings and becoming familiar with them will empower you as a school business official. Seeing the condition of the buildings firsthand, rather than having information relayed to you, facilitates a more informed decision-making process. You can also meet with the architect of record to obtain detailed information about the buildings.

If your school board has a facilities committee, schedule walk-throughs of the buildings twice a year with the facilities director and architects. A school board member may not have been in the building for a long time; a walk-through will give him or her a better understanding of the issue you are explaining or why you are looking to renovate or repair a particular area of the building.

## Best Practice No. 2: Walk the Walk Outside

Walking the perimeter of the school campus is another way to familiarize yourself with the district. Observe the athletic facilities to see whether an upgrade is needed. Notice the condition of the sidewalks and pavement to ensure that nothing could cause accidents. See whether there are outside garbage receptacles and whether the grounds are landscaped. Look at the windows, doors, and walkways—are there any issues?

The campus grounds provide the first impression for everyone arriving at your

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schools. Use that perspective when you are surveying the area. Assess the campus in all four seasons and at all hours of the day. See how the building reacts to the weather and decide whether any adjustments are needed. Does the district need more snow removal equipment? Is added lighting needed around walkways or driveways? What you see will help you plan for future (or current) projects.

### Best Practice No. 3: Learn the Cleaning Process

Maintaining a clean building during cold and flu season can be challenging. Understanding the daily and nightly cleaning protocols will help you figure out which equipment and supplies are needed and whether you need more team members.

Facilities cleaning is set by schedules; the same projects are typically worked on at about the same time each year. For example, winter and spring breaks can be devoted to small painting projects and deeper cleaning of areas that cannot be done each night. Summer is for full cleaning, repairing, and painting.

Cleaning can be repetitious. Unfortunately, repetition can turn into a diminished work product. Observe what the custodian team members need as part of their work. Do they have a sufficient area to clean—it may be too large or too small.

Typically, all team members have a cleaning cart filled with enough supplies to finish their area before their shift ends. Your observations and communication with the facilities director may indicate the need to purchase more equipment, to reorganize the team and associated assignments at each building, and possibly to consider increases or reductions in force.

Some districts rotate the team members in each building every year. If the district has only one building, the team members are assigned a different area each year, which



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cross-trains them in case of an absence. Understanding the workflow process allows you to plan for both personnel and supplies.

Usually, the maintenance, custodial, and grounds team members must undergo mandatory training in such areas as right-to-know laws, bloodborne pathogens, and asbestos. In addition, if the team members have not received training on how to clean, consider organizing such a program. Check with the vendors who supply your products and equipment; request a demonstration of a new product or of how to efficiently use a current one. Environmental service organizations also offer professional development on cleaning and sanitizing.

A professional development program customized for the facilities team members will ensure that they all have the proper training to successfully complete their duties.

### Best Practice No. 4: Be Present

If your district is involved in construction, it is a good bet that construction meetings will be held. Although it may be convenient to have the facilities director or the construction manager attend those meetings in your absence, your attendance is needed. Listening,

participating, and absorbing all discussions in each meeting are vital to the progress of the projects.

Knowing and working with the contractors will have a positive outcome. A contractor who has a positive experience on a project in your district will most likely want to bid on future opportunities.

### Knowledge Is Power

Facilities management can be intimidating. Many regulations, laws, statutes, and codes need to be followed to stay in compliance. Don't let it overwhelm you. Take as many professional development courses as you can. Most state organizations offer seminars on facilities and related topics.

You and the facilities director should be a team with the common goal of well-maintained and well-kept school complexes. The journey to a well-maintained building is not completed overnight; it takes commitment from the school board, the taxpayers, the administration, and members of the facilities department. When that happens, everyone wins.

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



# School Safety: The Rocky Balboa Approach

By Victor P. Hayek, EdD, SFO

This sixth in a series of articles suggests taking inspiration from a movie icon.

I was watching a *Rocky* training montage on YouTube in which Rocky was working out with Apollo Creed and his team of trainers while being supervised by his manager, Mickey. It got me thinking about how Rocky's success would have been impossible without a team around him.

Much like the journey of those of us entrusted with the safety and security of schools, Rocky's journey is fraught with obstacles that require unwavering determination and a resilient spirit. Both narratives have several parallels: they underscore the magnitude of our responsibility around safety and security, they show the isolation we feel at times, and they point out the critical need for a robust support network.

As we continue our work in the world of school safety and security, let's draw inspiration from Rocky's indomitable spirit and recognize the vital role support networks, friends, colleagues, and organizations like ASBO International play in this critical mission.

## Parallel No. 1: "We Are Not Alone"

The never-ending quest for school safety can feel like stepping into the ring for the first time every time. The challenges are formidable, ranging from the complexities of threat assessments to the implementation of effective security measures.

We recently secured one of our campuses by fencing the perimeter. The campus adjoined a park, and local residents lashed out at the district for installing the fence. While we viewed it as securing a campus, the residents saw it as closing off a park. However, the park was accessible, had its own parking, and was only fenced off between it and the campus.

The business office was criticized for its lack of understanding of the residents' quality of life. The weight of responsibility can

be daunting, but just as Rocky sought guidance and mentorship, those responsible for school safety must recognize the importance of reaching out for support.

## Parallel No. 2: "Strength in Unity"

Just as Rocky Balboa found strength in the support of his circle, those entrusted with the safety and security of schools can draw support from a shared creed of collaboration and networking.

Enter organizations like ASBO International. Like Rocky's trainer Mickey, ASBO serves as the "circle" with the guiding principles and support to provide strength, resilience, and knowledge to those facing the complex challenges of safeguarding our schools.

## Parallel No. 3: "The Corner People"

In Rocky's journey to becoming a champion, the support in his corner were not spectators but crucial architects of his success: Micky and later Apollo Creed, a once-feared rival turned mentor.

This dynamic mirrors the relationships forged within the realm of school safety, where colleagues, mentors, and seasoned professionals are indispensable allies in the quest for secure educational environments.

Through collaborative efforts, we can share insights gained from hands-on experiences and use and contribute to a collective pool of knowledge. This working partnership enables us to refine our approaches and continuously improve our practices. In this exchange of ideas, we can find innovative solutions and discover new perspectives that may have otherwise eluded us.

## Conclusion: "Success in Unity"

In the challenging arena of school safety, success is not an individual feat but a collective endeavor. Collaboration and

networking are not just ideals; they are the cornerstones that fortify those in charge, giving us the strength and resilience needed to face the challenges head-on.

Our community is strong in unity and camaraderie; it has unwavering support from networks, friendships, and organizations like ASBO. These connections form a formidable force, a unified front against the

complex and ever-evolving challenges that school business professionals face.

So embrace the Rocky Balboa approach to school safety: be resilient, be steadfast, and surround yourself with an unbreakable support network.

Like Rocky, our strength lies not only in our skills and knowledge but also in the bonds we forge

and the community we build. Be inspired by Rocky and continue moving forward, ensuring the safety and well-being of our educational communities.

**Victor Hayek** is deputy superintendent for Conejo Valley Unified School District in Thousand Oaks, California, and a member of ASBO International's Editorial Advisory Committee. Email: [vhayek@conejousd.org](mailto:vhayek@conejousd.org)

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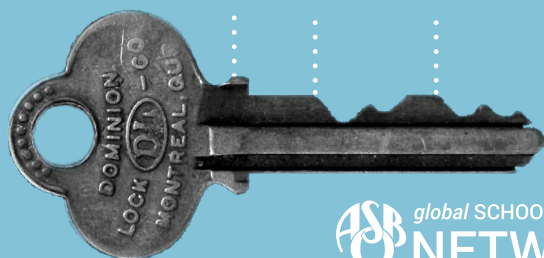


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# ASBO Goes to Washington to Advocate for Sustainable Schools

By Elleka Yost

A recap from the 2024 White House Summit for Sustainable and Healthy K-12 School Buildings and Grounds.



*2024 White House Summit attendees, after engaging in roundtable discussions with federal officials about how to help districts leverage new funding opportunities available for schools. (Credit: White House Climate Policy Office. Shared with permission.)*

**O**n April 26, during Earth Week, ASBO International was invited to attend the first-ever White House Summit for Sustainable and Healthy K-12 School Buildings and Grounds.<sup>1</sup>

This watershed event, signaling a heightened federal role in supporting public school infrastructure projects, celebrated new, unprecedented federal resources available for schools under the Biden-Harris Administration’s “Investing in America Agenda” to invest in healthier, more sustainable buildings and infrastructure.

The event highlighted how schools across the nation are putting federal opportunities

and resources to use to remove lead pipes and provide safer drinking water, install solar and other clean-energy technology in K–12 facilities, invest in electric school buses and cleaner transportation systems, and carry out other energy-efficient projects to support equitable, healthy, resilient, and sustainable schools.

The summit brought together more than 90 students, teachers, advocates, school administrators, K–12 facilities and grounds experts, and labor leaders at the White House, alongside representatives of the U.S. Department of Education (USED), U.S. Department of Energy (DOE), and Environmental Protection Agency (EPA), to

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discuss the deployment of federal resources to support school infrastructure projects.

Panels discussed local case studies about how school districts and their communities are making significant progress with creating more environmentally sustainable and resilient buildings and grounds and providing better facilities to improve student learning and protect occupant health.

### Resources for Schools

In conjunction with the summit, the Biden-Harris Administration released the “2024 White House Toolkit for Sustainable and Healthy K–12 Schools.” This resource<sup>2</sup> provides an overview of federal K–12 infrastructure funding, programs, and technical assistance available to help school districts improve energy efficiency and resilience to extreme weather, and invest in cleaner air, water, and transportation systems.

Several of the federal programs and resources highlighted at the summit and in the toolkit are:

#### DOE’s Renew America’s Schools

**Prize:** Provides \$500 million to make clean and energy-efficient facilities and vehicles accessible to schools across the U.S.

#### EPA’s Clean School Bus

**Program:** Provides \$5 billion through the bipartisan infrastructure law, the Infrastructure Investment and Jobs Act (IIJA), to modernize school transportation fleets with zero- and low-emission vehicles.

#### DOE’s Efficient and Healthy

**Schools Program:** Assists districts seeking to implement high-impact indoor air quality (IAQ) and energy-efficiency projects and recognizes their efforts to reduce energy consumption and improve student and educator health in schools.

#### USED’s Green Ribbon Schools

**Award Program:** Celebrates schools, districts, and other eligible institutions for innovative efforts

to reduce environmental impact and utility costs, improve occupant health and wellness, and offer sustainability education programs.

#### U.S. Department of Treasury’s Direct Pay or “Elective Pay” for Clean Energy Program:

A new tax incentive program authorized under the Inflation Reduction Act (IRA), which allows school districts and other tax-exempt entities to access clean-energy tax credits by electing to receive a cash reimbursement (i.e., refund check of equivalent value) from the IRS to offset costs for clean energy improvements in schools. Schools can leverage these tax credits (or elective payments) for solar, wind, and geothermal projects, energy storage, and for purchasing clean buses and vehicles.

To spread awareness about the Inflation Reduction Act’s “elective pay” program, the summit shared several case study projects happening in Manchester Public Schools in Connecticut, Seattle Public Schools in Washington, and Williamsfield Schools in Illinois. These districts expect to receive between \$100,000 and \$7.5 million in cash reimbursements from the IRS for purchasing electric school buses and charging infrastructure, installing ground source heat pumps, and installing solar panels in their schools.

If you are interested in learning more about this program to offset capital project costs, learn more at [irs.gov/inflation-reduction-act-of-2022](https://irs.gov/inflation-reduction-act-of-2022).

#### Other Funding on the Table

Another initiative highlighted at the White House Summit was EPA’s Community Change Grants, which provide \$2 billion to help schools reduce pollution, increase climate resilience, and other environmental and climate activities to support disadvantaged communities, including improving indoor air quality (IAQ).<sup>3</sup>

With ESSER funds winding down, many school districts will

need to identify alternative ways to fund capital improvement projects, including HVAC repairs and upgrades to improve IAQ, which was a popular spending strategy to help schools recover from COVID-19. The EPA Community Change Grants offer up to \$20 million for eligible projects and can provide significant support to schools.

To help school districts access this funding, ASBO International is collaborating with the Center for Green Schools (CFGs), Collaborative for High-Performance Schools (CHPS), and National Rural Education Association (NREA), to create a grant-writing template and provide direct coaching to school districts interested in applying for this grant opportunity.

If you’d like to learn more about this initiative and see what resources can help your team apply for federal IAQ funding, please contact us at [asboreq@asbointl.org](mailto:asboreq@asbointl.org).

### References

1. The White House. Fact Sheet: Biden-Harris Administration Hosts First-Ever White House Summit for Sustainable and Healthy Schools. The White House. April 26, 2024. <https://www.whitehouse.gov/briefing-room/statements-releases/2024/04/26/fact-sheet-biden-harris-administration-hosts-first-ever-white-house-summit-for-sustainable-and-healthy-schools/>
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## Get to Know Vicki Taylor

Director of Business Services  
Milford, Nebraska  
Member since 2007

"Get to know colleagues that can answer questions or offer advice, take advantage of professional development opportunities, and stay flexible! School business is ever-changing."

"I'm proud that our business team is known for being a helpful resource any time business-related questions arise. We've worked hard to build positive relationships over the years and foster an environment of partnership, collaboration, and trust with our staff and area school districts."

"I really appreciate the Online Resource Libraries on the Global School Business Network and have learned so much from the questions asked in the All Members Digest emails."

"School business professionals wear many hats, and often all at once! Each year seems to bring new requirements and deadlines. It's been beneficial to focus on working as a team, helping each other, staying flexible, and being open to new ideas and ways of completing our work."

Director of business services for an educational service unit that delivers technology, student services, professional development, consortia services, and consultative support to 16 school districts on an as-needed basis.

To facilitate negotiations meetings, developed a cost analysis sheet for bargaining units and school boards to agree upon and share, allowing each group to run various proposals and calculate cost impacts with shared data in advance of meeting.

Enjoys crocheting, puzzles, music, the outdoors, time with family, and Husker football and volleyball, counting herself proudly among the 92,003 people who showed up to celebrate women's athletics at the August 2023 "Volleyball Day in Nebraska."

Learn more about Vicki Taylor's school business story at [asbointl.org/Spotlight](https://asbointl.org/Spotlight)

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

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## BOARD POLICY BAYARD PUBLIC SCHOOLS

### POLICY NO. 5416 - SCHOOL WELLNESS POLICY

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

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

### **TO ACHIEVE THESE POLICY GOALS:**

#### **I. Wellness Team (School Health Advisory Committee)**

##### **Committee Role and Membership**

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

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

## **Leadership**

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

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

## **II. Nutrition**

### **Nutritional Quality of Foods and Beverages Sold and Served on Campus**

#### **Nutrition Guidelines Foods Provided/Sold Foods**

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

#### **School Meals**

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

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

#### **Free and Reduced priced Meals**

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

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

**Water**

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

**A la Carte/School Store**

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

**Food Vending Machines**

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

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

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

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

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

### **Fundraising Activities**

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

### **Snacks**

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

### **Caffeine**

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

### **Celebrations and Rewards**

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

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

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

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

### **Food and Beverage Marketing in Schools**

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

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

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

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

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

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

### **III. Nutrition and Physical Activity Promotion and Food Marketing**

#### **Nutrition Education and Promotion**

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

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

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

#### **Family & Community**

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

#### **Staff Wellness**

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

## **IV. Physical Activity Opportunities and Physical Education**

### **Physical Education (P.E.)**

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

### **Qualifications/Training for Staff for P.E.**

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

### **Physical Education Training**

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

### **Physical Education Exemptions & Substitutions**

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

### **Facilities**

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

### **Daily Recess**

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

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

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

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

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

### **Integrating Physical Activity into the Classroom Setting**

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

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

### **Family & Community**

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

## **V. Monitoring and Policy Review Monitoring**

### **Implementation Plan**

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

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

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

### **Recordkeeping**

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

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

### **Annual Notification of Policy**

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

### **Triennial Progress Assessments**

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

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

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

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

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

### **Revisions and Updating the Policy**

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

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

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

Policy No. 1406 – Use of School Grounds and Facilities

Adopted: 5-8-2006

Reviewed: 7-12-2010

Revised: 6-8-2015

Revised: 5-3-2024

**Bobbie Stuart** <bobbie.stuart@bayardtigers.org>

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## Supt. Report 7-8-24

1 message

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**Rodney Olson** <rodney.olson@bayardtigers.org>  
To: Bobbie Stuart <bobbie.stuart@bayardtigers.org>

Wed, Jul 3, 2024 at 2:16 PM

### July 2024 Superintendent Report to the Board

- 1) We have been in contact with the County Attorney regarding discipline compliance and interagency cooperation. This has included a review of our anticipated policy changes in the 5000 series concerning student conduct as recommended by Perry Law through NSBA.
- 2) The elementary Library has gone through a significant change by our custodial staff, and our new hire MS Schluterbush.
- 3) Our custodians Jeff and Jered were able to review items that Scottsbluff Public placed at auction. We were able to obtain 21 chairs that are in very good condition to replace the chairs in the Ag. room all of which are cracked and do on occasion pinch students. Total cost on these was around \$1.00 each.
- 4) WNCC also had several items for sale at auction 14 nice tables to use in the elementary art room for approximately \$11.00 each. We were looking at doing a replacement of the laminate on the old tables which were in overall poor condition both aesthetically and structurally.
- 5) In both cases I would estimate the age of the items to be 30 to 40 years old. Most likely 1980s construction. Due to the poor condition of these items, we will disassemble them and what can be recycled will be recycled. Whatever can't be recycled will be broken down so the disposal company will accept it.
- 6) We worked again this year with Camp Scott, which is a camp for special needs students. However, this year we increased our footprint there in both participation by Bayard students as attendees and employees.
- 7) At this point I have been working with the NE School Board Association concerning the 2024-25 anticipated budget and will continue to do so and with NDE Finance as we get closer to the release of valuations by the County Commissioners that comprise our District's boundaries.

Rodney Olson

Vacation Leave 20 days (160 hours) no more the 25 days	Dates	Hours
	7/14/2023	8
	9/15/2023	8
	9/25/2023	8
	9/29/2023	2
	11/24/2023	8
	12/28/2023	8
	12/29/2023	8
	3/8/2024	8
	4/12/2024	8
	5/3/2024	8
	5/6/2024	8
	5/24/2024	8
		90 Total used

Sick Leave 10 days (80 hours) no more then 60 days	Dates	Hours
	9/1/2023	8 Sick Bank
	9/5/2023	8
	10/11/2023	8
	10/27/2023	8
	11/22/2023	8
	12/27/2023	8
	1/5/2024	8
	3/1/2024	8
	6/14/2024	8
		72 Total used

# Nebraska School Discipline Laws & Regulations: Communication of Policy

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**Category:** Codes of Conduct

**Subcategory:** Communication of Policy

**State:** Nebraska

The state or jurisdiction(s) you selected for this subcategory are shown below, followed by the laws and regulations. To add or change states, use the Back button and resubmit your search request.

*To view a state profile showing school discipline laws and regulations in all subcategories for a given state, click on the state name.*

## NEBRASKA

### LAWS

**R.R.S. Neb. § 79-262. School board or board of education; rules and standards; establish; distribute and post; review with county attorney.**

(1) The school board or board of education shall establish and promulgate rules and standards concerning student conduct which are reasonably necessary to carry out or to prevent interference with carrying out any educational function, if such rules and standards are clear and definite so as to provide clear notice to the student and his or her parent or guardian as to the conduct prescribed, prohibited, or required under the rules and standards. Notwithstanding any other provisions contained in the Student Discipline Act, the school board or board of education may by rule specify a particular action as a sanction for particular conduct. Any such action must be otherwise authorized by section 79-258, 79-265, or 79-267. Any such rule shall be binding on all students, school officials, board members, and hearing examiners. Expulsion may be specified as a sanction for particular conduct only if the school board or board of education finds that the type of conduct for which expulsion is specified has the potential to seriously affect the health, safety, or welfare of the student, other students, staff members, or any other person or to otherwise seriously interfere with the educational process. On or before August 1 of each year, all school boards shall annually review in collaboration with the county attorney of the county in which the principal office of the school district is located the rules and standards concerning student conduct adopted by the school board and the provisions of section 79-267 to define conduct which the principal or designee is required to report to law enforcement under section 79-293. [...]

(3) Rules or standards which form the basis for discipline, including the conduct required to be reported to law enforcement, shall be distributed to each student and his or her parent or guardian at the beginning of each school year, or at the time of

enrollment if during the school year, and shall be posted in conspicuous places in each school during the school year. Changes in rules and standards shall not take effect until reasonable effort has been made to distribute such changes to each student and his or her parent or guardian.

## REGULATIONS

No relevant regulations found.

## **3000 Series – Business**

### **POLICY NO.3001 - CASH RESERVE**

BE IT RESOLVED, that in accordance with the regulations of the Nebraska Department of Education that the School District of Bayard shall be authorized to have a cash reserve not to exceed forty-five percent (45%) of the total budget adopted for such fund, exclusive of capital outlay items.

Adopted: 8-17-76

Revised: 8-19-93; 3-12-07

Reviewed: 3-8-10, 11-9-20, 8-16-21

## **POLICY NO. 3101 - SALE AND DISPOSAL OF SCHOOL PROPERTY**

The Superintendent is authorized and directed to dispose of books, furniture, equipment, real estate, and other property that is obsolete or no longer needed for school operations. Any sale of school property is contingent on approval by the vote of at least two-thirds of the members of the Board of Education at a regular meeting.

Such disposal may be by private sale, auction, trade-in, or by taking bids and selling to the highest or most responsible bidder.

The following procedures shall be followed for an auction or when taking bids:

1. The intention to sell shall be publicized, via school newsletter, a weekly memo, a bulletin posting, a newspaper advertisement, or other means suitable to the value and nature of the property.
2. Real estate will be sold to the highest bidder, except that a minimum acceptable price may be established prior to bidding.
3. Items which are offered for sale in an approved manner which are not sold after a reasonable period of time may be considered to have no value and may be disposed of as determined by the Superintendent and reported to the Board of Education.

Property that has little or no value shall be discarded or recycled as appropriate. No school employee shall take such property for their personal use, even if the item has been placed in the trash, without the express written approval of the superintendent.

Adopted: 8-17-76

Reviewed: 3-8-10, 11-9-2020, 8-16-21

Revised: 11-14-11, 11-14-16



## **POLICY NO. 3131 - PROCUREMENT PLAN – SCHOOL FOOD AUTHORITIES**

The following procurement policy statement shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. This statement is meant to provide guidance to our personnel and vendors on acceptable and/or required procurement practices. Our goal is to fully implement all required and recommended procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and 3019, and by the State Agency.

### **Procurement Policy**

The purchasing procedure to be followed shall be determined by the anticipated total annual expenditure on items related to the food service program:

When the annual total for food service program related items is less than \$150,000 per year (per procurement event or in aggregate purchases) this organization will follow the informal Small Purchase Procedure.

When the annual total for food service program related items is greater than \$150,000 per year (per procurement event or in aggregate purchases) this organization will follow the Formal Competitive Solicitation Procedures.

### **Micro-Purchase Procedures**

Micro-Purchases may be used for annual transactions under \$3,500 made with a vendor [2 CFR 200.320(a)].

Prices will be reviewed for reasonableness [2 CFR 200.320(a)].

Purchases will be spread equitably among all qualified sources [2 CFR 200.320(a)].

### **Small Purchase Procedures**

For purchases made below the small purchase threshold, Small Purchase Procedures will be utilized to purchase necessary goods and services. When Small Purchase Procedures are used, this organization will take the following steps:

1. Contact a minimum of three potential vendors
2. Document each vendor's quoted price
3. Select the company that provides the lowest, most responsive, and responsible bid
4. Inform all bidding companies in writing of the final decision made by the sponsor
5. Write contract for meal service between the sponsor and the winning bidder.

### **Formal Competitive Solicitation Procedures**

For purchases made in excess of the small purchase threshold, a Formal Competitive Solicitation will be conducted. When Formal Competitive Solicitation Procedures are used, this organization will take the following steps:

1. Prepare an Invitation for Bid (“IFB”) or Request for Proposal (“RFP”) document specifically addressing the items to be procured
  - a. Include detailed specifications
  - b. Ensure price will be most heavily weighted
2. Publicly announce and advertise the bid/proposal at least 21 calendar days prior to bid opening
  - a. Announcements will include the date, time and location in which bids will be opened
3. Determine the most responsive and responsible bid/proposal by using the selection criteria set forth in the bid/proposal document
  - a. Responsible bidders will be those whose bid/proposal conform to all of the terms, conditions and requirements of the IFB/RFP
4. Award the contract
  - a. To the most responsive and responsible bidder based on the criteria set forth in the IFB/RFP
  - b. At least two weeks before program operations begin
  - c. If a protest is received, it must be handled in accordance with 7 CFR 210.21
5. Retain all records pertaining to the formal competitive bid process for a period of five years plus the current year

(Note: If the bid threshold established in the sponsor’s procurement policy statement is less than \$150,000, the smaller bid threshold will govern.)

This organization incorporates the following elements into the Procurement Policy Statement, as required by 2 CFR 200 and 7 CFR parts 210, 3016 and 3019.

- A. Competition: We shall demonstrate our goods and services are procured in an openly competitive manner. Competition will not be unreasonably restricted. [7 CFR 210.21(c)(1)] [2 CFR Part 200.319(a)(1-7)]
- B. Comparability: We recognize for true competition to take place, we must maintain reasonable product specifications to adequately describe the products to be purchased and

the volume of planned purchases based upon pre-planned menu cycles. [2 CFR 200.319(a)(6)/7 CFR 3016.36(c)(3)(i)/7 CFR 3019.44(a)(3)(iv)]

- C. Documentation: We shall maintain for the current year and the preceding three years all menus, production records, invitations to bid, bid results, bid tabulations or any other significant materials that will serve to document our policies and procedures. [2 CFR 200.318(i)/7 CFR 3016.36(9)]
- D. Code of Conduct: This program shall be governed by the attached Code of Conduct and it shall apply to all personnel, employees, directors, agents, officers, volunteers or any person(s) acting in any capacity concerning the food service procurement program. [2 CFR 200.318(c)(1)/7 CFR 3016.36(3)(1-1 v)]
- E. Procurement Review Process: This procurement plan shall receive an internal program review on an annual basis by a staff person who is not associated with food service procurement process. This review shall be summarized in written form and kept with the other required program documentation.
- F. Contract Administration: Purchases shall be checked or verified by designated staff to assure that all goods and services are received and prices verified. All invoices and receipts shall be signed, dated, and maintained in the documentation file. [2 CFR Part 200.318(b)] [7 CFR Part 3016.36(b)(2)]
- G. General Requirements:
- Small, minority and women's businesses enterprises and labor surplus firms are used when possible. [2 CFR 200.321]
  - A cost or price analysis in connection with every procurement action in excess of the Simplified Acquisition Threshold including contract modifications. [2 CFR 200.323(a)]
  - Documented Procurement Procedures and activities will be maintained. [2 CFR 200.318(a)]
- H. Duties of Food Service Supervisor:
1. To work with staff and clients in developing acceptable menus for breakfast and lunch.
  2. To compile market orders or requisitions for purchases which accurately reflect the total quantities of required foods to be ordered per (day, week or month).
  3. To place and confirm orders with vendors, or make plans to purchase the required items.

4. To keep program menus up to date by testing and using new products and seeking feedback from staff and clients.
5. To send out bid quotation forms to vendors who have expressed an interest in doing business with the sponsor.
6. To make procurement awards based on the lowest and best vendor's response as determined by quality, availability, service and price.
7. To work with vendors on a fair and equal basis.
8. To develop a list of acceptable brands. (Multiple brands per bid item when possible.)
9. To conduct an in-house procurement review once per year.

Adopted: 10-9-17

Reviewed: 11-9-20, 8-16-21

## **POLICY NO. 3140 - CONTRACTING FOR SERVICES**

Contractual services which by their nature are not adapted to award by competitive bidding, such as contracts for the services of individuals possessing a high degree of professional skill, where the ability or fitness of the individual plays an important part, are not subject to bid but are subject to approval by the Board of Education in conformity with established policy.

Every contract for services to be provided to Bayard Public Schools shall require that the contractor use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska. Such requirement shall be deemed to be included and a part of the terms of every contract for services with the School District, including but not limited to oral contracts.

Legal Reference:      Neb. Rev. Stat. § 4-114

Adopted: 6-14-10

Reviewed: 11-9-20, 8-16-21

## **POLICY NO.3201 - BIDDING**

The Superintendent shall periodically estimate the requirements of standard items or classes of items and make quantity purchases. All purchases for supplies, materials, equipment and contractual services involving more than \$5,000.00 shall be based on competitive bids.

Competitive bidding shall be practiced by one of the following: formal bid with written specifications, written price quotations, or oral price quotations.

Bid instructions shall be clear and complete, conducive to competitive bidding.

The Superintendent shall seek bids from those sources who are able to offer the best prices, consistent with quality, delivery and service. Consideration must be given to local vendors whenever the following factors are equal: quality of product, suitability of product, price, conformance with the specifications, convenience of delivery, and past services to the school district.

Formal bids shall be opened in public at the prescribed time and place as indicated and tabulated for study.

After bids have been opened and tabulated they will be available for those interested in copy or study. They shall not, however, be removed from the purchasing office.

The right is reserved to reject any bid as submitted, and to make selection of materials or equipment as is, in the best judgment of the Board of Education or its purchasing agent, best suited for the purposed indicated. In the event of a tie bid the following procedure shall be followed:

- a) In the case of single items, the award will be made to a local vendor, if any, or if not, shall be made to the vendors who have offered the most consistent service and reliability in the past.
- b) In the case of multiple items where only a part of the items are tie bids, the award of all tie bids shall be made to a local vendor, if any, or if not, to the vendor who has done the best on the whole.

Adopted: 8-17-76

Reviewed: 3-8-10, 11-9-20, 8-16-21

Revised: 11-14-11

## **POLICY NO. 3202 – GENERAL PURCHASING AND PROCUREMENT AND CREDIT CARD PURCHASING PROGRAM**

### **I. Applicability of this policy.**

Purchases made with federal funds, whether those funds are derived directly from the federal government (e.g. award of a federal grant) or are derived by passthrough awards from the Nebraska Department of Education (e.g. special education funds, school lunch funds, Title I funds) are subject to the policy on Purchasing and Procurement with Federal Funds, which is found elsewhere in this section. This policy applies to all purchases made by the school district except construction, remodeling, repair and site improvements.

### **II. General Purchasing Policy**

- A. The school district's budget shall be the guide for all purchases. No employee of the district may make a purchase that is not provided for in the budget without board or administrative approval.
- B. The board intends to purchase competitively, whenever possible, without prejudice and to seek maximum educational value for every dollar expended.
- C. The acquisition of services, equipment and supplies shall be centralized in the administration office under the supervision of the superintendent of schools, who shall be responsible for developing and administering the purchasing program of the school district.
- D. Purchases or commitments of district funds that are not authorized by this policy will be the responsibility of the person making the commitment.

### **III. Building-Specific Purchasing**

- A. School buildings are operationally under the control of building principals. Principals have control and responsibility for the building and grounds, for all supplies and equipment housed at the building, for all school-related activities in the building, and for all pupils, teachers, and other employees assigned to the building.
- B. Principals, in consultation with their staff, are responsible for requisitioning, managing, distributing, and utilizing supplies within the building.
- C. The superintendent of schools or his designee is responsible for the requisitioning, managing, distributing, and utilizing of supplies for maintenance and transportation.
- D. The administration is responsible for purchasing of goods, services and supplies and for providing the necessary forms for establishing efficient procedures to facilitate the process.

#### **IV. Purchasing Procedures**

- A. School personnel must secure the approval of an authorized administrator before making any purchases.
- B. Employees seeking reimbursement for a purchase made with their personal funds must attach an itemized receipt or invoice to all requests for reimbursement; must sign all purchase receipts or charge slips; and must submit itemized receipts and any purchasing card or credit card receipts to the office of the superintendent no later than 5 days prior to the next regular board meeting. A non-itemized credit card receipt is not sufficient.
- C. Employees making purchases with a school district credit card or purchasing program must comply with the steps set forth in the district's Purchasing (Credit) Card Program.
- D. All purchases of goods and services made with district funds must be made on a properly executed purchase order.
- E. All purchases shall be initiated with a purchase order. Purchase orders are signed by the person responsible for that particular budget and finally by the superintendent.
- F. For purchases of more than \$10,000 authorized staff members must secure written quotes and/or estimates from a reasonable number of vendors. Staff will purchase from a responsible vendor with the lowest price unless the board approves the purchase from the more expensive vendor.

#### **V. Relations with Vendors**

- A. The board wishes to maintain good working relations with vendors who supply materials, supplies and services to the school system. The school shall not extend favoritism to any vendors. Each order shall be placed on the basis of quality, price and delivery, with past services being a factor if all other considerations are equal. The administrative team may, in its discretion, use a Nebraska state-wide cooperative purchasing program in lieu of obtaining quotes or bids under this policy to the extent such a bid or quote is not otherwise independently required by law.
- B. No purchase shall be made that violates any conflict of interest policy or law.
- C. No employee shall endorse any product of any type or kind in such a manner as will identify him/her in any way as an employee of the school district.
- D. The board believes in patronizing local businesses. Consequently, when proposals are judged to be equal in terms of quality, price, and/or service, the contract or purchase will be awarded to the firm that is located within the district. However, the board will not sacrifice either quality or economy to patronize local businesses.

#### **VI. Credit Card Purchasing Program**

- A. The Board of Education authorizes the Superintendent or designee to contract with one or more financial institutions, card-issuing banks, credit card companies, charge

card companies, debit card companies, or third-party merchant banks capable of operating a purchasing card program on behalf of the District.

- B. The Board of Education delegates to the Superintendent or designee: (a) the determination of the type of purchasing card or cards to be utilized in the District's purchasing card program; and (b) the determination of which employees shall be approved or disapproved to be assigned a purchasing card in the District's purchasing card program. The Superintendent shall submit the approved names to the Board, from time to time.
  
- C. The District's purchasing card program may only be utilized for the purchase of goods and services for and on behalf of the District. No officer or employee of the District shall use a purchasing card for any unauthorized use.
  
- D. An itemized receipt for purposes of tracking expenditures shall accompany all purchasing card purchases. In the event that a receipt does not accompany an authorized cardholder's purchase, the Superintendent or designee shall temporarily or permanently suspend said cardholder's purchasing card privileges.
  
- E. Upon the termination or suspension of employment of an individual using a purchasing card, the Superintendent or designee shall immediately close such individual's purchasing card account and said employee shall immediately return the purchasing card.

Adopted: 8-17-76

Reviewed: 3-8-10, 11-9-20, 8-16-21

Revised: 11-14-16, 3-9-20

## **POLICY NO. 3202.1 - FISCAL MANAGEMENT FOR PURCHASING AND PROCUREMENT USING FEDERAL FUNDS**

### **II. Applicability of this policy.**

This policy applies only to non-construction related purchases undertaken with federal funds which are subject to the federal Uniform Grant Guidance (UGG) and other applicable federal law, including but not limited to the Education Department and General Administration Regulations (EDGAR) and the United States Department of Agriculture (USDA) regulations governing school food service programs. In the event this policy conflicts or is otherwise inconsistent with mandatory provisions of the UGG, EDGAR or other applicable federal law, the mandatory provisions of the laws shall control.

All other non-construction purchases will be governed by the Board's general purchasing policy, which can be found earlier in this subsection. In the event of a conflict between state and federal law, the more stringent requirement shall apply.

This procurement policy shall govern all purchasing activities that relate to any aspect of the National School Lunch and Breakfast Programs. The district's goal is to fully implement all required procurement rules, regulations and policies set forth in 2 CFR 200, 7 CFR parts 210, 3016 and 3019, and by the Nebraska Department of Education.

### **III. Procurement System**

The District maintains the following purchasing procedures:

#### **A. Responsibility for Purchasing**

The authority to make purchases shall be governed by the District's purchasing policy, which can be found elsewhere in this section. Except as otherwise provided in the District's purchasing policy, the acquisition of services, equipment, and supplies shall be centralized in the administration office under the supervision of the superintendent of schools, who shall be responsible for developing and administering the purchasing program of the school district. Purchases or commitments of district funds that are not authorized by this policy will be the responsibility of the person making the commitment.

#### **B. Methods of Purchasing**

The type of purchase procedures required depends on the cost of the item(s) being purchased.

##### **1. Purchases up to \$10,000 (Micro-Purchases)**

Micro-purchase means a purchase of supplies or services using simplified acquisition procedures, the annual aggregate amount of which does not exceed \$10,000. Micro-purchases may be made or awarded without soliciting competitive quotations, to the extent district staff determine that the cost of the purchase is reasonable. For purposes of this policy "reasonable" means the purchase is comparable to market

prices for the geographic area. To the extent practicable, the District distributes micro-purchases equitably among qualified suppliers. The District will follow its standard policy on purchasing, which can be found earlier in this subsection.

**2. Purchases between \$10,000 and \$250,000 (Small Purchase Procedures)**

Small purchases are purchases that, in the aggregate amount, is more than \$10,000 and less than \$250,000 annually. For small purchases, price or rate quotes shall be obtained in advance from a reasonable number of qualified sources as detailed in the district's standard policies on purchasing and on bid letting and contracts, which can be found earlier in this subsection.

**3. Purchases Over \$250,000**

a) Sealed Bids (Formal Advertising)

For purchases over \$250,000, the district will generally follow the bidding process outlined in the board's policy on Bidding for Construction, Remodeling, Repair or Site Improvement.

b) Contract/Price Analysis

c) The District performs a cost or price analysis in connection with every procurement action in excess of \$250,000, including contract modifications. The district will make an independent estimate of costs prior to receiving bids or proposals.

**4. Procurement by Competitive Proposals.**

Competitive proposals are normally conducted with more than one source submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids. If this method is used, the following requirements apply:

a) Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;

b) Proposals must be solicited from an adequate number of qualified sources;

c) The District must have or produce a written method for conducting technical evaluations of the proposals received and for selecting recipients;

d) Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and

e) The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services though A/E firms are a potential source to perform the proposed effort.

f) The District performs a cost or price analysis in connection with every procurement action in excess of \$250,000, including contract modifications. The

district will make an independent estimate of costs prior to receiving bids or proposals.

**5. Noncompetitive Proposals (Sole Sourcing)**

a) Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

- i. The item is available only from a single source;
- ii. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- iii. The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the District; or
- iv. After solicitation of a number of sources, competition is determined inadequate.

b) Noncompetitive proposals may only be solicited with the approval of the superintendent or the board. Sufficient and appropriate documentation that justifies the sole sourcing decision must be maintained by the superintendent or designee.

c) A cost or price analysis will be performed for noncompetitive proposals when the price exceeds \$250,000.

**C. Use of Purchase (Debit & Credit)**

Cards District use of purchase cards is subject to the policy on purchase cards which can be found elsewhere in this subsection.

**D. Federal Procurement System Standards**

The district's procurement transactions will be conducted in a manner providing full and open competition consistent with 2 C.F.R §200.319. The District will maintain and follow general procurement standards consistent with 2 C.F.R. §200.318.

**E. Debarment and Suspension**

The District awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. The District may not subcontract with or award subgrants to any person or company who is debarred or suspended. For all contracts over \$25,000 the District verifies that the vendor with whom the District intends to do business with is not excluded or disqualified. 2 C.F.R. Part 200, Appendix II(1) and 2 C.F.R. §§ 180.220 and 180.300. The District will verify debarment or suspension by reviewing the excluded parties list on SAM.gov, collecting a certification through the bidding process, and/or by including a debarment

and suspension provision in the bid and contract documents. The Superintendent or his/her designee shall be responsible for such verification.

#### **F. Settlements of Issues Arising Out of Procurements**

The District alone is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the District of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction.

### **III. Conflict of Interest and Code of Conduct**

**A. Board and staff member conflicts of interest are governed by the district's conflict of interest policies.**

**B. Purchases covered by this policy are subject to the following additional provisions.**

1. Employees, officers, and agents engaged in the selection, award, and/or administration of district contracts which are prohibited from engaging in such actions if a real or apparent conflict of interest is present.
2. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.
3. The board may determine at its discretion that a financial interest is not substantial enough to give rise to a conflict of interest.

#### **C. Favors and Gifts**

The officers, employees, and agents of the District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, with the limited exception of unsolicited items of nominal value.

#### **D. Enforcement**

Disciplinary Actions will be applied for violations of such standards by officers, employees, or agents of the District at the board's discretion.

### **IV. Property Management Systems**

#### **A. Property Classifications**

1. Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the District for financial statement purposes, or \$5,000.

2. Supplies means all tangible personal property other than those described in §200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the District for financial statement purposes or \$5,000, regardless of the length of its useful life. 2 C.F.R. §200.94.

3. Computing Devices means machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories (or “peripherals”) for printing, transmitting and receiving, or storing electronic information. 2 C.F.R. §200.20.

4. Capital Assets means tangible or intangible assets used in operations having a useful life of more than one year which are capitalized in accordance with GAAP. Capital assets include:

a) Land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or through capital leases; and

b) Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance). 2 C.F.R. §200.12.

## **B. Inventory Procedure**

Newly purchased property shall be received and inspected by the staff member who ordered it to ensure that it matches the purchase order, invoice, or contract and that it is in acceptable condition. Equipment, Computing Devices, and Capital Assets must be tagged with an identification number, manufacturer, model, name of individual who tagged the item, and date tagged).

## **C. Inventory Records**

For equipment, computing devices, and capital assets purchased with federal funds, the following information is maintained in the property management system:

1. Serial number;
2. District identification number;
3. Manufacturer;
4. Model;
5. Date tagged and individual who tagged it;
6. Source of funding for the property;

7. Who holds title;
8. Acquisition date and cost of the property;
9. Percentage of federal participation in the project costs for the federal award under which the property was acquired;
10. Location, use and condition of the property; and
11. Any ultimate disposition data including the date of disposal and sale price of the property.

The inventory list shall be adjusted by the superintendent of schools or his/her designee for property that is sold, lost, stolen, cannot be repaired, or that cannot be located.

#### **D. Physical Inventory**

1. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
2. The Superintendent or his/her designee will ensure that the physical inventory is performed. The physical inventory will generally occur during the months of June or July, but may be conducted during other time periods with the approval of the superintendent.

#### **E. Maintenance**

In accordance with 2 C.F.R. 313(d)(4), the District maintains adequate maintenance procedures to ensure that property is kept in good condition.

#### **F. Lost or Stolen Items**

The District maintains a control system that ensures adequate safeguards are in place to prevent loss, damage, or theft of the property.

#### **G. Use of Equipment**

Equipment must be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the federal award, and the District will not encumber the property for any non-federal program use without prior approval of the federal awarding agency and the pass-through entity.

#### **H. Disposal of Equipment**

When it is determined that original or replacement equipment acquired under a federal award is no longer needed for the original project or program or for other activities currently or previously supported by a federal awarding agency, the Superintendent or

his/her designee will contact the awarding agency (or passthrough for a state-administered grant) for disposition instructions. If the item has a current FMV of \$5,000 or less, it may be retained, sold, or otherwise disposed of with no further obligation to the federal awarding agency.

## **V. Other Contract Matters**

### **A. Required Terms**

The non-Federal entity's contracts must contain the applicable provisions required by section 200.326 and described in Appendix II to Part 200—Contract Provisions for non-Federal Entity Contracts Under Federal Awards.

### **B. Contracting with Certain Vendors**

Pursuant to the standards contained in 2 C.F.R. § 200.321, the District will take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible consistent with state law.

To the maximum extent practicable, the school food program shall purchase domestic commodities or products produced in US or processed in US substantially using agricultural commodities produced in US.

### **C. Record Keeping**

#### **1. Record Retention**

a) The District maintains all records that fully show (1) the amount of funds under the grant or subgrant; (2) how the subgrantee uses those funds; (3) the total cost of each project; (4) the share of the total cost of each project provided from other sources; (5) other records to facilitate an effective audit; and (6) other records to show compliance with federal program requirements. 34 C.F.R. §§ 76.730-.731 and §§ 75.730-.731. The District also maintains records of significant project experiences and results. 34 C.F.R. § 75.732. These records and accounts must be retained and made available for programmatic or financial audit.

b) The U.S. Department of Education is authorized to recover any federal funds misspent within 5 years before the receipt of a program determination letter. 34 C.F.R. § 81.31(c). Schedule 10 (Local School Districts) and Schedule 24 (Local Agencies General Records) of the Nebraska Records Management Division as approved by the Nebraska Secretary of State/State Records Administrator requires the District to maintain records regarding federal awards for a minimum of six (6) years. Consequently, the District shall retain records for a minimum of six (6) years from the date on which the final Financial Status Report is

submitted, unless otherwise notified in writing to extend the retention period by the awarding agency, cognizant agency for audit, oversight agency for audit, or cognizant agency for indirect costs. However, if any litigation, claim, or audit is started before the expiration of the record retention period, the records will be retained until all litigation, claims, or audit findings involving the records have been resolved and final action taken. 2 C.F.R. § 200.333.

c) Records will be destroyed in compliance with Schedule 10, Schedule 24, and State law. This includes the completion of a Records Disposition Report.

## 2. Maintenance of Procurement Records

a) The District must maintain records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

b) Retention of procurement records shall be in accordance with applicable law and Board policy.

### **D. Privacy**

The District has protections in place to ensure that the personal information of both students and employees is protected. These include the use of passwords that are changed on a regular basis; staff training on the requirements of the Family Educational Rights and Privacy Act (FERPA) and State confidentiality requirements; and training on identifying whether an individual requesting access to records has the right to the documentation.

Adopted: 3-9-2020

Reviewed: 11-9-20, 8-16-21

Revised:

## **POLICY NO. 3203 - EMPLOYEES INVOLVED IN OUTSIDE BUSINESS**

An employee in the Bayard Public Schools may engage in business, activities outside the school provided he does not use any school time or school facilities or equipment for any part of this venture.

The Bayard Public Schools will not purchase any commodity, supply or service from a business owned or operated by an employee where that employee is employed by said business and is involved with the selection, specification or requisitioning of the commodity, supply or services to be used by the schools, or where said employee, either directly or indirectly, would receive any remuneration, commission, or gift because of such purchase.

Any exception to this policy would require action by the Board of Education.

Adopted: 8-17-76

Reviewed: 3-8-10, 11-9-20, 8-16-21

## **POLICY NO. 3205 - INSURANCE**

The school district will maintain a comprehensive insurance program to provide adequate coverage against major types of risk loss, or damage, as well as legal liability.

Administration of the insurance program, making recommendations for additional insurance coverage, placing the insurance coverage and loss prevention activities shall be the responsibility of the superintendent.

General and personal liability insurance will cover district Board members and employees only when acting in their official capacity.

The district will provide liability coverage for all district-owned or leased vehicles.

The district will establish and provide the opportunity for students to purchase student accident insurance. The district will not carry student accident insurance other than liability insurance.

The district will not be liable for theft and damage of personal property of students that is not a requirement for attendance or participation. Additionally, the district will not be liable for theft and damage of personal property of staff.

Adopted: 8-17-76

Revised: 7-13-81; 4-12-10

Reviewed: 11-9-20, 8-16-21

## **POLICY NO. 3206 - CONFLICT OF INTEREST**

Board members will abstain from voting on items that will place them in violation of State Statutes. They may declare to the Board in writing, of any possible areas where a conflict of interest may occur.

Adopted: 8-15-83

Reviewed: 3-8-10, 11-9-20, 8-16-21

## POLICY NO. 3207 - EMPLOYMENT OF IMMEDIATE FAMILY MEMBERS

1. A member of the Board of Education or an administrator or other employee with supervisory responsibilities may employ or recommend or supervise the employment of an immediate family member if:
  - a) He or she does not abuse his or her official positions as such "abuse" is defined at paragraph 5 below;
  - b) He or she makes a full disclosure on the record to the Board of Education and a written disclosure to the Superintendent and/or Secretary of the Board; and,
  - c) The Board of Education approves the employment or supervisory position.
2. No immediate family member of a Board of Education or an administrator or other employee with supervisory responsibilities shall be employed by the School District:
  - a) Without first having made a reasonable solicitation and consideration of applications for such employment;
  - b) Who is not qualified for and able to perform the duties of the position;
  - c) For any unreasonable high salary;
  - d) Who is not required to perform the duties of the position.
3. Neither the Board of Education nor an administrator or other employee with supervisory responsibilities shall terminate the employment of another employee so as to make funds or a position available for the purpose of hiring an immediate family member.
4. This policy shall not apply to an immediate family member of a member of the Board of Education or an administrator or other employee with supervisory responsibilities who was previously employed in a position with the School District prior to the election or appointment of the Board member or employee. Prior to or as soon as reasonably possible after the official date a Board member takes office or an employee assumes his or her responsibilities, such Board member, administrator or other employee with supervisory responsibilities shall make a full disclosure or any immediate family member employed in a position subject to this policy.
5. Abuse of an official position includes, but is not limited to, employing an immediate family member:
  - a) Who is not qualified for and able to perform the duties of the position;
  - b) For any unreasonably high salary; or,

c) Who is not required to perform the duties of the position.

6. A member of the Board of Education cannot teach in the School District. Nor shall a member of the Board of Education cast a vote in favor of the election of any employee when blood or marriage relates the Board member to such employee.

Legal Reference: Neb. Rev. Stat 79-818; 79-544 and Sections 16 and 17 of LB 242, Laws of  
2001

Adopted: 8-13-01

Revised: 4-12-10

Reviewed: 11-9-20, 8-16-21

## POLICY NO. 3560 - BUSINESS OPERATIONS PROCEDURES - BIDDING CONSTRUCTION PROJECTS

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for the project is in excess of \$109,000.00, or such sum as adjusted pursuant to §73-106. The bidding procedures shall comply with the requirements of state law and shall include the following:

1. **Notice to Bidders:** The Administration shall prepare a notice to bidders containing a general description of the scope of the project being bid; the location of the project; the means of obtaining project documents, including plans and specifications; the date and hour bids will close; and the date, hour and place bids are to be returned, received and opened, and a provision that such bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders, when the hour is reached for the bids to close.
2. **Regular Manner of Advertisement for Bids:** The notice to bidders shall be published one time in a newspaper of general circulation in the School District. The notice shall be published at least seven (7) days prior to the date designated for the opening of such bids. The Board of Education or Administration may, in its sole discretion, elect to utilize further advertisement for bids as it may determine appropriate to secure a sufficient number of qualified bidders for the scope of the project.
3. **Bid Opening:** When the hour is reached for such bids to close, bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders.
4. **Contract Award:** The contract shall be awarded to the lowest responsible bidder as to the extent required by law. When not so required, the award shall be made on the basis of consideration of the contract award criteria determined appropriate by the Board or administration.
5. **Performance and Payment Bonds.** Whenever any contract is entered into for the erecting, furnishing, or repairing of any building or other public structure or improvement, the contractor shall be required, before commencing such work, to furnish a performance, labor and material payment bond. The bond requirement shall not apply, however, to any project bid or proposed which has a total cost of \$10,000 or less unless the School Board or Administration includes a bond requirement in the specifications for the project. The bond shall be in an amount not less than the contract price. The bond shall be conditioned on the faithful performance of the contract and the payment by the contracting party of all laborers and mechanics for

labor that is performed and of all material and equipment rental that is actually used or rented in connection with the improvement project and the performance of the contract. Such bond shall contain such provisions as are required by statutes, and be in a form prescribed and required by the district.

6. Retention of an Architect or Engineer. The School District shall not engage in the construction of any public works involving architecture or engineering unless the plans, specifications, and estimates have been prepared and the construction has been observed by an architect, a professional engineer, or a person under the direct supervision of an architect, a professional engineer, or those under the direct supervision of an architect or professional engineer; provided that such requirement shall not apply to any public work in which the contemplated expenditure for the complete project does not exceed one hundred thousand dollars (\$118,000), as adjusted from time to time by § 81-3445 or other applicable law.
  
7. Additional Procedures. Each bid for which a labor and material bond is required shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid unless the School Board or Administration waives such requirement. The Board of Education or Administration may provide for additional procedures for the procurement, opening and acceptance of bids as deemed appropriate for a particular project.

Legal Reference: Neb. Rev. Stat. ' 52-118; Neb. Rev. Stat. ' 73-101 *et seq.*; Neb. Rev. Stat. ' 73-106; Neb. Rev. Stat. ' 81-3445

Legal Reference:

Neb. Rev. Stat. 52-118

Neb. Rev. Stat. 73-101 *et seq.*

Neb. Rev. Stat. 73-106

Neb. Rev. Stat. 81-3445

Adopted: 8-9-04

Reviewed: 3-8-10, 11-9-20, 8-16-21

Revised: 08-11-14, 08-10-15, 8-8-22

## POLICY NO. 3561 - RECORDS MANAGEMENT AND DISPOSITION

1. General Standard. Records should generally be organized, managed, retained and disposed of in accordance with law and the Secretary of State's schedules for retention and disposition of public records.
2. Records Officer. The Superintendent is hereby designated as the records officer of the school district for purposes of this policy. Any questions about the type or category of a record or the required retention period for it should be addressed to the records officer.
3. Electronic Messages. Electronic messages are communications using an electronic system for the conduct of school district business internally, between other state and local government agencies, and with parents, students, patrons and others in the outside world. These messages may be in the form of e-mail, electronic document exchange (electronic fax), and electronic data interchange (EDI). In this policy, the terms electronic messages and e-mail are used, depending on the context, to mean the same thing. The school district's electronic system in which records are collected, organized, and categorized to facilitate preservation, retrieval, use, and disposition is as follows:
  - a. End-User Management. End-user means anyone who creates or receives electronic messages on the school district's electronic system. Electronic messages are to be managed at the end-user's desktop rather than from a central point. Each end-user is responsible for organizing, managing and disposing of records that are part of his or her desktop computer.
  - b. Categories for Retention. Electronic messages fall within three categories: (1) transitory messages; (2) records with a less than permanent retention period; and (3) records with a permanent retention period. End-users are to organize, store, retain and dispose of electronic messages according to these three categories. This means determining which electronic messages require long-term retention, determining who is responsible for making this decision, and establishing storage and disposition requirements for electronic messages.
    - i. *Transitory messages.* Transitory messages include copies posted to several persons and casual and routine communications similar to telephone conversations. For example, as determined on an individual case-by-case basis by the end-user, transitory messages include certain

embryonic materials, notes or drafts; unwanted and unneeded “junk” mail; “personal” mail for employees not related to school business; unsolicited sectarian, religious, partisan, political or commercial messages, or political advertising or advertisements promoting particular personal or religious beliefs, a specific ballot question, or controversial topics or positions. There is no retention requirement for transitory messages. Employees sending or receiving such communications may delete them immediately without obtaining approval.

- ii. *Less than permanent retention records.* These records are governed by the retention period for equivalent hard copy records as specified in the approved records retention and disposition schedules. These records should be converted to hard copy (printed) or an electronic format which can be retrieved and interpreted (downloaded) for the legal retention period. Employees creating or receiving such communications may delete or destroy the records only according to the applicable retention schedule. Questions relating to the retention or destruction of these records should be referred to the records officer.
  - iii. *Permanent/archival retention records.* These are records scheduled for transfer to the Nebraska State Historical Society (NSHS). Decisions relating to such records should be made by the records officer in consultation with NSHS, and the State Records Administrator about either transferring the records or maintaining them in the agency of origin. If the transfer decision is made, the method, frequency and format of the transfer should be determined cooperatively by the records officer, the NSHS, and the State Records Administrator.
- c. Electronic Storage Limitations. The district’s computer systems have storage limitations. E-mails are deleted by the computer system within 60 to 90 days to avoid operational problems. End-users are instructed that electronic messages that are required to be maintained past that time period should be converted to hard copy (printed) or an electronic format which can be retrieved and interpreted (downloaded) for the legal retention period. The retention period for the particular record is the best indicator of which storage medium or format to choose.
- d. Proper Use of Electronic Messages.
- i. Non-Discrimination. Electronic messaging is not permitted to be used to promote discrimination on the basis of race, color, national origin, age,

marital status, sex, political affiliation, religion, disability or sexual preference; promote sexual harassment; or to promote personal, political, or religious business or beliefs.

- ii. Permissible Use. Electronic messaging is to be used only for purposes that are consistent with the mission of the school district. Electronic messaging is not permitted to be used for personal purposes except for: incidental, intermittent or occasional use which does not interfere with performance of duties as determined by the administration, use that is authorized pursuant to an individual use agreement, and use that represents a form of the employee's compensation. Electronic messaging is not permitted to be used for personal financial gain or for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question. Electronic messaging is not permitted to be used for purposes of assisting a non-profit organization except when and to the extent such use serves a school purpose or facilitates school district business.
  
- iii. Conduct. Employees shall not read electronic messages received by another employee when there is no school purpose for doing so, send electronic messages under another employee's name without the employee's consent or administrative authorization, or change or alter any portion of a previously sent electronic message without administrative authorization.
  
- iv. Other Regulations. Electronic messaging is subject to all requirements of the school district's "Acceptable Use of Computers, Network, Internet and Websites" policy and may be monitored and accessed at any time without prior notice. The school district has complete authority to regulate all electronic messaging. Electronic messaging is a privilege and not a property right and is not a public forum. Electronic messaging is made available subject to all board policy and regulations, these regulations, building guidelines, use agreements, handbook provisions, and all administrative orders or directives as issued from time to time.

#### 4. Litigation Holds

When litigation against the District or its employees is filed or threatened, the District will take all reasonable action to preserve all documents and records that pertain to the issue. Such action

will in particular be taken when the litigation may be filed in federal court or otherwise subject to federal rules of discovery.

As soon as the District is made aware of pending or threatened litigation, a litigation hold directive will be issued by the records officer or designee. The directive will be given to all persons suspected of having records that may pertain to the litigation issue.

The litigation hold directive overrides any records retention schedule that may otherwise call for the disposition or destruction of the records until the litigation hold has been lifted. E-mail and computer accounts of separated employees that have been placed on a litigation hold will be maintained by the records officer until the hold is released.

Employees who receive notice of a litigation hold are to preserve all records that pertain to the litigation issue. This includes preserving electronic messages that would otherwise be deleted by the computer system; such messages are to be converted by the recipients of the litigation hold to hard copy (printed) or electronic format which can be retrieved and interpreted (downloaded) for the duration of the litigation hold.

No employee who has been notified of a litigation hold may alter or delete an electronic or other record that falls within the scope of the hold. Violation of the litigation hold may subject the employee to disciplinary actions, up to and including dismissal, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

## 5. Settlement Agreements

A public written or electronic record of all settled claims shall be maintained.

The record for all such claims settled in the amount of fifty thousand dollars or more (or one percent of the total annual budget of the School District, whichever is less) shall include a written executed settlement agreement. The settlement agreement shall contain a brief description of the claim, the party or parties released under the settlement, and the amount of the financial compensation, if any, paid by or to the School District or on its behalf. Any such settlement agreement shall be included as an agenda item on the next regularly scheduled public meeting of the School Board for informational purposes or for approval if required.

Any such settled claim or settlement agreement shall be a public record. Nonetheless, specific portions of the record may be withheld from the public to the extent permitted or provided by statute.

The foregoing does not apply to claims made in connection with insured or self-insured health insurance contracts.

Legal Reference:      Neb. Rev. Stat. " 84-712 through 84-712.09  
                                 Neb. Rev. Stat. " 84-1201 to 84-1227

Laws 2010, LB 742

State Records Administrator Guidelines:

Schedule 10: Records of Local School Districts (Feb. 1989)

Schedule 24: Local Agencies General Records (March 2005)

Electronic Imaging Guidelines (March 2003)

Adopted: 8-13-07

Reviewed: 3-8-10, 11-9-20, 8-16-21

Revised: 6-14-10

## POLICY NO. 3570 - ESSA

It is the policy of the District to comply with the Every Student Succeeds Act (“ESSA”) and federal grant programs in which the District participates.

1. Authority to Sign Applications. The Superintendent is authorized to sign applications for any of the ESSA formula grants on behalf of the District and may delegate such authority to other administrators in the Superintendent’s discretion. The Superintendent shall submit such applications as determined appropriate so long as acceptance of the funds does not include conditions contrary to the policies of the Board of Education.
2. Supplement not Supplant. Federal funds shall be used to supplement, not supplant the amount of funds or services available from non-federal sources, in compliance with the requirements of federal law. ESSA funds shall not be used to provide services otherwise required by law to be made available.
3. Equitable Allocation. Federal funds shall be used in a manner to ensure equitable allocation of resources. Staff are to be assigned and curriculum materials and instructional supplies are to be distributed to the schools in such a way that equivalence of personnel and materials is ensured among the schools in compliance with the requirements of federal law.
4. Maintenance of Effort. The District shall maintain fiscal effort related to ESSA programs in compliance with the requirements of federal law.
5. Resources. The procurement of resources related to the ESSA programs, including contracts and purchase or service agreements for such program, shall be in accordance with the District’s written procedures for purchasing and contracting. Purchase orders and invoices shall indicate an appropriate record of expenditures. All equipment purchased with federal funds, including those used in nonpublic and other facilities, shall be appropriately identified, inventoried, and when no longer useful to the program, properly disposed. Resources such as staff, materials and

equipment funded by Title I shall be used only for children participating in the program.

6. Maintenance of Records. Records of all federal financial and program information shall be kept for a minimum of 5 years after the start date of the project.
7. Identification of Eligible Children. The Superintendent and the designees shall implement an appropriate process to identify children eligible for services provided under federal programs.
8. Coordination of Services. Title I services shall be coordinated and integrated with the regular classroom, with other agencies providing services and with other federal, state and local programs.
9. Standards and Expectations. Students receiving services in Title I are held to the same standards and expectations as all other students.
10. Assessments. Students receiving services in Title I are assessed with the regular population without accommodations.
11. Parents Right to Know. At the beginning of each school year, if the District receives Title I funding, the District shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the District will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:
  - (A) Whether the student's teacher—
    - (i) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    - (ii) is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    - (iii) is teaching in the field of discipline of the certification of the teacher.

(B) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

12. Testing Opt-Out. At the beginning of each school year, if the District receives Title I funding, the District shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the District will provide the parents on request (and in a timely manner), information regarding any State or District policy regarding student participation in any State or District assessments, including the District's policy and procedure on the parental right to opt the child out of such assessment(s). The District shall also make widely available through public means (including by posting in a clear and easily accessible manner on the District's website) information on each State or District assessment, including:

- (A) the subject matter assessed;
- (B) the purpose for which the assessment is designed and used;
- (C) the source of the requirement for the assessment;
- (D) the amount of time students will spend taking the assessment, and the schedule for the assessment; and
- (E) the time and format for disseminating results.

13. Language Instruction Programs. At the beginning of each school year, if the District receives Title I funding, the District will implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can—

- (A) be involved in the education of their children; and
- (B) be active participants in assisting their children to—
  - (i) attain English proficiency;
  - (ii) achieve at high levels within a well-rounded education; and
  - (iii) meet the challenging State academic standards expected of all students.

The District will also inform parents of an English learner identified student of opportunities to participate in various school programs, as set forth in ESSA.

14. Other Requirements. The Superintendent shall take or cause other staff to take such action as required by law for the District to maintain compliance with ESSA and specific ESSA grant programs in which the District participates.
  
15. Certification Regarding Debarment, Suspension and Ineligibility. The District will endeavor to ensure that all contracts and purchase orders reimbursed using federal funds will include the following “suspension and disbarment” language:

To the best of its knowledge and belief, the contractor or any of its principals are not presently debarred, suspended, proposed for debarment or otherwise declared ineligible for the award of contracts by any Federal agency by the inclusion of the contractor or its principals in the current “LIST OF PARTIES EXCLUDED FROM FEDERAL PROCUREMENT OR NONPROCUREMENT PROGRAMS” published by the U.S. General Services Administration Office of Acquisition Policy.

The prospective lower tier participant shall provide immediate written notice to the District if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances. Should the prospective lower tier participant enter into a covered transaction with another person at the next lower tier, the prospective lower tier participant agrees by accepting this agreement that it will verify that the person with whom it intends to do business is not excluded or disqualified.

Notwithstanding anything to the contrary, all persons or entities contracting with the District with any reimbursement using federal funds shall be bound by this certification and shall fully abide by and comply with the same.

Legal Reference: ESSA

Adopted: 8-13-07

Reviewed: 3-8-10, 11-9-20, 8-16-21

## POLICY NO. 1413 – COMBINED DISTRICT AND SCHOOL TITLE I PARENTAL AND FAMILY ENGAGEMENT POLICY

Bayard Public Schools intends to follow the Title I Parent and Family Engagement Policy guidelines in accordance with federal law, Section 1116(a -f) ESSA, (Every Student Succeeds Act) of 2015.

### In General

The written District parent and family engagement policy has been developed jointly with, updated periodically and distributed to parents and family members of participating children and the local community in an understandable and uniform format. This policy agreed on by such parents describes the means for carrying out the requirements as listed below.

- Parents and family members of all students are welcomed and encouraged to become involved with their child's school and education; this includes parents and family members that have limited English proficiency, limited literacy, are economically disadvantaged, have disabilities, racial or ethnic minority background or are migratory children. Information related to school and parent programs, meetings, school reports and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand.
- Parents are involved in the planning, review, evaluation and improvement of the Title I program, Parent and Family Engagement Policy and the School-Parent Compact at an annual parent meeting scheduled at a convenient time. This would include the planning and implementation of effective parent and family involvement activities.
- Conduct, with meaningful parent and family involvement, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy. Use the evaluation findings to design evidence-based strategies for more effective parental involvement, and to revise the Parent and Family Engagement Policy.
- Opportunities are provided for parents and family members to participate in decisions related to the education of their child/children. The school and local educational agency shall provide other reasonable support for parental involvement activities.
- Parents of participating children will be provided timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their

children's academic achievement in a format, and when feasible, in a language the parents and family members can understand.

- Educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners.
- Coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children.

Adopted: 6-12-95

Reviewed: 1-11-10, 8-14-17, 6-10-19, 6-14-21

Revised: 11-14-16, 3-9-20

POLICY NO. 5121 - STUDENT FEES

The Board of Education adopts the following student fees policy in accordance with the Nebraska Public Elementary and Secondary Student Fee Authorization Act.

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

A. Definitions.

1. "Students" shall mean students, their parents, guardians or other legal representatives.
2. "Extracurricular activities" shall mean student activities or organizations that (1) are supervised or administered by the District; (2) do not count toward graduation or advancement between grades; and (3) are not otherwise required by the District.
3. "Post-secondary education costs" shall mean tuition and other fees associated with obtaining credit from a post-secondary educational institution.

B. Listing of Fees Charged by this District.

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

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

2. *Safety Equipment and Attire.*

The District will provide students with all safety equipment and attire that is required by law. Building administrators will assure that (a) such

equipment is available in the appropriate classes and areas of the school buildings, (b) teachers are directed to instruct students in the use of such devices, and (c) students use the devices as required. Students are responsible for using the devices safely and as instructed.

*3. Personal or Consumable Items.*

Teachers may not require students to supply various personal or consumable items for use in courses. However, they may state that students are requested but not required to bring the following items for use in school. The school must supply any items required for course work but not brought by students. The district may set reasonable general guidelines on the use of consumables to avoid abuse and unnecessary waste of district resources. The district may require students to provide such personal and consumable items for extra curricular activities such as reeds for musical instruments, protective mouthpieces, and blank audio or video tapes.

*4. Materials Required for Course Projects.*

Students in some courses produce a project that becomes their property at the end of the course. In those circumstances, students must either furnish or pay for the reasonable cost of any materials required for the course project; otherwise the project remains in the ownership of the school district.

*5. Extracurricular Activities.*

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

*6. Post-secondary Education Costs.*

Some students enroll in post-secondary courses while still enrolled in the District's high school. As a general rule, students must pay all costs associated with such post-secondary courses. However, for a course in which students receive both high school and post-secondary education credit or a course being taken as part of an approved accelerated or differentiated curriculum program, the District shall offer the course without charge for tuition, transportation, books or other fees, except tuition and other fees associated with obtaining credits from a post-secondary educational institution.

*7. Transportation Costs.*

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

*8. Copies of Student Files or Reports.*

The District will charge a fee for making copies of a student's files or records for the parents or guardians of such students. The Superintendent or the Superintendent's designee shall establish a schedule of student record fees. Parents of students have the right to inspect and review the student's files or records without the payment of a fee, and no fee shall be charged to search for or retrieve any student's files or records.

*9. Participation in Before-and-After-School or Pre-kindergarten Services.*

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

*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.

Adopted: 6-10-02

Revised: 2-14-05; 8-8-11

Reviewed: 8-8-05; 8-14-06; 8-13-07; 8-11-08; 7-12-10

**CERTIFICATION**

On the 9th day of June, 2003, the Board of Education of Bayard Public Schools held a public hearing on a proposed student fee policy. The hearing followed a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the 2002-2003 school year. This student fee policy was then adopted by a majority vote of the school board at an open public meeting conducted in compliance with the Public Meetings Law.

Adopted: 6-10-02

Revised: 2-14-05

Reviewed: 8-8-05; 8-14-06; 8-13-07; 8-11-08; 7-12-10; 8-8-11

## STUDENT FEE WAIVER PROCEDURES

The Board recognizes that while certain fees, specialized equipment, specialized attire, or project materials are appropriate and authorized, some students and their families are not financially able to afford them. The school district will grant waivers upon request to the students of families eligible for free or reduced priced meals under the federal Child Nutrition program.

Waivers must be requested prior to the waiver deadlines as listed below. Waivers will not be approved retroactively for fees previously paid or specialized items, attire or project materials purchased by students. Only those fees and items eligible for waivers as required by state statute shall be waived.

The following deadlines will apply to requests for waivers:

1. Extracurricular Activity Participating Fees – The end of the first week of practice for a particular sport or activity.
2. Extracurricular Activity Specialized Equipment and Attire – The end of the first week of practice for a particular sport or activity.

Parents or students eligible for waivers shall make an application on the form provided by the school district. Applications may be made at any time but must be renewed annually. Denial of a waiver may be appealed to the superintendent, but eligibility is strictly dependent upon meeting financial guidelines established by the Child Nutrition program.

The school district will treat the application and waiver process, as any other student record and student confidentiality and access provisions will be followed.

The school district will annually notify parents and students of the waiver. The student fee policy and guidelines will be published annually in the Student Handbook

**REGULATIONS FOR PROVIDING REQUIRED SPECIALIZED EQUIPMENT OR ATTIRE IN EXTRACURRICULAR ACTIVITIES**

The following extracurricular activities require specialized equipment or specialized attire to be provided by participating students. Students qualifying for free or reduced price meals are eligible to apply for waivers under school policy.

**ACTIVITY**

**DESCRIPTION**

All Classes No class dues will be assessed. All class money for class activities will be earned through fundraising activities. If you want to take part in the class activities you must work the fundraising projects.

Band Instruments; meals during competition; band uniform cleaning fee; registrations fees (All-State, High Plains, etc.).

Choir Registration fees (All-State, High Plains, etc.); meals at contests; folder for music (2-pocket); choir trip.

Elementary Music Miscellaneous costumes and props for Elementary shows.

Magic Rhythm Performance outfit (girls – dresses, briefs, shoes and nylons. boys – shirt, pants, vest, tie, cummerbund, socks and shoes); meals on competition days.

21<sup>st</sup> 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; 21<sup>st</sup> trip.

JR. High Swing Choir T-shirt; meals for competitions.

FFA Meals for trips, FFA jackets.

Jr. Class Play Costumes.

Library OVER DUE charge \$.25 per item per day starting the second week material is over due. They have a one-week grace period to return or renew material. LOST library material – pay the replacement cost of the item. If item is found money is refunded. DAMAGED library material – if material is severely damaged there will be a replacement cost charge. REPAIR of textbooks will be charged by the instructor.

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National Honor Society Each member is required to collect 5 pledges or donations for the bowl-a-thon fundraiser. Each member pays for the games they bowl (2-3 games).

One-Act Plays Costumes.

Quiz Bowl Meals at competition.

Senior Class Class t-shirt; donating items for concessions, prom, etc.; flower for graduation if class funds are not available.

Spanish Club \$3 fee for annual dinner; Spanish Dictionary is optional – some are provided in class for the students' use. In the event of a Foreign Language Fair at Chadron State College, student may be required to pay an enrollment fee (usually only charged, if needed to pay for materials) – sack lunches will be provided by the school.

Speech Meals at competition.

Cheerleading Cheerleading uniform – cheerleader will conduct fundraisers to help with the cost of uniform. You must help with these activities in order to be a cheerleader.

Basketball (Boys/Girls) Basketball shoes (JH/High School).

Football Football shoes.

Golf (Boys/Girls) Golf clubs, bag, tees, balls.

Track (Boys/Girls) Track shoes (running spikes, field event shoes, jumping event shoes, etc.); t-shirts/sweatshirts; gloves and cap; and meals on competition days.

Volleyball Meals on competition days and black spandex shorts.

Wrestling Shoes.

X-Country T-shirt (optional), jacket (optional), shoes- spikes (optional), socks, running tights, one size fits all gloves, head bands (ear covers) and meals on competition days.

JR High Football Football shoes (optional) may wear tennis shoes.

JR High Track (Boys/Girls) Track shoes and meals on competition days.

This list is not all inclusive. Activities and items may be added during the year.

### **STUDENT FEE ASSESSMENTS**

The following fees, charges or fines will be assessed during the school year for students

BOARD POLICY BAYARD PUBLIC SCHOOLS

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.

<u>ACTIVITY</u>	<u>COST</u>
Lunch	Price established for the year.
Band Uniform Cleaning Fees	\$10.00
FFA, FCCLA	As set by the organization.
Cheerleading Clinic	As set by sponsoring group.
Miscellaneous Fees:	
Lost textbooks and library books.	Cost to replace.
Damaged textbooks and library books.	Cost to repair or replace.
Lost school or athletic equipment.	Cost to replace.
Broken or destroyed school or athletic equipment.	Cost to repair or replace.

**SUGGESTED PERSONAL OR CONSUMABLE ITEMS**

Teachers may suggest students to supply various personal or consumable items for use in school. The following list provides an example of the types of items that may be considered personal or consumable. Teachers shall furnish the principal with a list of all items suggested prior to the beginning of the school year. This will allow students and parent’s time to purchase them.

Pencils	Markers (no neon or glitter)
Colored Pencils	Highlighters
Pens	Activity Calendars
Paper	Compass
Graph Paper	Protractor
Tablets	Calculator (Tillman’s class TI-36X or 30X IIS)

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Notebooks	Blank Computer Disks
White Out	Blank Audio or Video Tapes
Organizers	Reeds for Musical Instruments
Planners	Make-up kits for Drama
Scissors	Protective Mouthpiece for Sports
Erasers	Elmer's Glue (other types may create usage
Glue Stick	difficulties)

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**STUDENT FEE WAIVER APPLICATION**

Students whose families meet the income guidelines for free and reduced price lunches are eligible to have expenses of certain fees, specialized equipment, and specialized attire and project materials waived as provided by district policy. All information provided in connection with this application will be kept confidential. This waiver does not carry over from year to year and must be completed annually.

ALL INFORMATION REQUESTED ON THIS FORM MUST BE COMPLETED FOR THE FEE WAIVER APPLICATION TO BE PROCESSED

**PLEASE PRINT**

Date Completed: \_\_\_\_\_

Name of Parent or Guardian: \_\_\_\_\_

Street Address: \_\_\_\_\_

City, State, Zip Code: \_\_\_\_\_

Student Name(s)	School Attending	Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Your signature below is required for the release of information regarding the student or students' family financial eligibility for the programs checked above. Without your signature, this application cannot be processed.

Signature of parent or guardian: \_\_\_\_\_

\*\*\*\*\*

Specific fees, equipment, attire or materials to which this wavier applies: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_

Submit this form to Mr. Dennis Dubry at the Elementary Principals Office

**STUDENT COURSE PROJECT PURCHASE FORM**

Amendments to the Public Elementary and Secondary Student Fee Authorization Act prohibit the district from requiring students to furnish materials for standard course projects. In general, all course projects will remain the property of the district. However, it is the district's policy to allow students to purchase their projects provided they have agreed to such a purchase prior to beginning work on the project.

**ALL INFORMATION REQUESTED ON THIS FORM MUST BE COMPLETED PRIOR TO BEGINNING THE PROJECT TO ALLOW PURCHASE BY THE STUDENT.**

**PLEASE PRINT**

To be completed by the instructor:

Course: \_\_\_\_\_

Expected Completion Date \_\_\_\_\_

Project

\_\_\_\_\_

Estimated Cost: \_\_\_\_\_

Instructor's Signature: \_\_\_\_\_

I \_\_\_\_\_ agree to purchase this project and/or all project

Student's Name

Materials following the project's expected completion date:

Student's Signature: \_\_\_\_\_

I permit my student to purchase this project and/or all project materials following the project's expected completion date:

Parent/Guardian's Signature \_\_\_\_\_

Adopted: 6-10-02

Revised: 2-14-05

Reviewed: 8-8-05, 8-14-06, 8-13-07, 8-11-08; 7-12-10; 8-8-11

## POLICY NO. 5800 - STUDENTS - ANTI BULLYING

One of the missions of the District is to provide a physically safe and emotionally secure environment for all students and staff.

The administration and staff are to implement strategies and practices to reinforce and encourage positive behaviors by students. Positive behaviors include non-violence, cooperation, teamwork, understanding, and acceptance of others.

The administration and staff are to implement strategies and practices to identify and prevent inappropriate behaviors by all students, including anti-bullying education for all students. Inappropriate behaviors include bullying, intimidation, and harassment. Bullying means any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased or contracted by the school being used for a school purpose by a school employee or designee, or at school-sponsored activities or school-sponsored athletic events.

The school district shall review the anti-bullying policy annually.

Legal reference: Laws 2008, LB 205

Student Discipline Act, Neb. Rev. Stat 79-254 to 79-296;

NDE February 2003 State Board Action; Reaffirmed December 2005

Adopted: 8-9-04

Revised: 7-14-08

Reviewed: 7-12-10

## BOARD POLICY BAYARD PUBLIC SCHOOLS

### POLICY NO. 5416 - SCHOOL WELLNESS POLICY

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

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

### **TO ACHIEVE THESE POLICY GOALS:**

#### **I. Wellness Team (School Health Advisory Committee)**

##### **Committee Role and Membership**

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

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

## **Leadership**

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

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

## **II. Nutrition**

### **Nutritional Quality of Foods and Beverages Sold and Served on Campus**

#### **Nutrition Guidelines Foods Provided/Sold Foods**

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

#### **School Meals**

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

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

#### **Free and Reduced priced Meals**

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

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

**Water**

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

**A la Carte/School Store**

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

**Food Vending Machines**

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

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

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

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

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

### **Fundraising Activities**

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

### **Snacks**

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

### **Caffeine**

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

### **Celebrations and Rewards**

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

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

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

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

### **Food and Beverage Marketing in Schools**

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

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

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

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

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

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

### **III. Nutrition and Physical Activity Promotion and Food Marketing**

#### **Nutrition Education and Promotion**

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

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

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

#### **Family & Community**

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

#### **Staff Wellness**

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

## **IV. Physical Activity Opportunities and Physical Education**

### **Physical Education (P.E.)**

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

### **Qualifications/Training for Staff for P.E.**

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

### **Physical Education Training**

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

### **Physical Education Exemptions & Substitutions**

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

### **Facilities**

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

### **Daily Recess**

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

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

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

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

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

### **Integrating Physical Activity into the Classroom Setting**

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

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

### **Family & Community**

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

## **V. Monitoring and Policy Review Monitoring**

### **Implementation Plan**

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

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

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

### **Recordkeeping**

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

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

### **Annual Notification of Policy**

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

### **Triennial Progress Assessments**

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

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

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

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

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

### **Revisions and Updating the Policy**

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

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

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

Policy No. 1406 – Use of School Grounds and Facilities

Adopted: 5-8-2006

Reviewed: 7-12-2010

Revised: 6-8-2015

Revised: 5-3-2024

# BAYARD PUBLIC SCHOOLS

## MISSION STATEMENT

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

## VISION STATEMENT

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

## CORE COVENANTS

### Focused on the Student

Positive Interactions and Relationships

Focus On Student Potential

Diverse Opportunities

Unconditional Acceptance

### Attitude of Excellence

Act With Integrity

Expect To Be Great

Accept Daily Challenges & Setbacks

Think “Big Picture”

### Community

Support Each Other

Set Aside Self For Benefit Of The Group

Respect Everyone

Be A Wing, Not A Weight

### Tiger Way!

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

## STUDENT EXPECTATIONS

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



LEGISLATURE OF NEBRASKA  
ONE HUNDRED EIGHTH LEGISLATURE  
FIRST SESSION

**LEGISLATIVE BILL 243**

FINAL READING

Introduced by Briese, 41; Ballard, 21; Lippincott, 34.

Read first time January 10, 2023

Committee: Revenue

1 A BILL FOR AN ACT relating to revenue and taxation; to amend sections  
2 77-5003, 77-5015.02, 85-1517, and 85-2231, Reissue Revised Statutes  
3 of Nebraska, and sections 77-1632, 77-1633, 77-1736.06, 77-3442,  
4 77-4212, 77-5004, 77-6702, 77-6703, and 77-6706, Revised Statutes  
5 Cumulative Supplement, 2022; to adopt the School District Property  
6 Tax Limitation Act; to change provisions of the Property Tax Request  
7 Act, the interest rate for refunds or claims relating to taxes,  
8 community college area levying authority, provisions of the Property  
9 Tax Credit Act, provisions relating to the Tax Equalization and  
10 Review Commission, and provisions of the Nebraska Property Tax  
11 Incentive Act; to provide for distribution of aid and levying  
12 authority to community college areas as prescribed; to create a  
13 fund; to provide duties for the Coordinating Commission for  
14 Postsecondary Education and the State Treasurer; to harmonize  
15 provisions; to provide operative dates; to provide severability; to  
16 repeal the original sections; and to declare an emergency.  
17 Be it enacted by the people of the State of Nebraska,

1           Section 1. Sections 1 to 8 of this act shall be known and may be  
2 cited as the School District Property Tax Limitation Act.

3           Sec. 2. For purposes of the School District Property Tax Limitation  
4 Act, unless the context otherwise requires:

5           (1) Approved bonds means (a) bonds that are issued by a school  
6 district after the question of issuing such bonds has been approved by  
7 the voters of such school district and (b) bonds that are issued by a  
8 school district pursuant to section 79-10,110, 79-10,110.01, or  
9 79-10,110.02;

10          (2) Average daily membership has the same meaning as in section  
11 79-1003;

12          (3) Base growth percentage means the sum of:

13           (a) Three percent;

14           (b) The annual percentage increase in the student enrollment of the  
15 school district multiplied by:

16           (i) One if the school district's student enrollment has grown by an  
17 average of at least three percent and by at least one hundred fifty  
18 students over the preceding three years;

19           (ii) Seven-tenths if the school district's student enrollment has  
20 grown by an average of at least three percent over the preceding three  
21 years; or

22           (iii) Four-tenths if subdivisions (3)(b)(i) and (3)(b)(ii) of this  
23 section do not apply;

24           (c) The percentage obtained by first dividing the annual increase in  
25 the total number of limited English proficiency students in the school  
26 district by the student enrollment of the school district and then  
27 multiplying the quotient by fifteen hundredths; and

28           (d) The percentage obtained by first dividing the annual increase in  
29 the total number of poverty students in the school district by the  
30 student enrollment of the school district and then multiplying the  
31 quotient by fifteen hundredths;

1           (4) Department means the State Department of Education;

2           (5) Non-property-tax revenue means revenue of a school district from  
3 all state and local sources other than real and personal property taxes.

4 Non-property-tax revenue does not include grants, donations, bonds, all  
5 revenue from a school district that has been merged into another school  
6 district or dissolved, activity funds, bond funds, cooperative funds,  
7 depreciation funds, employee benefit funds, nutrition funds, qualified  
8 capital purpose undertaking funds, or student fee funds, insurance  
9 proceeds, proceeds from the sale of property including land, buildings,  
10 or capital assets in special building funds, or proceeds of financing;

11           (6) Property tax request means the total amount of property taxes  
12 for the general and special building funds requested to be raised for a  
13 school district through the levy imposed pursuant to section 77-1601;

14           (7) Property tax request authority means the amount that may be  
15 included in a property tax request for the general or special building  
16 funds of the school district as determined pursuant to the School  
17 District Property Tax Limitation Act;

18           (8) School board has the same meaning as in section 79-101;

19           (9) School district has the same meaning as in section 79-101; and

20           (10) Student enrollment means the total number of students in the  
21 school district according to the fall school district membership report  
22 described in subsection (4) of section 79-528.

23           Sec. 3. (1) Except as provided in sections 4 and 5 of this act, a  
24 school district's property tax request for any year shall not exceed the  
25 school district's property tax request authority.

26           (2) The department shall calculate each school district's property  
27 tax request authority on an annual basis as follows:

28           (a) The school district's property tax request from the prior year  
29 shall be added to the non-property-tax revenue from the prior year minus  
30 any investment income from special building funds from the prior year,  
31 and the total shall be increased by the school district's base growth

1 percentage; and

2 (b) The amount determined under subdivision (2)(a) of this section  
3 shall then be decreased by the amount of total non-property-tax revenue  
4 for the current year and adjusted for any known or documented errors in  
5 documentation received by the department from the school district. In  
6 determining the total non-property-tax revenue for the current year, any  
7 category of non-property-tax revenue for which there is insufficient data  
8 as of June 1 to make an accurate determination shall be deemed to be  
9 equal to the prior year's amount.

10 (3) The department shall certify the amount determined for each  
11 school district under this section to the school board of such school  
12 district. Such certified amount shall be the school district's property  
13 tax request authority.

14 Sec. 4. The School District Property Tax Limitation Act shall not  
15 apply to that portion of a school district's property tax request that is  
16 needed to pay the principal and interest on approved bonds.

17 Sec. 5. (1) A school district's property tax request may exceed its  
18 property tax request authority by an amount approved by a sixty percent  
19 majority of legal voters voting on the issue at a special election called  
20 for such purpose upon the recommendation of the school board of such  
21 school district or upon the receipt by the county clerk or election  
22 commissioner of a petition requesting an election signed by at least five  
23 percent of the legal voters of the school district. The recommendation of  
24 the school board or the petition of the legal voters shall include the  
25 amount by which the school board would increase its property tax request  
26 for the year over and above the property tax request authority of such  
27 school district. The county clerk or election commissioner shall call for  
28 a special election on the issue within thirty days after the receipt of  
29 such school board recommendation or legal voter petition. The election  
30 shall be held pursuant to the Election Act, and all costs shall be paid  
31 by the school district.

1       (2)(a) A school district may increase the base growth percentage  
2 used to determine its property tax request authority under section 3 of  
3 this act by a percentage approved by an affirmative vote of at least  
4 seventy percent of the school board of such school district. The maximum  
5 base growth percentage that may be approved under this subsection shall  
6 be:

7       (i) The base growth percentage that would otherwise be applicable  
8 plus an additional seven percent for school districts with an average  
9 daily membership of no more than four hundred seventy-one students;

10       (ii) The base growth percentage that would otherwise be applicable  
11 plus an additional six percent for school districts with an average daily  
12 membership of more than four hundred seventy-one students but no more  
13 than three thousand forty-four students;

14       (iii) The base growth percentage that would otherwise be applicable  
15 plus an additional five percent for school districts with an average  
16 daily membership of more than three thousand forty-four students but no  
17 more than ten thousand students; or

18       (iv) The base growth percentage that would otherwise be applicable  
19 plus an additional four percent for school districts with an average  
20 daily membership of more than ten thousand students.

21       (b) Before a school board votes to increase a school district's base  
22 growth percentage under this subsection, the school board shall publish  
23 notice of the upcoming vote in a legal newspaper of general circulation  
24 in the school district. Such publication shall occur at least one week  
25 prior to the public meeting at which the vote will be taken.

26       (3) A school district's property tax request may exceed its property  
27 tax request authority pursuant to any property tax authority approved by  
28 the voters at a levy override election under section 77-3444 held prior  
29 to January 1, 2024.

30       Sec. 6. A school district may choose not to increase its property  
31 tax request by the full amount allowed by the school district's property

1 tax request authority in a particular year. In such cases, the school  
2 district may carry forward to future years the amount of unused property  
3 tax request authority. The department shall calculate each school  
4 district's unused property tax request authority and shall submit an  
5 accounting of such amount to the school board of the school district.  
6 Such unused property tax request authority may then be used in later  
7 years for increases in the school district's property tax request.

8       Sec. 7. The department shall prepare documents to be submitted by  
9 school districts to aid the department in calculating each school  
10 district's property tax request authority and unused property tax request  
11 authority. Each school district shall submit such documents to the  
12 department on or before September 30 of each year. If a school district  
13 fails to submit such documents to the department or if the department  
14 determines from such documents that a school district is not complying  
15 with the limits provided in the School District Property Tax Limitation  
16 Act, the department shall notify the school district of its  
17 determination. The Commissioner of Education shall then direct that any  
18 state aid granted pursuant to the Tax Equity and Educational  
19 Opportunities Support Act be withheld until such time as the school  
20 district submits the required documents or complies with the School  
21 District Property Tax Limitation Act. The state aid shall be held for six  
22 months. If the school district complies within the six-month period, it  
23 shall receive the suspended state aid. If the school district fails to  
24 comply within the six-month period, the suspended state aid shall revert  
25 to the General Fund.

26       Sec. 8. The department may adopt and promulgate rules and  
27 regulations to carry out the School District Property Tax Limitation Act.

28       Sec. 9. Section 77-1632, Revised Statutes Cumulative Supplement,  
29 2022, is amended to read:

30       77-1632 (1) If the annual assessment of property would result in an  
31 increase in the total property taxes levied by a county, city, village,

1 school district, learning community, sanitary and improvement district,  
2 natural resources district, educational service unit, or community  
3 college, as determined using the previous year's rate of levy, such  
4 political subdivision's property tax request for the current year shall  
5 be no more than its property tax request in the prior year, and the  
6 political subdivision's rate of levy for the current year shall be  
7 decreased accordingly when such rate is set by the county board of  
8 equalization pursuant to section 77-1601. The governing body of the  
9 political subdivision shall pass a resolution or ordinance to set the  
10 amount of its property tax request after holding the public hearing  
11 required in subsection (3) of this section. If the governing body of a  
12 political subdivision seeks to set its property tax request at an amount  
13 that exceeds its property tax request in the prior year, it may do so to  
14 the extent allowed by law after holding the public hearing required in  
15 subsection (3) of this section and by passing a resolution or ordinance  
16 that complies with subsection (4) of this section. If any county, city,  
17 school district, or community college seeks to increase its property tax  
18 request by more than the allowable growth percentage, such political  
19 subdivision shall comply with the requirements of section 77-1633 in lieu  
20 of the requirements in subsections (3) and (4) of this section.

21 (2) If the annual assessment of property would result in no change  
22 or a decrease in the total property taxes levied by a county, city,  
23 village, school district, learning community, sanitary and improvement  
24 district, natural resources district, educational service unit, or  
25 community college, as determined using the previous year's rate of levy,  
26 such political subdivision's property tax request for the current year  
27 shall be no more than its property tax request in the prior year, and the  
28 political subdivision's rate of levy for the current year shall be  
29 adjusted accordingly when such rate is set by the county board of  
30 equalization pursuant to section 77-1601. The governing body of the  
31 political subdivision shall pass a resolution or ordinance to set the

1 amount of its property tax request after holding the public hearing  
2 required in subsection (3) of this section. If the governing body of a  
3 political subdivision seeks to set its property tax request at an amount  
4 that exceeds its property tax request in the prior year, it may do so to  
5 the extent allowed by law after holding the public hearing required in  
6 subsection (3) of this section and by passing a resolution or ordinance  
7 that complies with subsection (4) of this section. If any county, city,  
8 school district, or community college seeks to increase its property tax  
9 request by more than the allowable growth percentage, such political  
10 subdivision shall comply with the requirements of section 77-1633 in lieu  
11 of the requirements in subsections (3) and (4) of this section.

12 (3) The resolution or ordinance required under this section shall  
13 only be passed after a special public hearing called for such purpose is  
14 held and after notice is published in a newspaper of general circulation  
15 in the area of the political subdivision at least four calendar days  
16 prior to the hearing. For purposes of such notice, the four calendar days  
17 shall include the day of publication but not the day of hearing. If the  
18 political subdivision's total operating budget, not including reserves,  
19 does not exceed ten thousand dollars per year or twenty thousand dollars  
20 per biennial period, the notice may be posted at the governing body's  
21 principal headquarters. The hearing notice shall contain the following  
22 information: The certified taxable valuation under section 13-509 for the  
23 prior year, the certified taxable valuation under section 13-509 for the  
24 current year, and the percentage increase or decrease in such valuations  
25 from the prior year to the current year; the dollar amount of the prior  
26 year's tax request and the property tax rate that was necessary to fund  
27 that tax request; the property tax rate that would be necessary to fund  
28 last year's tax request if applied to the current year's valuation; the  
29 proposed dollar amount of the tax request for the current year and the  
30 property tax rate that will be necessary to fund that tax request; the  
31 percentage increase or decrease in the property tax rate from the prior

1 year to the current year; and the percentage increase or decrease in the  
2 total operating budget from the prior year to the current year.

3 (4) Any resolution or ordinance setting a political subdivision's  
4 property tax request under this section at an amount that exceeds the  
5 political subdivision's property tax request in the prior year shall  
6 include, but not be limited to, the following information:

7 (a) The name of the political subdivision;

8 (b) The amount of the property tax request;

9 (c) The following statements:

10 (i) The total assessed value of property differs from last year's  
11 total assessed value by ..... percent;

12 (ii) The tax rate which would levy the same amount of property taxes  
13 as last year, when multiplied by the new total assessed value of  
14 property, would be \$..... per \$100 of assessed value;

15 (iii) The (name of political subdivision) proposes to adopt a  
16 property tax request that will cause its tax rate to be \$..... per \$100  
17 of assessed value; and

18 (iv) Based on the proposed property tax request and changes in other  
19 revenue, the total operating budget of (name of political subdivision)  
20 will (increase or decrease) last year's budget by ..... percent; and

21 (d) The record vote of the governing body in passing such resolution  
22 or ordinance.

23 (5) Any resolution or ordinance setting a property tax request under  
24 this section shall be certified and forwarded to the county clerk on or  
25 before October 15 of the year for which the tax request is to apply.

26 Sec. 10. Section 77-1633, Revised Statutes Cumulative Supplement,  
27 2022, is amended to read:

28 77-1633 (1) For purposes of this section, political subdivision  
29 means any county, city, school district, or community college.

30 (2) If any political subdivision seeks to increase its property tax  
31 request by more than the allowable growth percentage, such political

1 subdivision may do so to the extent allowed by law if:

2 (a) A public hearing is held and notice of such hearing is provided  
3 in compliance with subsection (3) of this section; and

4 (b) The governing body of such political subdivision passes a  
5 resolution or an ordinance that complies with subsection (4) of this  
6 section.

7 (3)(a) Each political subdivision within a county that seeks to  
8 increase its property tax request by more than the allowable growth  
9 percentage shall participate in a joint public hearing. Each such  
10 political subdivision shall designate one representative to attend the  
11 joint public hearing on behalf of the political subdivision. If a  
12 political subdivision includes area in more than one county, the  
13 political subdivision shall be deemed to be within the county in which  
14 the political subdivision's principal headquarters are located. At such  
15 hearing, there shall be no items on the agenda other than discussion on  
16 each political subdivision's intent to increase its property tax request  
17 by more than the allowable growth percentage.

18 (b) The joint public hearing shall be held on or after September 17  
19 and prior to September 29 and before any of the participating political  
20 subdivisions file their adopted budget statement pursuant to section  
21 13-508.

22 (c) The joint public hearing shall be held after 6 p.m. local time  
23 on the relevant date.

24 (d) The joint public hearing shall be organized by the county clerk  
25 or his or her designee. At the joint public hearing, the representative  
26 of each political subdivision shall give a brief presentation on the  
27 political subdivision's intent to increase its property tax request by  
28 more than the allowable growth percentage and the effect of such request  
29 on the political subdivision's budget. The presentation shall include:

30 (i) The name of the political subdivision;

31 (ii) The amount of the property tax request; and

1 (iii) The following statements:

2 (A) The total assessed value of property differs from last year's  
3 total assessed value by ..... percent;

4 (B) The tax rate which would levy the same amount of property taxes  
5 as last year, when multiplied by the new total assessed value of  
6 property, would be \$..... per \$100 of assessed value;

7 (C) The (name of political subdivision) proposes to adopt a property  
8 tax request that will cause its tax rate to be \$..... per \$100 of  
9 assessed value;

10 (D) Based on the proposed property tax request and changes in other  
11 revenue, the total operating budget of (name of political subdivision)  
12 will exceed last year's by ..... percent; and

13 (E) To obtain more information regarding the increase in the  
14 property tax request, citizens may contact the (name of political  
15 subdivision) at (telephone number and email address of political  
16 subdivision).

17 (e) Any member of the public shall be allowed to speak at the joint  
18 public hearing and shall be given a reasonable amount of time to do so.

19 (f) Notice of the joint public hearing shall be provided:

20 (i) By sending a postcard to all affected property taxpayers. The  
21 postcard shall be sent to the name and address to which the property tax  
22 statement is mailed;

23 (ii) By posting notice of the hearing on the home page of the  
24 relevant county's website, except that this requirement shall only apply  
25 if the county has a population of more than twenty-five thousand  
26 inhabitants; and

27 (iii) By publishing notice of the hearing in a legal newspaper in or  
28 of general circulation in the relevant county.

29 (g) Each political subdivision that participates in the joint public  
30 hearing shall send the information prescribed in subdivision (3)(h) of  
31 this section to the county clerk by September 5. The county clerk shall

1 transmit the information to the county assessor no later than September  
2 10. The county clerk shall notify each participating political  
3 subdivision of the date, time, and location of the joint public hearing.  
4 The county assessor shall send the information required to be included on  
5 the postcards pursuant to subdivision (3)(h) of this section to a  
6 printing service designated by the county board. The initial cost for  
7 printing the postcards shall be paid from the county general fund. Such  
8 postcards shall be mailed at least seven calendar days before the joint  
9 public hearing. The cost of creating and mailing the postcards, including  
10 staff time, materials, and postage, shall be charged proportionately to  
11 the political subdivisions participating in the joint public hearing  
12 based on the total number of parcels in each participating political  
13 subdivision.

14 (h) The postcard sent under this subsection and the notice posted on  
15 the county's website, if required under subdivision (3)(f)(ii) of this  
16 section, and published in the newspaper shall include the date, time, and  
17 location for the joint public hearing, a listing of and telephone number  
18 for each political subdivision that will be participating in the joint  
19 public hearing, and the amount of each participating political  
20 subdivision's property tax request. The postcard shall also contain the  
21 following information:

22 (i) The following words in capitalized type at the top of the  
23 postcard: NOTICE OF PROPOSED TAX INCREASE;

24 (ii) The name of the county that will hold the joint public hearing,  
25 which shall appear directly underneath the capitalized words described in  
26 subdivision (3)(h)(i) of this section;

27 (iii) The following statement: The following political subdivisions  
28 are proposing a revenue increase which would result in an overall  
29 increase in property taxes in (insert current tax year). THE ACTUAL TAX  
30 ON YOUR PROPERTY MAY INCREASE OR DECREASE. This notice contains estimates  
31 of the tax on your property as a result of this revenue increase. These

1 estimates are calculated on the basis of the proposed (insert current tax  
2 year) data. The actual tax on your property may vary from these  
3 estimates.

4 (iv) The parcel number for the property;

5 (v) The name of the property owner and the address of the property;

6 (vi) The property's assessed value in the previous tax year;

7 (vii) The amount of property taxes due in the previous tax year for  
8 each participating political subdivision;

9 (viii) The property's assessed value for the current tax year;

10 (ix) The amount of property taxes due for the current tax year for  
11 each participating political subdivision;

12 (x) The change in the amount of property taxes due for each  
13 participating political subdivision from the previous tax year to the  
14 current tax year; and

15 (xi) The following statement: To obtain more information regarding  
16 the tax increase, citizens may contact the political subdivision at the  
17 telephone number provided in this notice.

18 (4) After the joint public hearing required in subsection (3) of  
19 this section, the governing body of each participating political  
20 subdivision shall pass an ordinance or resolution to set such political  
21 subdivision's property tax request. If the political subdivision is  
22 increasing its property tax request over the amount from the prior year,  
23 including any increase in excess of the allowable growth percentage, then  
24 such ordinance or resolution shall include, but not be limited to, the  
25 following information:

26 (a) The name of the political subdivision;

27 (b) The amount of the property tax request;

28 (c) The following statements:

29 (i) The total assessed value of property differs from last year's  
30 total assessed value by ..... percent;

31 (ii) The tax rate which would levy the same amount of property taxes

1 as last year, when multiplied by the new total assessed value of  
2 property, would be \$..... per \$100 of assessed value;

3 (iii) The (name of political subdivision) proposes to adopt a  
4 property tax request that will cause its tax rate to be \$..... per \$100  
5 of assessed value; and

6 (iv) Based on the proposed property tax request and changes in other  
7 revenue, the total operating budget of (name of political subdivision)  
8 will exceed last year's by ..... percent; and

9 (d) The record vote of the governing body in passing such resolution  
10 or ordinance.

11 (5) Any resolution or ordinance setting a property tax request under  
12 this section shall be certified and forwarded to the county clerk on or  
13 before October 15 of the year for which the tax request is to apply.

14 (6) The county clerk, or his or her designee, shall prepare a report  
15 which shall include (a) the names of the representatives of the political  
16 subdivisions participating in the joint public hearing and (b) the name  
17 and address of each individual who spoke at the joint public hearing,  
18 unless the address requirement is waived to protect the security of the  
19 individual, and the name of any organization represented by each such  
20 individual. Such report shall be delivered to the political subdivisions  
21 participating in the joint public hearing within ten days after such  
22 hearing.

23 Sec. 11. Section 77-1736.06, Revised Statutes Cumulative Supplement,  
24 2022, is amended to read:

25 77-1736.06 The following procedure shall apply when making a  
26 property tax refund:

27 (1) Within thirty days of the entry of a final nonappealable order,  
28 an unprotested determination of a county assessor, an unappealed decision  
29 of a county board of equalization, or other final action requiring a  
30 refund of real or personal property taxes paid or, for property valued by  
31 the state, within thirty days of a recertification of value by the

1 Property Tax Administrator pursuant to section 77-1775 or 77-1775.01, the  
2 county assessor shall determine the amount of refund due the person  
3 entitled to the refund, certify that amount to the county treasurer, and  
4 send a copy of such certification to the person entitled to the refund.  
5 Within thirty days from the date the county assessor certifies the amount  
6 of the refund, the county treasurer shall notify each political  
7 subdivision, including any school district receiving a distribution  
8 pursuant to section 79-1073 and any land bank receiving real property  
9 taxes pursuant to subdivision (3)(a) of section 18-3411, of its  
10 respective share of the refund, except that for any political subdivision  
11 whose share of the refund is two hundred dollars or less, the county  
12 board may waive this notice requirement. Notification shall be by first-  
13 class mail, postage prepaid, to the last-known address of record of the  
14 political subdivision. The county treasurer shall pay the refund from  
15 funds in his or her possession belonging to any political subdivision,  
16 including any school district receiving a distribution pursuant to  
17 section 79-1073 and any land bank receiving real property taxes pursuant  
18 to subdivision (3)(a) of section 18-3411, which received any part of the  
19 tax or penalty being refunded. If sufficient funds are not available, the  
20 county treasurer shall register the refund or portion thereof which  
21 remains unpaid as a claim against such political subdivision and shall  
22 issue the person entitled to the refund a receipt for the registration of  
23 the claim;

24 (2) The refund of a tax or penalty or the receipt for the  
25 registration of a claim made or issued pursuant to this section shall be  
26 satisfied in full as soon as practicable. If a receipt for the  
27 registration of a claim is given:

28 (a) The governing body of the political subdivision shall make  
29 provisions in its next budget for the amount of such claim; or

30 (b) If mutually agreed to by the governing body of the political  
31 subdivision and the person holding the receipt, such receipt shall be

1 applied to satisfy any tax levied or assessed by that political  
2 subdivision which becomes due from the person holding the receipt until  
3 the claim is satisfied in full;

4 (3) The county treasurer shall mail the refund or the receipt by  
5 first-class mail, postage prepaid, to the last-known address of the  
6 person entitled thereto. Multiple refunds to the same person may be  
7 combined into one refund. If a refund is not claimed by June 1 of the  
8 year following the year of mailing, the refund shall be canceled and the  
9 resultant amount credited to the various funds originally charged;

10 (4) When the refund involves property valued by the state, the Tax  
11 Commissioner shall be authorized to negotiate a settlement of the amount  
12 of the refund or claim due pursuant to this section on behalf of the  
13 political subdivision from which such refund or claim is due. Any  
14 political subdivision which does not agree with the settlement terms as  
15 negotiated may reject such terms, and the refund or claim due from the  
16 political subdivision then shall be satisfied as set forth in this  
17 section as if no such negotiation had occurred;

18 (5) In the event that the Legislature appropriates state funds to be  
19 disbursed for the purposes of satisfying all or any portion of any refund  
20 or claim, the Tax Commissioner shall order the county treasurer to  
21 disburse such refund amounts directly to the persons entitled to the  
22 refund in partial or total satisfaction of such persons' claims. The  
23 county treasurer shall disburse such amounts within forty-five days after  
24 receipt thereof;

25 (6) If all or any portion of the refund is reduced by way of  
26 settlement or forgiveness by the person entitled to the refund, the  
27 proportionate amount of the refund that was paid by an appropriation of  
28 state funds shall be reimbursed by the county treasurer to the State  
29 Treasurer within forty-five days after receipt of the settlement  
30 agreement or receipt of the forgiven refund. The amount so reimbursed  
31 shall be credited to the General Fund; and

1 (7) For any refund or claim due under this section, interest shall  
2 accrue on the unpaid balance at the rate of fourteen ~~nine~~ percent  
3 beginning thirty days after the date the county assessor certifies the  
4 amount of refund based upon the final nonappealable order or other action  
5 approving the refund.

6 Sec. 12. Section 77-3442, Revised Statutes Cumulative Supplement,  
7 2022, is amended to read:

8 77-3442 (1) Property tax levies for the support of local governments  
9 for fiscal years beginning on or after July 1, 1998, shall be limited to  
10 the amounts set forth in this section except as provided in section  
11 77-3444.

12 (2)(a) Except as provided in subdivisions (2)(b) and (2)(e) of this  
13 section, school districts and multiple-district school systems may levy a  
14 maximum levy of one dollar and five cents per one hundred dollars of  
15 taxable valuation of property subject to the levy.

16 (b) For each fiscal year prior to fiscal year 2017-18, learning  
17 communities may levy a maximum levy for the general fund budgets of  
18 member school districts of ninety-five cents per one hundred dollars of  
19 taxable valuation of property subject to the levy. The proceeds from the  
20 levy pursuant to this subdivision shall be distributed pursuant to  
21 section 79-1073.

22 (c) Except as provided in subdivision (2)(e) of this section, for  
23 each fiscal year prior to fiscal year 2017-18, school districts that are  
24 members of learning communities may levy for purposes of such districts'  
25 general fund budget and special building funds a maximum combined levy of  
26 the difference of one dollar and five cents on each one hundred dollars  
27 of taxable property subject to the levy minus the learning community levy  
28 pursuant to subdivision (2)(b) of this section for such learning  
29 community.

30 (d) Excluded from the limitations in subdivisions (2)(a) and (2)(c)  
31 of this section are (i) amounts levied to pay for current and future sums

1 agreed to be paid by a school district to certificated employees in  
2 exchange for a voluntary termination of employment occurring prior to  
3 September 1, 2017, (ii) amounts levied by a school district otherwise at  
4 the maximum levy pursuant to subdivision (2)(a) of this section to pay  
5 for current and future qualified voluntary termination incentives for  
6 certificated teachers pursuant to subsection (3) of section 79-8,142 that  
7 are not otherwise included in an exclusion pursuant to subdivision (2)(d)  
8 of this section, (iii) amounts levied by a school district otherwise at  
9 the maximum levy pursuant to subdivision (2)(a) of this section to pay  
10 for seventy-five percent of the current and future sums agreed to be paid  
11 to certificated employees in exchange for a voluntary termination of  
12 employment occurring between September 1, 2017, and August 31, 2018, as a  
13 result of a collective-bargaining agreement in force and effect on  
14 September 1, 2017, that are not otherwise included in an exclusion  
15 pursuant to subdivision (2)(d) of this section, (iv) amounts levied by a  
16 school district otherwise at the maximum levy pursuant to subdivision (2)  
17 (a) of this section to pay for fifty percent of the current and future  
18 sums agreed to be paid to certificated employees in exchange for a  
19 voluntary termination of employment occurring between September 1, 2018,  
20 and August 31, 2019, as a result of a collective-bargaining agreement in  
21 force and effect on September 1, 2017, that are not otherwise included in  
22 an exclusion pursuant to subdivision (2)(d) of this section, (v) amounts  
23 levied by a school district otherwise at the maximum levy pursuant to  
24 subdivision (2)(a) of this section to pay for twenty-five percent of the  
25 current and future sums agreed to be paid to certificated employees in  
26 exchange for a voluntary termination of employment occurring between  
27 September 1, 2019, and August 31, 2020, as a result of a collective-  
28 bargaining agreement in force and effect on September 1, 2017, that are  
29 not otherwise included in an exclusion pursuant to subdivision (2)(d) of  
30 this section, (vi) amounts levied in compliance with sections 79-10,110  
31 and 79-10,110.02, and (vii) amounts levied to pay for special building

1 funds and sinking funds established for projects commenced prior to April  
2 1, 1996, for construction, expansion, or alteration of school district  
3 buildings. For purposes of this subsection, commenced means any action  
4 taken by the school board on the record which commits the board to expend  
5 district funds in planning, constructing, or carrying out the project.

6 (e) Federal aid school districts may exceed the maximum levy  
7 prescribed by subdivision (2)(a) or (2)(c) of this section only to the  
8 extent necessary to qualify to receive federal aid pursuant to Title VIII  
9 of Public Law 103-382, as such title existed on September 1, 2001. For  
10 purposes of this subdivision, federal aid school district means any  
11 school district which receives ten percent or more of the revenue for its  
12 general fund budget from federal government sources pursuant to Title  
13 VIII of Public Law 103-382, as such title existed on September 1, 2001.

14 (f) For each fiscal year, learning communities may levy a maximum  
15 levy of one-half cent on each one hundred dollars of taxable property  
16 subject to the levy for elementary learning center facility leases, for  
17 remodeling of leased elementary learning center facilities, and for up to  
18 fifty percent of the estimated cost for focus school or program capital  
19 projects approved by the learning community coordinating council pursuant  
20 to section 79-2111.

21 (g) For each fiscal year, learning communities may levy a maximum  
22 levy of one and one-half cents on each one hundred dollars of taxable  
23 property subject to the levy for early childhood education programs for  
24 children in poverty, for elementary learning center employees, for  
25 contracts with other entities or individuals who are not employees of the  
26 learning community for elementary learning center programs and services,  
27 and for pilot projects, except that no more than ten percent of such levy  
28 may be used for elementary learning center employees.

29 (3) For each fiscal year through fiscal year 2023-24, community  
30 college areas may levy the levies provided in subdivisions (2)(a) through  
31 (c) of section 85-1517, in accordance with the provisions of such

1 subdivisions. For fiscal year 2024-25 and each fiscal year thereafter,  
2 community college areas may levy the levies provided in subdivisions (2)  
3 (a) and (b) of section 85-1517, in accordance with the provisions of such  
4 subdivisions. A community college area may exceed the levy provided in  
5 subdivision (2)(a) of section 85-1517 by the amount necessary to generate  
6 sufficient revenue as described in section 21 or 23 of this act. A  
7 community college area may exceed the levy provided in subdivision (2)(b)  
8 of section 85-1517 by the amount necessary to retire general obligation  
9 bonds assumed by the community college area or issued pursuant to section  
10 85-1515 according to the terms of such bonds or for any obligation  
11 pursuant to section 85-1535 entered into prior to January 1, 1997.

12 (4)(a) Natural resources districts may levy a maximum levy of four  
13 and one-half cents per one hundred dollars of taxable valuation of  
14 property subject to the levy.

15 (b) Natural resources districts shall also have the power and  
16 authority to levy a tax equal to the dollar amount by which their  
17 restricted funds budgeted to administer and implement ground water  
18 management activities and integrated management activities under the  
19 Nebraska Ground Water Management and Protection Act exceed their  
20 restricted funds budgeted to administer and implement ground water  
21 management activities and integrated management activities for FY2003-04,  
22 not to exceed one cent on each one hundred dollars of taxable valuation  
23 annually on all of the taxable property within the district.

24 (c) In addition, natural resources districts located in a river  
25 basin, subbasin, or reach that has been determined to be fully  
26 appropriated pursuant to section 46-714 or designated as overappropriated  
27 pursuant to section 46-713 by the Department of Natural Resources shall  
28 also have the power and authority to levy a tax equal to the dollar  
29 amount by which their restricted funds budgeted to administer and  
30 implement ground water management activities and integrated management  
31 activities under the Nebraska Ground Water Management and Protection Act

1 exceed their restricted funds budgeted to administer and implement ground  
2 water management activities and integrated management activities for  
3 FY2005-06, not to exceed three cents on each one hundred dollars of  
4 taxable valuation on all of the taxable property within the district for  
5 fiscal year 2006-07 and each fiscal year thereafter through fiscal year  
6 2017-18.

7 (5) Any educational service unit authorized to levy a property tax  
8 pursuant to section 79-1225 may levy a maximum levy of one and one-half  
9 cents per one hundred dollars of taxable valuation of property subject to  
10 the levy.

11 (6)(a) Incorporated cities and villages which are not within the  
12 boundaries of a municipal county may levy a maximum levy of forty-five  
13 cents per one hundred dollars of taxable valuation of property subject to  
14 the levy plus an additional five cents per one hundred dollars of taxable  
15 valuation to provide financing for the municipality's share of revenue  
16 required under an agreement or agreements executed pursuant to the  
17 Interlocal Cooperation Act or the Joint Public Agency Act. The maximum  
18 levy shall include amounts levied to pay for sums to support a library  
19 pursuant to section 51-201, museum pursuant to section 51-501, visiting  
20 community nurse, home health nurse, or home health agency pursuant to  
21 section 71-1637, or statue, memorial, or monument pursuant to section  
22 80-202.

23 (b) Incorporated cities and villages which are within the boundaries  
24 of a municipal county may levy a maximum levy of ninety cents per one  
25 hundred dollars of taxable valuation of property subject to the levy. The  
26 maximum levy shall include amounts paid to a municipal county for county  
27 services, amounts levied to pay for sums to support a library pursuant to  
28 section 51-201, a museum pursuant to section 51-501, a visiting community  
29 nurse, home health nurse, or home health agency pursuant to section  
30 71-1637, or a statue, memorial, or monument pursuant to section 80-202.

31 (7) Sanitary and improvement districts which have been in existence

1 for more than five years may levy a maximum levy of forty cents per one  
2 hundred dollars of taxable valuation of property subject to the levy, and  
3 sanitary and improvement districts which have been in existence for five  
4 years or less shall not have a maximum levy. Unconsolidated sanitary and  
5 improvement districts which have been in existence for more than five  
6 years and are located in a municipal county may levy a maximum of eighty-  
7 five cents per hundred dollars of taxable valuation of property subject  
8 to the levy.

9 (8) Counties may levy or authorize a maximum levy of fifty cents per  
10 one hundred dollars of taxable valuation of property subject to the levy,  
11 except that five cents per one hundred dollars of taxable valuation of  
12 property subject to the levy may only be levied to provide financing for  
13 the county's share of revenue required under an agreement or agreements  
14 executed pursuant to the Interlocal Cooperation Act or the Joint Public  
15 Agency Act. The maximum levy shall include amounts levied to pay for sums  
16 to support a library pursuant to section 51-201 or museum pursuant to  
17 section 51-501. The county may allocate up to fifteen cents of its  
18 authority to other political subdivisions subject to allocation of  
19 property tax authority under subsection (1) of section 77-3443 and not  
20 specifically covered in this section to levy taxes as authorized by law  
21 which do not collectively exceed fifteen cents per one hundred dollars of  
22 taxable valuation on any parcel or item of taxable property. The county  
23 may allocate to one or more other political subdivisions subject to  
24 allocation of property tax authority by the county under subsection (1)  
25 of section 77-3443 some or all of the county's five cents per one hundred  
26 dollars of valuation authorized for support of an agreement or agreements  
27 to be levied by the political subdivision for the purpose of supporting  
28 that political subdivision's share of revenue required under an agreement  
29 or agreements executed pursuant to the Interlocal Cooperation Act or the  
30 Joint Public Agency Act. If an allocation by a county would cause another  
31 county to exceed its levy authority under this section, the second county

1 may exceed the levy authority in order to levy the amount allocated.

2 (9) Municipal counties may levy or authorize a maximum levy of one  
3 dollar per one hundred dollars of taxable valuation of property subject  
4 to the levy. The municipal county may allocate levy authority to any  
5 political subdivision or entity subject to allocation under section  
6 77-3443.

7 (10) Beginning July 1, 2016, rural and suburban fire protection  
8 districts may levy a maximum levy of ten and one-half cents per one  
9 hundred dollars of taxable valuation of property subject to the levy if  
10 (a) such district is located in a county that had a levy pursuant to  
11 subsection (8) of this section in the previous year of at least forty  
12 cents per one hundred dollars of taxable valuation of property subject to  
13 the levy or (b) such district had a levy request pursuant to section  
14 77-3443 in any of the three previous years and the county board of the  
15 county in which the greatest portion of the valuation of such district is  
16 located did not authorize any levy authority to such district in such  
17 year.

18 (11) A regional metropolitan transit authority may levy a maximum  
19 levy of ten cents per one hundred dollars of taxable valuation of  
20 property subject to the levy for each fiscal year that commences on the  
21 January 1 that follows the effective date of the conversion of the  
22 transit authority established under the Transit Authority Law into the  
23 regional metropolitan transit authority.

24 (12) Property tax levies (a) for judgments, except judgments or  
25 orders from the Commission of Industrial Relations, obtained against a  
26 political subdivision which require or obligate a political subdivision  
27 to pay such judgment, to the extent such judgment is not paid by  
28 liability insurance coverage of a political subdivision, (b) for  
29 preexisting lease-purchase contracts approved prior to July 1, 1998, (c)  
30 for bonds as defined in section 10-134 approved according to law and  
31 secured by a levy on property except as provided in section 44-4317 for

1 bonded indebtedness issued by educational service units and school  
2 districts, (d) for payments by a public airport to retire interest-free  
3 loans from the Division of Aeronautics of the Department of  
4 Transportation in lieu of bonded indebtedness at a lower cost to the  
5 public airport, and (e) to pay for cancer benefits provided on or after  
6 January 1, 2022, pursuant to the Firefighter Cancer Benefits Act are not  
7 included in the levy limits established by this section.

8 (13) The limitations on tax levies provided in this section are to  
9 include all other general or special levies provided by law.  
10 Notwithstanding other provisions of law, the only exceptions to the  
11 limits in this section are those provided by or authorized by sections  
12 77-3442 to 77-3444.

13 (14) Tax levies in excess of the limitations in this section shall  
14 be considered unauthorized levies under section 77-1606 unless approved  
15 under section 77-3444.

16 (15) For purposes of sections 77-3442 to 77-3444, political  
17 subdivision means a political subdivision of this state and a county  
18 agricultural society.

19 (16) For school districts that file a binding resolution on or  
20 before May 9, 2008, with the county assessors, county clerks, and county  
21 treasurers for all counties in which the school district has territory  
22 pursuant to subsection (7) of section 79-458, if the combined levies,  
23 except levies for bonded indebtedness approved by the voters of the  
24 school district and levies for the refinancing of such bonded  
25 indebtedness, are in excess of the greater of (a) one dollar and twenty  
26 cents per one hundred dollars of taxable valuation of property subject to  
27 the levy or (b) the maximum levy authorized by a vote pursuant to section  
28 77-3444, all school district levies, except levies for bonded  
29 indebtedness approved by the voters of the school district and levies for  
30 the refinancing of such bonded indebtedness, shall be considered  
31 unauthorized levies under section 77-1606.

1           Sec. 13. Section 77-4212, Revised Statutes Cumulative Supplement,  
2 2022, is amended to read:

3           77-4212 (1) For tax year 2007, the amount of relief granted under  
4 the Property Tax Credit Act shall be one hundred five million dollars.  
5 For tax year 2008, the amount of relief granted under the act shall be  
6 one hundred fifteen million dollars. It is the intent of the Legislature  
7 to fund the Property Tax Credit Act for tax years after tax year 2008  
8 using available revenue. For tax year 2017, the amount of relief granted  
9 under the act shall be two hundred twenty-four million dollars. For tax  
10 year 2020 through tax year 2022 ~~2020~~ and each tax year thereafter, the  
11 minimum amount of relief granted under the act shall be two hundred  
12 seventy-five million dollars. For tax year 2023, the minimum amount of  
13 relief granted under the act shall be three hundred sixty million  
14 dollars. For tax year 2024, the minimum amount of relief granted under  
15 the act shall be three hundred ninety-five million dollars. For tax year  
16 2025, the minimum amount of relief granted under the act shall be four  
17 hundred thirty million dollars. For tax year 2026, the minimum amount of  
18 relief granted under the act shall be four hundred forty-five million  
19 dollars. For tax year 2027, the minimum amount of relief granted under  
20 the act shall be four hundred sixty million dollars. For tax year 2028,  
21 the minimum amount of relief granted under the act shall be four hundred  
22 seventy-five million dollars. For tax year 2029, the minimum amount of  
23 relief granted under the act shall be the minimum amount from the prior  
24 tax year plus a percentage increase equal to the percentage increase, if  
25 any, in the total assessed value of all real property in the state from  
26 the prior year to the current year, as determined by the Department of  
27 Revenue, plus an additional seventy-five million dollars. For tax year  
28 2030 and each tax year thereafter, the minimum amount of relief granted  
29 under the act shall be the minimum amount from the prior tax year plus a  
30 percentage increase equal to the percentage increase, if any, in the  
31 total assessed value of all real property in the state from the prior

1 year to the current year, as determined by the Department of Revenue. If  
2 money is transferred or credited to the Property Tax Credit Cash Fund  
3 pursuant to any other state law, such amount shall be added to the  
4 minimum amount required under this subsection when determining the total  
5 amount of relief granted under the act. The relief shall be in the form  
6 of a property tax credit which appears on the property tax statement.

7 (2)(a) For tax years prior to tax year 2017, to determine the amount  
8 of the property tax credit, the county treasurer shall multiply the  
9 amount disbursed to the county under subdivision (4)(a) of this section  
10 by the ratio of the real property valuation of the parcel to the total  
11 real property valuation in the county. The amount determined shall be the  
12 property tax credit for the property.

13 (b) Beginning with tax year 2017, to determine the amount of the  
14 property tax credit, the county treasurer shall multiply the amount  
15 disbursed to the county under subdivision (4)(b) of this section by the  
16 ratio of the credit allocation valuation of the parcel to the total  
17 credit allocation valuation in the county. The amount determined shall be  
18 the property tax credit for the property.

19 (3) If the real property owner qualifies for a homestead exemption  
20 under sections 77-3501 to 77-3529, the owner shall also be qualified for  
21 the relief provided in the act to the extent of any remaining liability  
22 after calculation of the relief provided by the homestead exemption. If  
23 the credit results in a property tax liability on the homestead that is  
24 less than zero, the amount of the credit which cannot be used by the  
25 taxpayer shall be returned to the Property Tax Administrator by July 1 of  
26 the year the amount disbursed to the county was disbursed. The Property  
27 Tax Administrator shall immediately credit any funds returned under this  
28 subsection to the Property Tax Credit Cash Fund. Upon the return of any  
29 funds under this subsection, the county treasurer shall electronically  
30 file a report with the Property Tax Administrator, on a form prescribed  
31 by the Tax Commissioner, indicating the amount of funds distributed to

1 each taxing unit in the county in the year the funds were returned, any  
2 collection fee retained by the county in such year, and the amount of  
3 unused credits returned.

4 (4)(a) For tax years prior to tax year 2017, the amount disbursed to  
5 each county shall be equal to the amount available for disbursement  
6 determined under subsection (1) of this section multiplied by the ratio  
7 of the real property valuation in the county to the real property  
8 valuation in the state. By September 15, the Property Tax Administrator  
9 shall determine the amount to be disbursed under this subdivision to each  
10 county and certify such amounts to the State Treasurer and to each  
11 county. The disbursements to the counties shall occur in two equal  
12 payments, the first on or before January 31 and the second on or before  
13 April 1. After retaining one percent of the receipts for costs, the  
14 county treasurer shall allocate the remaining receipts to each taxing  
15 unit levying taxes on taxable property in the tax district in which the  
16 real property is located in the same proportion that the levy of such  
17 taxing unit bears to the total levy on taxable property of all the taxing  
18 units in the tax district in which the real property is located.

19 (b) Beginning with tax year 2017, the amount disbursed to each  
20 county shall be equal to the amount available for disbursement determined  
21 under subsection (1) of this section multiplied by the ratio of the  
22 credit allocation valuation in the county to the credit allocation  
23 valuation in the state. By September 15, the Property Tax Administrator  
24 shall determine the amount to be disbursed under this subdivision to each  
25 county and certify such amounts to the State Treasurer and to each  
26 county. The disbursements to the counties shall occur in two equal  
27 payments, the first on or before January 31 and the second on or before  
28 April 1. After retaining one percent of the receipts for costs, the  
29 county treasurer shall allocate the remaining receipts to each taxing  
30 unit based on its share of the credits granted to all taxpayers in the  
31 taxing unit.

1 (5) For purposes of this section, credit allocation valuation means  
2 the taxable value for all real property except agricultural land and  
3 horticultural land, one hundred twenty percent of taxable value for  
4 agricultural land and horticultural land that is not subject to special  
5 valuation, and one hundred twenty percent of taxable value for  
6 agricultural land and horticultural land that is subject to special  
7 valuation.

8 (6) The State Treasurer shall transfer from the General Fund to the  
9 Property Tax Credit Cash Fund one hundred five million dollars by August  
10 1, 2007, and one hundred fifteen million dollars by August 1, 2008.

11 (7) The Legislature shall have the power to transfer funds from the  
12 Property Tax Credit Cash Fund to the General Fund.

13 Sec. 14. Section 77-5003, Reissue Revised Statutes of Nebraska, is  
14 amended to read:

15 77-5003 (1) The Tax Equalization and Review Commission is created.  
16 The Tax Commissioner has no supervision, authority, or control over the  
17 actions or decisions of the commission relating to its duties prescribed  
18 by law. Beginning July 1, 2023 ~~Prior to July 1, 2011,~~ the commission  
19 shall have four commissioners, one commissioner from each congressional  
20 district and one at-large commissioner. ~~On July 1, 2011, the term of each~~  
21 ~~commissioner shall expire, and thereafter the commission shall have three~~  
22 ~~commissioners, one from each congressional district, with terms as~~  
23 provided in subsection (2) of this section. All commissioners shall be  
24 appointed by the Governor with the approval of a majority of the members  
25 of the Legislature. ~~The salaries of the commissioners shall be fixed by~~  
26 ~~the Governor.~~

27 (2) The term of the commissioner from district 1 expires January 1,  
28 2028 ~~2016~~, the term of the commissioner from district 2 expires January  
29 1, 2024 ~~2018~~, and the term of the commissioner from district 3 expires  
30 January 1, 2026, and the term of the at-large commissioner expires  
31 January 1, 2028 ~~2014~~. After the terms of the commissioners are completed

1 as provided in this subsection, each subsequent term shall be for six  
2 years beginning and ending on January 1 of the applicable year. Vacancies  
3 occurring during a term shall be filled by appointment for the unexpired  
4 term. Upon the expiration of his or her term of office, a commissioner  
5 shall continue to serve until his or her successor has been appointed.

6 (3) The commission shall designate pursuant to rule and regulation  
7 its chairperson and vice-chairperson on a two-year, rotating basis.

8 (4) A commissioner may be removed by the Governor for misfeasance,  
9 malfeasance, or willful neglect of duty or other cause after notice and a  
10 public hearing unless notice and hearing are expressly waived in writing  
11 by the commissioner.

12 Sec. 15. Section 77-5004, Revised Statutes Cumulative Supplement,  
13 2022, is amended to read:

14 77-5004 (1) Each commissioner shall be a qualified voter and  
15 resident of the state and a domiciliary of the district from which he or  
16 she is appointed ~~represents~~.

17 (2) Each commissioner shall devote his or her full time and efforts  
18 to the discharge of his or her duties and shall not hold any other office  
19 under the laws of this state, any city or county in this state, or the  
20 United States Government while serving on the commission. Each  
21 commissioner shall possess:

22 (a) Appropriate knowledge of terms commonly used in or related to  
23 real property appraisal and of the writing of appraisal reports;

24 (b) Adequate knowledge of depreciation theories, cost estimating,  
25 methods of capitalization, and real property appraisal mathematics;

26 (c) An understanding of the principles of land economics, appraisal  
27 processes, and problems encountered in the gathering, interpreting, and  
28 evaluating of data involved in the valuation of real property, including  
29 complex industrial properties and mass appraisal techniques;

30 (d) Knowledge of the law relating to taxation, civil and  
31 administrative procedure, due process, and evidence in Nebraska;

1 (e) At least thirty hours of successfully completed class hours in  
2 courses of study, approved by the Real Property Appraiser Board, which  
3 relate to appraisal and which include the fifteen-hour National Uniform  
4 Standards of Professional Appraisal Practice Course. If a commissioner  
5 has not received such training prior to his or her appointment, such  
6 training shall be completed within one year after appointment; and

7 (f) Such other qualifications and skills as reasonably may be  
8 requisite for the effective and reliable performance of the commission's  
9 duties.

10 (3) At least one commissioner shall possess the certification or  
11 training required to become a licensed residential real property  
12 appraiser as set forth in section 76-2230.

13 (4) At least two commissioners ~~one commissioner~~ shall have been  
14 engaged in the practice of law in the State of Nebraska for at least five  
15 years, which may include prior service as a judge, and shall be currently  
16 admitted to practice before the Nebraska Supreme Court. The attorney  
17 commissioners shall be presiding hearing officers for commission  
18 proceedings involving appeal hearings and other proceedings involving  
19 panels of more than one commissioner.

20 (5) No commissioner or employee of the commission shall hold any  
21 position of profit or engage in any occupation or business interfering  
22 with or inconsistent with his or her duties as a commissioner or  
23 employee. A person is not eligible for appointment and may not hold the  
24 office of commissioner or be appointed by the commission to or hold any  
25 office or position under the commission if he or she holds any official  
26 office or position.

27 (6) Each commissioner shall annually attend a seminar or class of at  
28 least two days' duration that is:

29 (a) Sponsored by a recognized assessment or appraisal organization,  
30 in each of these areas: Utility and railroad appraisal; appraisal of  
31 complex industrial properties; appraisal of other hard to assess

1 properties; and mass appraisal, residential or agricultural appraisal, or  
2 assessment administration; or

3 (b) Pertaining to management, law, civil or administrative  
4 procedure, or other knowledge or skill necessary for performing the  
5 duties of the office.

6 (7) Each commissioner shall within two years after his or her  
7 appointment attend at least thirty hours of instruction that constitutes  
8 training for judges or administrative law judges.

9 (8) The commissioners shall be considered employees of the state for  
10 purposes of sections 81-1320 to 81-1328 and 84-1601 to 84-1615.

11 (9) The commissioners shall be reimbursed as prescribed in sections  
12 81-1174 to 81-1177 for expenses in the performance of their official  
13 duties pursuant to the Tax Equalization and Review Commission Act.

14 (10) Due to the domicile requirements of subsection (1) of this  
15 section and subsection (1) of section 77-5003, each commissioner shall be  
16 reimbursed for mileage at the rate provided in section 81-1176 for actual  
17 round trip travel from the commissioner's residence to the state office  
18 building described in section 81-1108.37 or to the location of any  
19 hearing or other official business of the commission. Reimbursements  
20 under this subsection shall be made from the Tax Equalization and Review  
21 Commission Cash Fund.

22 (11) The salary for commissioners serving as a presiding hearing  
23 officer for commission hearings and proceedings involving a panel of more  
24 than one commissioner shall be in an amount equal to eighty-five percent  
25 of the salary set for the Chief Justice and judges of the Supreme Court.  
26 The salary for commissioners not serving as a presiding hearing officer  
27 for commission hearings or proceedings involving a panel of more than one  
28 commissioner shall be in an amount equal to seventy percent of the salary  
29 set for the Chief Justice and judges of the Supreme Court.

30 Sec. 16. Section 77-5015.02, Reissue Revised Statutes of Nebraska,  
31 is amended to read:

1           77-5015.02 (1) A single commissioner may hear an appeal and cross  
2 appeal and appeals and cross appeals consolidated with any such appeal  
3 and cross appeal when:

4           (a) The taxable value of each parcel is two ~~one~~ million dollars or  
5 less as determined by the county board of equalization; and

6           (b) The appeal and cross appeal has been designated for hearing  
7 pursuant to this section by the chairperson of the commission or in such  
8 manner as the commission may provide in its rules and regulations.

9           (2) A proceeding held before a single commissioner shall be  
10 informal. The usual common-law or statutory rules of evidence, including  
11 rules of hearsay, shall not apply, and the commissioner may consider and  
12 utilize all matters presented at the proceeding in making his or her  
13 determination.

14           (3) Any party to an appeal designated for hearing before a single  
15 commissioner pursuant to this section may, prior to a hearing, elect in  
16 writing to have the appeal heard by the commission. The commissioner  
17 conducting a proceeding pursuant to this section may at any time  
18 designate the appeal for hearing by the commission.

19           (4) Documents necessary to establish jurisdiction of the commission  
20 shall constitute the record of a proceeding before a single commissioner.  
21 No recording shall be made of a proceeding before a single commissioner.

22           (5) A party to a proceeding before a single commissioner may request  
23 a rehearing pursuant to section 77-5005.

24           (6) An order entered by a single commissioner pursuant to this  
25 section may not be appealed pursuant to section 77-5019 or any other  
26 provision of law.

27           (7) Subdivisions (3), (6), (8), (9), (10), (11), and (12) of section  
28 77-5016 apply to proceedings before a single commissioner.

29           Sec. 17. Section 77-6702, Revised Statutes Cumulative Supplement,  
30 2022, is amended to read:

31           77-6702 For purposes of the Nebraska Property Tax Incentive Act:

1 (1) Allowable growth percentage means the percentage increase, if  
2 any, in the total assessed value of all real property in the state from  
3 the prior year to the current year, as determined by the department,  
4 ~~except that in no case shall the allowable growth percentage exceed five~~  
5 ~~percent in any one year;~~

6 (2) Community college taxes means property taxes levied on real  
7 property in this state by a community college area, excluding any  
8 property taxes levied for bonded indebtedness and any property taxes  
9 levied as a result of an override of limits on property tax levies  
10 approved by voters pursuant to section 77-3444;

11 (3) Department means the Department of Revenue;

12 (4) Eligible taxpayer means any individual, corporation,  
13 partnership, limited liability company, trust, estate, or other entity  
14 that pays school district taxes or community college taxes during a  
15 taxable year; and

16 (5) School district taxes means property taxes levied on real  
17 property in this state by a school district or multiple-district school  
18 system, excluding any property taxes levied for bonded indebtedness and  
19 any property taxes levied as a result of an override of limits on  
20 property tax levies approved by voters pursuant to section 77-3444.

21 Sec. 18. Section 77-6703, Revised Statutes Cumulative Supplement,  
22 2022, is amended to read:

23 77-6703 (1) For taxable years beginning or deemed to begin on or  
24 after January 1, 2020, under the Internal Revenue Code of 1986, as  
25 amended, there shall be allowed to each eligible taxpayer a refundable  
26 credit against the income tax imposed by the Nebraska Revenue Act of 1967  
27 or against the franchise tax imposed by sections 77-3801 to 77-3807. The  
28 credit shall be equal to the credit percentage for the taxable year, as  
29 set by the department under subsection (2) of this section, multiplied by  
30 the amount of school district taxes paid by the eligible taxpayer during  
31 such taxable year.

1 (2)(a) For taxable years beginning or deemed to begin during  
2 calendar year 2020, the department shall set the credit percentage so  
3 that the total amount of credits for such taxable years shall be one  
4 hundred twenty-five million dollars;

5 (b) For taxable years beginning or deemed to begin during calendar  
6 year 2021, the department shall set the credit percentage so that the  
7 total amount of credits for such taxable years shall be one hundred  
8 twenty-five million dollars plus either (i) the amount calculated for  
9 such calendar year under subdivision (3)(b)(ii)(B) of section 77-4602 or  
10 (ii) the amount calculated for such calendar year under subdivision (3)  
11 (c)(ii)(B) of section 77-4602, whichever is applicable;

12 (c) For taxable years beginning or deemed to begin during calendar  
13 year 2022, the department shall set the credit percentage so that the  
14 total amount of credits for such taxable years shall be five hundred  
15 forty-eight million dollars;

16 (d) For taxable years beginning or deemed to begin during calendar  
17 year 2023, the department shall set the credit percentage so that the  
18 total amount of credits for such taxable years shall be five hundred  
19 sixty million seven hundred thousand dollars; ~~and~~

20 (e) For taxable years beginning or deemed to begin during calendar  
21 year 2024 through ~~and each~~ calendar year 2028 ~~thereafter~~, the department  
22 shall set the credit percentage so that the total amount of credits for  
23 such taxable years shall be the maximum amount of credits allowed in the  
24 prior year increased by the allowable growth percentage; ~~-~~

25 (f) For taxable years beginning or deemed to begin during calendar  
26 year 2029, the department shall set the credit percentage so that the  
27 total amount of credits for such taxable years shall be the maximum  
28 amount of credits allowed in the prior year increased by the allowable  
29 growth percentage plus an additional seventy-five million dollars; and

30 (g) For taxable years beginning or deemed to begin during calendar  
31 year 2030 and each calendar year thereafter, the department shall set the

1 credit percentage so that the total amount of credits for such taxable  
2 years shall be the maximum amount of credits allowed in the prior year  
3 increased by the allowable growth percentage.

4 (3) If the school district taxes are paid by a corporation having an  
5 election in effect under subchapter S of the Internal Revenue Code, a  
6 partnership, a limited liability company, a trust, or an estate, the  
7 amount of school district taxes paid during the taxable year may be  
8 allocated to the shareholders, partners, members, or beneficiaries in the  
9 same proportion that income is distributed for taxable years beginning or  
10 deemed to begin before January 1, 2021, under the Internal Revenue Code  
11 of 1986, as amended. The department shall provide forms and schedules  
12 necessary for verifying eligibility for the credit provided in this  
13 section and for allocating the school district taxes paid. For taxable  
14 years beginning or deemed to begin on or after January 1, 2021, under the  
15 Internal Revenue Code of 1986, as amended, the refundable credit shall be  
16 claimed by the corporation having an election in effect under subchapter  
17 S of the Internal Revenue Code, the partnership, the limited liability  
18 company, the trust, or the estate that paid the school district taxes.

19 (4) For any fiscal year or short year taxpayer, the credit may be  
20 claimed in the first taxable year that begins following the calendar year  
21 for which the credit percentage was determined. The credit shall be taken  
22 for the school district taxes paid by the taxpayer during the immediately  
23 preceding calendar year.

24 (5) For the first taxable year beginning or deemed to begin on or  
25 after January 1, 2021, and before January 1, 2022, under the Internal  
26 Revenue Code of 1986, as amended, for a corporation having an election in  
27 effect under subchapter S of the Internal Revenue Code, a partnership, a  
28 limited liability company, a trust, or an estate that paid school  
29 district taxes in calendar year 2020 but did not claim the credit  
30 directly or allocate such school district taxes to the shareholders,  
31 partners, members, or beneficiaries as permitted under subsection (3) of

1 this section, there shall be allowed an additional refundable credit.  
2 This credit shall be equal to six percent, multiplied by the amount of  
3 school district taxes paid during 2020 by the eligible taxpayer.

4 Sec. 19. Section 77-6706, Revised Statutes Cumulative Supplement,  
5 2022, is amended to read:

6 77-6706 (1) For taxable years beginning or deemed to begin on or  
7 after January 1, 2022, under the Internal Revenue Code of 1986, as  
8 amended, there shall be allowed to each eligible taxpayer a refundable  
9 credit against the income tax imposed by the Nebraska Revenue Act of 1967  
10 or against the franchise tax imposed by sections 77-3801 to 77-3807. ~~The~~  
11 ~~credit shall be equal to the credit percentage for the taxable year, as~~  
12 ~~set by the department under subsection (2) of this section, multiplied by~~  
13 ~~the amount of community college taxes paid by the eligible taxpayer~~  
14 ~~during such taxable year.~~

15 (2) (2)(a) For taxable years beginning or deemed to begin during  
16 calendar year 2022, the credit shall be equal to the credit percentage  
17 for the taxable year, as set by the department under this subsection,  
18 multiplied by the amount of community college taxes paid by the eligible  
19 taxpayer during such taxable year. The the department shall set the  
20 credit percentage so that the total amount of credits for such taxable  
21 years shall be fifty million dollars. ÷

22 (3) For taxable years beginning or deemed to begin during calendar  
23 year 2023, the credit shall be equal to the credit percentage for the  
24 taxable year, as set by the department under this subsection, multiplied  
25 by the amount of community college taxes paid by the eligible taxpayer  
26 during such taxable year. The department shall set the credit percentage  
27 so that the total amount of credits for such taxable years shall be one  
28 hundred million dollars.

29 (4) For taxable years beginning or deemed to begin on or after  
30 January 1, 2024, the credit shall be equal to one hundred percent of the  
31 community college taxes paid by the eligible taxpayer during the taxable

1 ~~year.~~

2 ~~(b) For taxable years beginning or deemed to begin during calendar~~  
3 ~~year 2023, the department shall set the credit percentage so that the~~  
4 ~~total amount of credits for such taxable years shall be one hundred~~  
5 ~~million dollars;~~

6 ~~(c) For taxable years beginning or deemed to begin during calendar~~  
7 ~~year 2024, the department shall set the credit percentage so that the~~  
8 ~~total amount of credits for such taxable years shall be one hundred~~  
9 ~~twenty-five million dollars;~~

10 ~~(d) For taxable years beginning or deemed to begin during calendar~~  
11 ~~year 2025, the department shall set the credit percentage so that the~~  
12 ~~total amount of credits for such taxable years shall be one hundred fifty~~  
13 ~~million dollars;~~

14 ~~(e) For taxable years beginning or deemed to begin during calendar~~  
15 ~~year 2026, the department shall set the credit percentage so that the~~  
16 ~~total amount of credits for such taxable years shall be one hundred~~  
17 ~~ninety-five million dollars; and~~

18 ~~(f) For taxable years beginning or deemed to begin during calendar~~  
19 ~~year 2027 and each calendar year thereafter, the department shall set the~~  
20 ~~credit percentage so that the total amount of credits for such taxable~~  
21 ~~years shall be the maximum amount of credits allowed in the prior year~~  
22 ~~increased by the allowable growth percentage.~~

23 ~~(5) (3) If the community college taxes are paid by a corporation~~  
24 ~~having an election in effect under subchapter S of the Internal Revenue~~  
25 ~~Code, a partnership, a limited liability company, a trust, or an estate,~~  
26 ~~the refundable credit shall be claimed by such corporation, partnership,~~  
27 ~~limited liability company, trust, or estate.~~

28 ~~(6) (4) For any fiscal year or short year taxpayer, the credit~~  
29 ~~allowed under subsection (2) or (3) of this section may be claimed in the~~  
30 ~~first taxable year that begins following the calendar year for which the~~  
31 ~~credit percentage was determined. The credit shall be taken for the~~

1 community college taxes paid by the taxpayer during the immediately  
2 preceding calendar year.

3 Sec. 20. Section 85-1517, Reissue Revised Statutes of Nebraska, is  
4 amended to read:

5 85-1517 (1) For fiscal years 2011-12 and 2012-13:

6 (a) The board may certify to the county board of equalization of  
7 each county within the community college area a tax levy not to exceed  
8 ten and one-quarter cents on each one hundred dollars on the taxable  
9 valuation of all property subject to the levy within the community  
10 college area, uniform throughout the area, for the purpose of supporting  
11 operating expenditures of the community college area;

12 (b) In addition to the levies provided in subdivisions (1)(a) and  
13 (c) of this section, the board may certify to the county board of  
14 equalization of each county within the community college area a tax levy  
15 not to exceed one cent on each one hundred dollars on the taxable  
16 valuation of all property within the community college area, uniform  
17 throughout such area, for the purposes of paying off bonds issued under  
18 sections 85-1520 to 85-1527 and establishing a capital improvement and  
19 bond sinking fund as provided in section 85-1515. The levy provided by  
20 this subdivision may be exceeded by that amount necessary to retire the  
21 general obligation bonds assumed by the community college area or issued  
22 pursuant to section 85-1515 according to the terms of such bonds or for  
23 any obligation pursuant to section 85-1535 entered into prior to January  
24 1, 1997; and

25 (c) In addition to the levies provided in subdivisions (1)(a) and  
26 (b) of this section, the board may also certify to the county board of  
27 equalization of each county within the community college area a tax levy  
28 on each one hundred dollars on the taxable valuation of all property  
29 within the community college area, uniform throughout such area, in the  
30 amount which will produce funds only in the amount necessary to pay for  
31 funding accessibility barrier elimination project costs and abatement of

1 environmental hazards as such terms are defined in section 79-10,110.  
2 Such tax levy shall not be so certified unless approved by an affirmative  
3 vote of a majority of the board taken at a public meeting of the board  
4 following notice and a hearing. The board shall give at least seven days'  
5 notice of such public hearing and shall publish such notice once in a  
6 newspaper of general circulation in the area to be affected by the  
7 increase. The proceeds of such tax levy shall be deposited in the capital  
8 improvement and bond sinking fund provided for in section 85-1515 for use  
9 in funding the projects authorized pursuant to this subdivision.

10 ~~(2) For fiscal year 2013-14 and each fiscal year thereafter:~~

11 (2)(a) For fiscal years 2013-14 through 2023-24, the (a) The board  
12 may certify to the county board of equalization of each county within the  
13 community college area a tax levy not to exceed the difference between  
14 eleven and one-quarter cents and the rate levied for such fiscal year  
15 pursuant to subdivision (b) of this subsection on each one hundred  
16 dollars on the taxable valuation of all property subject to the levy  
17 within the community college area, uniform throughout the area, for the  
18 purpose of supporting operating expenditures of the community college  
19 area. For purposes of calculating the amount of levy authority available  
20 for operating expenditures pursuant to this subdivision, the rate levied  
21 pursuant to subdivision (b) of this subsection shall not include amounts  
22 to retire general obligation bonds assumed by the community college area  
23 or issued pursuant to section 85-1515 according to the terms of such  
24 bonds or for any obligation pursuant to section 85-1535 entered into  
25 prior to January 1, 1997. For fiscal year 2024-25 and each fiscal year  
26 thereafter, the board may certify a levy under this subdivision only if  
27 such levy is authorized under section 21 or 23 of this act. If so  
28 authorized, the levy provided by this subdivision may be exceeded by the  
29 amount necessary to generate sufficient revenue as described in section  
30 21 or 23 of this act. ÷

31 (b) For fiscal year 2013-14 and each fiscal year thereafter, in In

1 addition to the levies provided in subdivisions (a) and (c) of this  
2 subsection, the board may certify to the county board of equalization of  
3 each county within the community college area a tax levy not to exceed  
4 two cents on each one hundred dollars on the taxable valuation of all  
5 property within the community college area, uniform throughout such area,  
6 for the purposes of paying off bonds issued under sections 85-1520 to  
7 85-1527 and establishing a capital improvement and bond sinking fund as  
8 provided in section 85-1515. The levy provided by this subdivision may be  
9 exceeded by that amount necessary to retire general obligation bonds  
10 assumed by the community college area or issued pursuant to section  
11 85-1515 according to the terms of such bonds or for any obligation  
12 pursuant to section 85-1535 entered into prior to January 1, 1997, ~~and~~

13 (c) For fiscal years 2013-14 through 2023-24, in ~~In~~ addition to the  
14 levies provided in subdivisions (a) and (b) of this subsection, the board  
15 of a community college area with a campus located on the site of a former  
16 ammunition depot may certify to the county board of equalization of each  
17 county within the community college area a tax levy not to exceed three-  
18 quarters of one cent on each one hundred dollars on the taxable valuation  
19 of all property within the community college area, uniform throughout  
20 such area, to pay for funding accessibility barrier elimination project  
21 costs and abatement of environmental hazards as such terms are defined in  
22 section 79-10,110. Such tax levy shall not be so certified unless  
23 approved by an affirmative vote of a majority of the board taken at a  
24 public meeting of the board following notice and a hearing. The board  
25 shall give at least seven days' notice of such public hearing and shall  
26 publish such notice once in a newspaper of general circulation in the  
27 area to be affected by the increase. The proceeds of such tax levy shall  
28 be deposited in the capital improvement and bond sinking fund provided  
29 for in section 85-1515 for use in funding accessibility barrier  
30 elimination project costs and abatement of environmental hazards as such  
31 terms are defined in section 79-10,110.

1 (3) The taxes provided by this section shall be levied and assessed  
2 in the same manner as other property taxes and entered on the books of  
3 the county treasurer. The proceeds of the tax, as collected, shall be  
4 remitted to the treasurer of the board not less frequently than once each  
5 month.

6 Sec. 21. (1) Beginning in fiscal year 2024-25, funds shall be  
7 distributed to community college areas as provided in this section in  
8 order to offset the funds lost by community college areas due to the  
9 elimination of their levy authority under subdivisions (2)(a) and (c) of  
10 section 85-1517.

11 (2) The amount to be distributed to each community college area  
12 under this section shall be equal to:

13 (a) For fiscal year 2024-25, the amount of property taxes levied by  
14 such community college area for fiscal year 2023-24 pursuant to  
15 subdivisions (2)(a) and (c) of section 85-1517 or the amount of property  
16 taxes that would have been generated from a levy of seven and one-half  
17 cents per one hundred dollars of taxable valuation, whichever is greater,  
18 with such amount then increased by three and one-half percent or the  
19 percentage increase in the reimbursable educational units of the  
20 community college area, whichever is greater. Such amount shall be  
21 calculated by the Coordinating Commission for Postsecondary Education and  
22 certified to the community college area and to the budget administrator  
23 of the budget division of the Department of Administrative Services by  
24 August 15, 2024; and

25 (b) For fiscal year 2025-26 and each fiscal year thereafter, the  
26 amount distributed under this section to such community college area in  
27 the prior fiscal year, increased by three and one-half percent or the  
28 percentage increase in the reimbursable educational units of the  
29 community college area, whichever is greater. Such amount shall be  
30 calculated by the Coordinating Commission for Postsecondary Education and  
31 certified to the community college area and to the budget administrator

1 of the budget division of the Department of Administrative Services by  
2 August 15 of each year.

3 (3) The Coordinating Commission for Postsecondary Education shall  
4 annually certify the total amount to be distributed to all community  
5 college areas under subsection (2) of this section to the State  
6 Treasurer. The State Treasurer shall transfer the certified amount from  
7 the General Fund to the Community College Future Fund in ten equal  
8 payments distributed monthly beginning in September of the fiscal year  
9 and continuing through June.

10 (4) The Coordinating Commission for Postsecondary Education shall  
11 annually make distributions to the community college areas in the amounts  
12 determined pursuant to subsection (2) of this section. The distributions  
13 shall be made in ten equal payments distributed monthly beginning in  
14 September of the fiscal year and continuing through June. Community  
15 college areas shall receive no payments during the months of July and  
16 August.

17 (5) The Community College Future Fund is created. The fund shall be  
18 administered by the Coordinating Commission for Postsecondary Education  
19 and shall be used to provide state distributions to community college  
20 areas pursuant to this section. The fund shall consist of transfers  
21 authorized by the Legislature. Any money in the fund available for  
22 investment shall be invested by the state investment officer pursuant to  
23 the Nebraska Capital Expansion Act and the Nebraska State Funds  
24 Investment Act.

25 (6) Beginning in fiscal year 2024-25, if the state fails to provide  
26 full funding of the amounts described in subsection (2) of this section  
27 for any fiscal year, each community college area may, if approved by a  
28 majority vote of the community college board of governors, levy an amount  
29 for such fiscal year under subdivision (2)(a) of section 85-1517  
30 sufficient to generate revenue equal to the amount that would have been  
31 provided to the community college area under subsection (2) of this

1 section if fully funded minus the amount that was actually provided to  
2 the community college area. The property tax levy provided for in this  
3 subsection is in addition to the maximum allowable property tax levy  
4 described in subdivision (2)(b) of section 85-1517 and any property tax  
5 levied for funding accessibility barrier elimination project costs and  
6 abatement of environmental hazards as such terms are defined in section  
7 79-10,110.

8 (7) For purposes of this section, reimbursable educational unit has  
9 the same meaning as in section 85-1503.

10 Sec. 22. Section 85-2231, Reissue Revised Statutes of Nebraska, is  
11 amended to read:

12 85-2231 Sections 85-2231 to 85-2237 and section 23 of this act shall  
13 be known and may be cited as the Community College Aid Act.

14 Sec. 23. For fiscal year 2024-25 and each fiscal year thereafter,  
15 if the amount of aid provided to a community college area pursuant to the  
16 Community College Aid Act is less than the amount of aid provided to such  
17 community college area in the immediately preceding fiscal year or the  
18 amount of aid provided to such community college area in fiscal year  
19 2022-23, whichever is greater, the community college area may, if  
20 approved by a majority vote of the community college board of governors,  
21 levy an amount under subdivision (2)(a) of section 85-1517 sufficient to  
22 generate revenue equal to the difference in aid from the immediately  
23 preceding fiscal year or fiscal year 2022-23, whichever is applicable.  
24 The property tax levy provided for in this section is in addition to the  
25 maximum allowable property tax levy described in subdivision (2)(b) of  
26 section 85-1517 and any property tax levied for funding accessibility  
27 barrier elimination project costs and abatement of environmental hazards  
28 as such terms are defined in section 79-10,110.

29 Sec. 24. Sections 14, 15, 16, and 26 of this act become operative  
30 on July 1, 2023. Sections 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 28 of this  
31 act become operative on January 1, 2024. Sections 11, 12, 13, 17, 18, 19,

1 20, 21, 22, 23, and 27 of this act become operative three calendar months  
2 after the adjournment of this legislative session. The other sections of  
3 this act become operative on their effective date.

4 Sec. 25. If any section in this act or any part of any section is  
5 declared invalid or unconstitutional, the declaration shall not affect  
6 the validity or constitutionality of the remaining portions.

7 Sec. 26. Original sections 77-5003 and 77-5015.02, Reissue Revised  
8 Statutes of Nebraska, and section 77-5004, Revised Statutes Cumulative  
9 Supplement, 2022, are repealed.

10 Sec. 27. Original sections 85-1517 and 85-2231, Reissue Revised  
11 Statutes of Nebraska, and sections 77-1736.06, 77-3442, 77-4212, 77-6702,  
12 77-6703, and 77-6706, Revised Statutes Cumulative Supplement, 2022, are  
13 repealed.

14 Sec. 28. Original sections 77-1632 and 77-1633, Revised Statutes  
15 Cumulative Supplement, 2022, are repealed.

16 Sec. 29. Since an emergency exists, this act takes effect when  
17 passed and approved according to law.

# CERTIFICATED STAFF HANDBOOK



# Bayard Public Schools 2024-2025

Every Person, Every Day. It's a FACT!

## **Acknowledgement for Receipt of**

### **Bayard Public Schools**

#### **“CERTIFICATED STAFF HANDBOOK”**

**I, \_\_\_\_\_ (your name) acknowledge that I was issued a copy of the Certificated Staff Handbook for Bayard Public Schools for the school year 2024-2025. This handbook was issued to me before the first day for student classes.**

**I was given an overview of the contents of the handbook by the Bayard Public Schools Administration. I am responsible for familiarizing myself with the contents of the Certificated Staff Handbook and the Student/Parent Handbook(s) for my building(s). My signature on this form indicates that I have read and intend to comply with the contents of the Certificated Staff Handbook.**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**your signature**

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# ORGANIZATION

## STATEMENT OF EDUCATIONAL PHILOSOPHY BAYARD PUBLIC SCHOOLS

Education is the systematic guiding and directing of a child's experiences from the time he/she enters school until he/she completes his/her formal education. The teacher is the director and guide. Administrative and supervisory personnel exist to serve the teacher, who in turn, serves the children.

Although the primary function of school is to provide and stimulate mental growth and development, the nature of human growth and development is such that all phases of the child's nature must be taken into consideration. Thus, the school program needs to provide for primary emphasis on mental development with simultaneous attention in proper balance to physical, emotional, social, and spiritual needs.

Great differences in talent, intelligence, and ability exist among the children who enroll in a school. Equally great differences are found in economic, cultural, and racial backgrounds. The educational program should be planned and executed with sufficient flexibility so that it provides challenge for all from the most academically talented to the least talented or educationally handicapped youngster.

Much of the real value of the educative process comes from the person-to-person relationships between teacher and pupils. The school needs to be constantly alert to the danger of losing this personal touch, especially as it grows larger and more specialized in its service. Organization, administration, and instruction always need to be planned in such a way so as to preserve the human touch and to give a high priority to the importance of the individual. Respect for the individual is a basic American value and schools must encourage that development of individual capacities which will enable each human being to become the best person he is capable of becoming.

To this end, the Bayard Board of Education, the administration, the teachers, and staff will strive through their individual or collective action:

1. To guarantee equal educational opportunities for each child according to his/her needs and capabilities.
2. To provide each child through experience in democratic living an understanding and appreciation of our forms of government, our country, and its history, a realization of the duties and obligations of citizenship, and a sense of social responsibility.
3. To develop in children an understanding of, and a respect for, all people.
4. To develop in all, ethical character with respect for moral and spiritual values.

5. To provide children with the opportunity for an increasing mastery of the basic skills which are needed for intelligent participation in the modern world.
6. To place the emphasis in the classroom on the application of learning rather than just on mastery of facts.
7. To promote good mental, social, emotional, and physical growth in all youngsters.
8. To provide opportunities for individual guidance and counseling.
9. To develop in individuals an understanding and appreciation of the sciences and the creative arts in the modern world.
10. To develop in students initiative, a desire to learn, and an appreciation of their educational opportunities.
11. To promote participation in community living by providing the opportunity to share in leadership and helpful service.

**MISSION STATEMENT  
BAYARD PUBLIC SCHOOLS**

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

**VISION STATEMENT  
BAYARD PUBLIC SCHOOLS**

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

**CORE COVENANTS  
BAYARD PUBLIC SCHOOLS**

**Focused on the Student**

- Positive Interactions and Relationships
- Focus On Student Potential
- Diverse Opportunities
- Unconditional Acceptance

**Attitude of Excellence**

- Act With Integrity
- Expect To Be Great
- Accept Daily Challenges & Setbacks
- Think “Big Picture”

**Community**

- Support Each Other
- Set Aside Self For Benefit Of The Group
- Respect Everyone
- Be A Wing, Not A Weight

**Tiger Way!**

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

**STUDENT EXPECTATIONS  
BAYARD PUBLIC SCHOOLS**

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

**ACADEMIC SEAL OF BAYARD PUBLIC SCHOOLS**



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

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

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

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

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

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

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

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

## PURPOSE

This handbook is prepared for the purpose of providing information on customs and policies pertaining to the Bayard Schools. It is intended for use by the staff as a guide in developing a well-coordinated instructional program. It is hoped the statements set forth in this handbook will improve understanding and cooperation among all school personnel in the coming school year.

It is the purpose of this handbook to establish uniformity of operation. It will be supplemented from time to time as board policy, superintendent policy or the principals' policies are changed.

The quality of educational achievement is directly related to the classroom teachers. Each teacher has been selected to provide for a certain phase of the child's needs as he/she grows in the educational program. As we coordinate our work and as each teacher grows professionally in his effectiveness as a superior teacher, so grows the Bayard Schools as a more effective school system.

## **CONTRACT AND RELATED ITEMS**

Teachers are appointed to their position by the superintendent after election by the Board of Education. They are directly responsible for the welfare of the students under their control, which includes the development of the child's capacities in all phases: mental, physical, social, and moral.

Teachers are jointly responsible to the superintendent of schools and the principals in accordance with Board of Education Policy. Teachers are expected to carry out the policies of the Board of Education.

### **ABSENCES - TEACHER**

Teachers who are to be absent from school for any purpose whatsoever shall request leave in writing through the Weblink online leave system to the principal. After receiving written authorization to be absent, the teachers shall work with the building designee to arrange for the supervision of their classes and activities. This should be done 3 days in advance of anticipated absence if possible. The teacher is responsible for reporting the expected absence and for making necessary plans in advance, whether the absence is in the line of school duty or for private business. Substitutes will be secured through the principal's office.

For unexpected absences or illness please notify the building designee no later than 7:00 a.m. so a substitute teacher can be attained. Please provide adequate lesson plans for substitutes for all absences. Teachers must report unexpected leave through the Weblink online leave system withing three days of taking leave.

### **RETURNING FROM ABSENCES**

1. Justification for Absences Taken Without Prior Approval. If an employee is absent without advance approval either: (1) the day immediately preceding or immediately following a regularly scheduled school break (such as winter break, spring break, and quarter or semester breaks) or (2) during the first two weeks or the last two weeks of school (student contact days), the employee will be required to give verification (for example, a doctor's note) to establish that the employee was unable to work for an excusable condition or excusable reason.

2. Establishing Fitness for Duty. Employees must present a written statement from their physician or health care provider to their supervisor when absent for any period of time because of injury requiring care from a physician or health care provider, or absent from work for 5 days or more due to a personal health condition. The statement is to clearly verify that the employee is mentally and physically able to return to duty. This statement is to be presented in person to the employee's supervisor before the employee returns to duty in order that the readiness to perform work can be observed and discussed.

Employees are required to disclose any medical restrictions that limit their ability to perform the essential functions of their position to their supervisor and to request a meeting with the Superintendent to discuss the provision of reasonable accommodations. The District will not discriminate against any employee due to disability and will provide reasonable accommodations. Information provided about medical conditions or disabilities shall be treated as confidential, as required by state and federal statutes, and will be divulged only to the extent necessary to provide reasonable accommodations.

**CERTIFICATION**

Each teacher must hold a Nebraska Teacher Certificate of the proper class for the position for which he or she has been employed. The certificate must be registered in the office of the Superintendent of Schools in Bayard, Nebraska. Any contract is subject to cancellation if these requirements are not met. The superintendent may assign other duties or classes as necessary.

**CONTRACT****Days Worked**

Teacher contracts consist of a total of 185 days.

**CONTRACT TERMINATION**

The termination of contract, non-renewal of contract, cancellation of contract, amendment of contract, or disciplinary actions less severe than cancellation, non-renewal, termination or amendment will be in accordance to Nebraska Statutes 79-12, 107 to 79-12,120.

**DEFINITIONS OF JUST CAUSE TERMS**

**Incompetence** – A teacher is lacking the qualities necessary for establishing, maintaining and conducting an effective learning climate in the classroom or in the activities for which they are responsible.

**Neglect of Duty** – A teacher gives little attention or respect to, leaves undone or unattended, or is careless in fulfilling their duties as required by the administration, the Board of Education, or their teaching contract.

**Unprofessional Conduct** – A teacher does not regulate or restrain their personal or professional behavior at a level or a standard befitting a member of the teaching profession.

**Insubordination** – A teacher willfully and knowingly is disobedient and refuses to honor or act upon a request or a direct order of the administration, Board of Education or the terms of the teaching contract.

**Immorality** – A teacher displays conduct or language which does not have any positive educational aspect or legitimate professional purpose or does not conform to the standards expected by the administration, Board of Education, or the terms of the teaching contract.

**Physical or Mental Incapacity** – A teacher is lacking the physical or mental capacity, ability, or qualifications for the purpose of providing the school or students with positive educational experiences.

**Failure to give Evidence of Professional Growth as Required by 79-12,113** – A teacher does not provide evidence of completing or did not complete the requirements for professional growth as established by the Board of Education Policy.

**Other Conduct Which Interferes Substantially With the Continued Performance of Duties –**

A teacher to a large degree or in the main, becomes so involved in out-of-school activities, in school actions, or other activities or actions that by their involvement detracts from or prohibits the teacher from performing their required and professional duties and causes the teacher to become ineffective in their performance.

**FACULTY EVALUATION**

The purpose of teacher evaluation involves communication between the evaluator and the teacher which is aimed at improvement of instruction that is being performed well.

The written evaluation report will address the following criteria:

1. Instructional performance
2. Classroom organization and management
3. Professional conduct
4. Personal conduct

Probationary teachers will be evaluated a minimum of one time per semester. Each tenured teacher will be evaluated one time per year. The evaluator may evaluate a teacher more than the minimum if it is deemed necessary.

Documentation regarding the teacher evaluation may involve both narrative reports and/or check list evaluation forms. Teacher evaluation documentation will be signed by both the teacher and the evaluator.

The evaluation report will include all teacher deficiencies, specific means for the correction of noted deficiencies, and an adequate time line for implementation of the concrete suggestions for improvement.

The evaluated teacher will have the provision to offer a written response to the evaluation, and that response will be part of the evaluation. The teacher will be provided with a copy of the written evaluation. Another copy will be placed in the teacher's file. In addition to the written report of the evaluation, the evaluator and the teacher will communicate verbally regarding the evaluation.

All evaluators shall possess a valid Nebraska Administrative Certificate and shall be trained to use the evaluation system employed by the district. The superintendent shall be responsible for overseeing the evaluation process and in providing evaluators with the proper training and methods to be used in the evaluations. In addition to the in-district training provided by the superintendent, available training workshops and materials provided by outside institutions (i.e., educational service units, colleges, the State Department of Education) will be utilized to enhance the evaluation process in the district

**LEAVE**

At the beginning of the 2012-2013 school year, teachers will receive 10 PTO leave days. At the beginning of each school year thereafter during the term of this Agreement, a teacher will receive the number of PTO leave days which brings the sum of the employee's total accrued and unused personal leave days plus the teacher's accrued and unused PTO leave days to 10 total days. If, at the beginning of any school year after the 2012-2013 school year a teacher has any combination

of 10 or more accrued and unused personal leave days and/or PTO leave days, the teacher will not receive any additional PTO leave days for that year.

Teachers shall be entitled to keep all of their unused sick leave which has accrued through the end of the 2011-2012 school year. At the beginning of each school year during the term of this Agreement, a teacher will receive the number of sick leave days equal to the number of days by which the PTO received by the teacher that year is less than 10. Sick leave may only be used for personal illness or accident, illness or accident to a family member, or bereavement. A teacher may not use sick leave at any time he or she has accrued and unused PTO or personal leave. Teachers will not be paid for accrued sick leave at separation of employment from the District.

The terms of the preceding paragraphs are shown in the following examples:

Example 1: Teacher A has 1 accrued, unused personal day and 5 accrued, unused sick leave days at the end of the 2011-2012 school year. At the beginning of the 2012-2013 school year, Teacher A will receive 10 PTO days. Therefore, at the beginning of the 2012-2013 school year, Teacher A will have 1 personal day, 5 sick days, and 10 PTO days. In the 2012-2013 school year, Teacher A uses 10 PTO days, 1 personal day and 1 sick day. Therefore at the end of the 2012-2013 school year, Teacher A has 0 personal days, 4 sick days, and 0 PTO days. At the beginning of the 2013-2014 school year Teacher B will receive 10 PTO days and 0 sick days, making Teacher A's total leave to be 4 sick days, and 10 PTO days.

Example 2: Teacher B has 1 accrued, unused personal day and 10 accrued, unused sick leave days at the end of the 2011-2012 school year. At the beginning of the 2012-2013 school year, Teacher B will receive 10 PTO days. Therefore, at the beginning of the 2012-2013 school year, Teacher B will have 1 personal day, 10 sick days, and 10 PTO days. In the 2012-2013 school year, Teacher B uses 2 PTO days. Therefore at the end of the 2012-2013 school year, Teacher B has 1 personal day, 10 sick days, and 8 PTO days. At the beginning of the 2013-2014 school year Teacher B will receive 1 PTO day and 9 sick days, making Teacher B's total leave to be 1 personal day, 19 sick days, and 9 PTO days.

PTO and personal leave may be used for any purpose, provided that the teacher's principal has given prior permission for the teacher to take the PTO or personal leave. Except for in the case of an emergency or sickness, the teacher shall request permission to take PTO or personal leave from the teacher's principal at least five days prior to taking PTO or personal leave. In the event of an emergency or sickness, the teacher shall request PTO or personal leave as soon as possible. Requests must be made in writing. Except for in the case of an emergency or sickness, no PTO or personal leave will be granted for the first day of school, the last day of school, the last school day before a vacation or the first day after a vacation. No more than 10% of the faculty may use their PTO or personal leave at the same time.

A teacher will not be required to use PTO or personal leave days to attend conferences, seminars, or workshops or to perform other duties requiring the teacher's absence as long as the

Superintendent directed the teacher to attend such conference, seminar, or workshop or perform such duties.

At the end of a teacher's last year of employment, the District will buy the teacher's accrued, unused personal leave days and PTO leave days at a daily rate of one half of the then current substitute teacher pay.

#### **LEAVE – SICK BANK**

The Sick Leave Bank was approved by the Board of Education, and was established for the benefit of all school employees. No school employee can be excluded from participation in the bank if he/she desires to do so, and agrees to donate one day per year. The Sick Leave Bank may accumulate 180 days. Use of the sick leave bank is governed by the sick bank committee and Superintendent within Guidelines and Limitations to the Use of the Sick Bank as established by the sick bank committee and approved by the Superintendent of Schools in accordance with the negotiated agreement.

#### **PAY DAY**

Salaries for teachers are to be paid in twelve equal installments. Payment day shall be the twentieth day of each month, unless the twentieth falls on a weekend; then the payments will be made on the Friday before the twentieth. Payment will be made by direct deposit to the teacher's account. Deductions from the payment will include social security, federal tax, state tax, and teacher retirement. Optional deductions are annuities, dental insurance, health insurance, and professional dues.

#### **JURY DUTY**

All certificated personnel selected to serve on jury duty will be paid the difference between what the court allows them and what they would have earned in a regular working day.

#### **PROBATIONARY TEACHERS**

Probationary teachers are those who have not completed three years of teaching with the employer school district. They are not protected by the "just cause" provision of 79-1254, and their contracts may be terminated as of the close of the school year for any reason the Board of Education chooses; except for exercising constitutionally protected rights such as free speech, freedom of assembly and association, etc..

Probationary teachers will be evaluated at least one time per semester.

#### **RESIGNATIONS – PROFESSIONAL PERSONNEL**

Professional employees have a responsibility to the Bayard School District. Late resignations place the school system in a most disadvantageous situation. Resignations for the purpose of accepting a new position in the field will be considered prior to May 1 of each year. Between May 1 and the beginning of the school year; the resignation will be considered only if, and after, a qualified and acceptable replacement can be hired.

**SALARY SCHEDULE HORIZONTAL MOVEMENT**

For purposes of horizontal advancement on the salary schedule, the Board will recognize credit approved by the Superintendent and evidenced by a valid transcript from the institution where credit is earned, as further set forth below. Only one step vertically and horizontally will be granted yearly.

Graduate hours over and above the basic degree will be applied to horizontal column movement as stated the salary schedule. For the purposes of horizontal advancement on the salary schedule, only those graduate hours which have been approved in advance by the superintendent of schools may be utilized. Graduate hours for advancement on the salary schedule shall be from an accredited graduate level institution. Hours which may be approved by the superintendent of schools shall be graduate hours in the area of the teacher's current assignment or hours which have a direct relationship with improvement of the instructional program or additional areas of certification (e.g., school counseling, instructional technology, school administration, and additional endorsements). This gives the teacher the added incentive to further his/her educational background in a way that simultaneously benefits the District. Graduate hours earned to be used for horizontal advancement on the salary schedule must be approved by the superintendent prior to June 1 to be utilized for placement on the salary schedule for the subsequent school term. A written statement for hours approved will be signed by the superintendent and placed in the individual's personnel file and a copy will be given to the individual. Transcripts evidencing satisfactory completion of hours to be used for salary schedule advancement must be on file in the Superintendent's office by September 10. If transcripts are not available by September 10, written documentation from the college will suffice as temporary assurance that the coursework has been completed. The Superintendent will work with graduate schools due to mailing or handling problems. In the event that a teacher fails to so file a transcript as required by this paragraph, such teacher shall not be eligible for salary schedule advancement for such hours, and his or her salary will be adjusted accordingly, including proper adjustments to make up for overpaid amounts. Failure on the part of the teacher to document hours may result in the non-approval of such hours by the superintendent.

Salary schedule advancement/course approval request forms are available in the central office. This form is also included in this handbook as Appendix B. Accredited graduate level institutions are those institutions which have earned accreditation through the Council for the Accreditation of Educator Preparation (CAEP).

**SALARY SCHEDULES for 2023-2024**

Please see Appendix A

## GENERAL INFORMATION

### ACADEMIC INTERVENTION/ACADEMIC DETENTION

Academic Intervention is established with the purpose of facilitating opportunities for the professional teachers of the district to help their students succeed in each content area. In the event that a student is failing any course, the expectation is for the teacher of the course to work with the student and parent to schedule academic intervention to stay and work on their assignments with direct instruction from the classroom teacher. Academic Intervention will be available every regular school day from 3:30-4:30.

Teachers who have students failing any courses along with other staff members who assign Academic Intervention are directed to provide instruction and supervision to the student until 4:30 pm (4:00 for those teachers who have coaching assignments the same day). In the event the student has successfully completed the work before 4:30 and the student's course average grade is at least a 70%, the teacher may dismiss the student early. Teachers are expected to utilize academic intervention to assist students seeking to improve their learning and grades in accordance with the grading procedures of the school district.

The school administration may assign students to attend the academic intervention program. Additionally, teachers may issue academic detention during the academic intervention period to students to provide for support and supplemental instructional time as needed to help students learn material and complete assigned learning tasks.

Students will be assigned to the academic intervention program on a mandatory basis when the following factors place them at academic risk:

- A current failing grade in any class.
- Missing/Late assignments.
- Risk of course failure.

Students attending the academic intervention program are supervised by both certificated and non-certificated staff members. Students attending the academic intervention program have access to support, encouragement, structure, and resources to complete their assigned learning tasks.

When students are assigned to participate in the academic intervention program, failure to attend will be considered truancy. Students who are assigned to the academic intervention program are directed to avoid scheduling medical and other appointments for times when academic intervention is in session. In instances when no alternative scheduling options exists, the school administration reserves the right to grant a make-up attendance time to be decided by the assigning administrator.

Although attendance is mandatory when assigned, the academic intervention program is open to all students in grades 7-12 who need additional work time, support, or access to learning technology.

Student failures are often (but not always) the result of not turning work in or late work. One of the best ways that parents/guardians can help students be successful is by providing time and structure at home for students to complete all of their assignments. Parents can monitor their students' grades, assignments, and attendance via the Infinite Campus online student information system.

Teachers who have students meeting the qualifications for participation in the academic intervention period are required to provide supervision and instructional support to these students for the entire duration of the academic intervention period. When circumstances arise where teachers are assigned to other duties during the academic intervention period the teachers involved are to work with the principal to ensure that students are supervised and have the opportunity to receive academic support. It is the responsibility of the classroom teacher to communicate with students, parents, and the principal when students have missing or late assignments or are otherwise at risk of course failure.

### **ADMIT SLIPS (HIGH SCHOOL)**

When a student misses a class, they are not to be readmitted the next day unless an admit slip has been obtained from the principal's office. The admit slip will explain the reason for the absence and whether it was excused or unexcused.

Work missed because of absence can be, and often needs to be, made up on the student's return to school. Make-up provisions vary depending upon the type of absence. Teachers will work with students to ensure work is made up in accordance with the district's grading practices to promote learning.

### **ATTENDANCE PROCEDURES**

Teachers are to take attendance within the first 10 minutes of each instructional period in the secondary school and at such times as assigned by the principal in the elementary school. Teachers are to contact the office immediately regarding any student who is absent and not previously marked as absent by the school office in the school's computerized attendance system. Teachers are responsible for ensuring that attendance records are accurate and regularly updated. For example, if a student comes to class after attendance has been taken then the student's attendance record needs to be updated to "tardy" instead of "absent". Additionally, teachers are required to read email announcements regarding students' attendance at activities so that student attendance properly reflects the students' attendance at school/activity functions as being "present."

### **BAD WEATHER/SCHOOL CLOSING**

The importance of notifying employees, parents, and students when school will be delayed in opening, not opened at all, or be dismissed early is of prime concern. We will be using an automated messaging system which will allow the school to contact each family with regard to school closing and other notifications. This system is designed to contact the phone number or numbers listed in your employment file. Please ensure that the school district is continually notified of any changes to your contact information.

The school also uses local radio stations KMOR, KNEB, KOLT, and KNEP-TV to inform staff, parents, and students of closing due to inclement weather. The school will make every effort to make this information available as soon as possible.

### **CLASS SPONSORS (HIGH SCHOOL)**

Class sponsors are appointed by the administration and are rotated on a regular basis. Sponsors will be paid at the following rates: Seniors - \$175.00, Juniors - \$175.00, Sophomores - \$100.00, and Freshman - \$75.00. Sponsors are not to accept or receive any money or gifts other than the above. Sponsors are responsible for proper conduct and record keeping of the organization and must attend all meetings and functions. Under the direction of the sponsors, each class in grades 9-12 shall be responsible for running the concessions stand a minimum of three times each year. Arrangements for concessions stand dates are to be made through the office of the Activities Director.

### **CLASSROOM MANAGEMENT**

Teachers have the responsibility of managing their classrooms in a manner that allows students to effectively accomplish their learning tasks. Realizing there is a wide variety of teaching styles, learning styles, and subject content, classroom management should also vary. There are, however, some common procedures teachers of well-managed classrooms follow:

1. Be prepared for class. When the bell rings, the teacher is ready to begin class. A meaningful activity is planned for each class on each day.
2. Make assignments reasonable and clear.
3. Be a neat dresser, well groomed; be businesslike and friendly.
4. Do not allow students to address you by your first name or a nickname.
5. Communicate your classroom expectations to the students. Keep rules to a minimum.
6. Be consistent each day of the school year.
7. Avoid punishing the entire class for the actions of a few.
8. Avoid comments to students you would not make in the presence of their parents.
9. Avoid comments or actions that could humiliate a student.
10. Be willing to apologize.
11. Communicate with the parents---call them on the telephone or write a note when concerns arise. Use Progress Reports and Eligibility Reports appropriately.
12. Avoid arguments with students in front of a class. Even if you win, you've lost.
13. Be enthusiastic. If you don't want to be here, neither will the students.
14. Keep the level of your voice under control. Avoid yelling.
15. Be creative with assignments and instructions. Facilitate success.
16. Get to know your students, take an interest. Attend activities.
17. Physically manhandling students will not be supported, except when defending yourself, separating students in a confrontation, or preventing injury to a student.
18. Seating arrangements should be maintained in classrooms. Inspect desks daily for damage.
19. Detentions assigned by an individual teacher are the responsibility of that teacher. Do not assign detentions to students if you are unable to supervise the student during the assigned time.
20. Limit free time; maintain appropriate control of your classroom and area.

### **COMMUNICATION**

Teachers at Bayard Public Schools are expected to utilize effective communication strategies and technological resources when appropriate to collaborate and engage with students, parents, families, and the community to create meaningful relationships that enhance the learning process.

In order to facilitate such communication between the school and homes, teachers are expected and directed to follow the communications plans and protocols developed at the school and district levels. Such communications plans will include directions for frequency, content, and method/mode of communication teachers will be expected to utilize.

### **COMMUNITY RELATIONS**

The Board of Education, through the administration, demands dignity, neatness, and seriousness of purpose for its teachers. The teaching profession, as a whole, is frequently and unjustly judged by the attitude and conduct of a single teacher. Since all are judged by what only a few may do, it is imperative that each of us give considerable thought to our actions as they relate to community customs.

Teachers should regard the community in which they are employed as their home. You should be interested in its institutions, its worthwhile activities, and participate in those in which you have special interest and abilities. Good judgment should be used in all practices.

Poor public relations can ruin the finest faculty in a good school. It is imperative that we all use common sense and discretion in and out of school.

### **CONCESSIONS/CASH BOXES**

Concessions and other cash boxes, such as gate receipts for athletic events, are to be counted and signed-off by two adults before the funds are remitted to the school administration and office staff.

### **CONCUSSIONS: RETURN TO LEARN**

Students who sustain a concussion and return to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.

The school administration of Bayard Public Schools adopts the NDE Guidance entitled “Bridging the Gap from Concussion to the Classroom,” and accompanying Appendix, as its return to learn protocol, with the recognition that each student who has sustained a concussion will require an individualized response.

### **CONFIDENTIALITY AND CONFIDENTIALITY OF RECORDS**

Employees should not discuss school matters outside the job nor discuss confidential or personal information about students or staff. Requests from anyone, including fellow building staff members, for personal information about students or staff should be referred to the principal. School staff shall maintain student records in compliance with state and federal law.

### **COPYRIGHT AND FAIR USE POLICY**

It is the school's policy to follow the federal copyright law. Students are reminded that when using school equipment and when completing course work, they must also follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The "fair use" doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the "fair use" of a copyrighted work, including reproduction "for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research" is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted "fair use," rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is "fair." Students should seek assistance from a faculty member if there are any questions regarding what may be copied.

### **CRISIS SITUATIONS**

Behavior in the first moments, by those actually involved in a crisis situation, will largely dictate the outcome. In the event of a crisis situation, Bayard School personnel are expected to follow the procedures as written in the Safety and Security Management Plan.

### **CUSTODIAL ASSISTANCE**

Our custodians strive to keep the school neat, clean and functional. It is a difficult job, and we should all encourage students to conduct themselves in ways that contribute to an attractive and safe environment. If custodial assistance is needed, all requests must go through the building principal's office. Staff members who observe any areas of custodial/maintenance concern are expected to complete a Custodial/Maintenance Work Request Form and submit the form to the building principal.

### **DETENTIONS**

In order to modify certain behavior, it is allowable to require students to come to school early (if not a bus issue), come in at lunch (and eat), or stay after school. Please make this time related to the work in class and to addressing undesirable behavior. Due to individual students' geographic situations, it may be necessary that you give the student one day to make transportation arrangements. Detentions should be 30 minutes in length (or the length of the lunch period). Be consistent within yourself and the staff. Detentions assigned by an individual teacher are the

responsibility of that teacher. Do not schedule detentions for times when you are unable to supervise the student.

### **DISCIPLINE**

As professional educators, teachers are expected to create reasonable classroom rules and consequences. Students should know what behaviors are expected, and these expectations should be firmly but fairly enforced. Discipline does not automatically mean punishment, but it does always mean encouraging a desired behavior. Threatening, yelling, criticism, sarcasm, etc. are questionable discipline techniques and often prove inadequate. The student's improper behavior should be the focus of the discipline and not the student's personality, family, dress, appearance, etc. Discipline that punishes all students for the wrong doing of a few is discouraged. Grades are not to be reduced as a form of discipline for poor behavior. The forms of discipline that you choose should be consistent, reasonable, and fair.

Discipline is a very important factor in the success of any teacher. Teachers may know their subject matter and the most current research, but these are of little value unless they are able to control the pupils in their classes.

Discipline is the responsibility of each individual teacher. The principal's role is to assist and advise in the event of flagrant or continued misbehavior. Flagrant misbehavior should be brought to the attention of the principal immediately. A student shall not be sent to the office without an explanation of the offense. If assistance is needed in the removal of a student, the teacher is to send someone to the principal's office immediately for assistance. Each student dictates different strategies, but effective teaching and adequate preparation prevent many behavioral problems from occurring. Teachers are encouraged to read and may be required to read "Tools for Teaching" by Fred Jones for additional guidance in proper classroom management.

Corporal punishment shall not be administered. Students causing excessive discipline problems may be recommended to the Superintendent for expulsion.

### **DISCIPLINARY DOCUMENTATION, AND REFERRALS**

Staff members are directed to utilize the student information system (InfiniteCampus) for all disciplinary and behavioral documentation and referrals. All discipline referrals must be submitted to the principal or his/her designee via InfiniteCampus. All student disciplinary documentation is to be kept in the InfiniteCampus system.

### **DISRUPTED DAY**

Use disrupted days for review, special help, or enrichment activities. Disrupted days become wasted days for students only if teachers allow it. Teachers may videotape instruction and other classroom activities to make available to students who were absent or who would like to otherwise review such content.

## DISTRICT INSTRUCTIONAL MODEL

The instructional model of Bayard Public Schools is the Explicit Direct Instruction (EDI) Model, which is also referred to as the DataWorks EDI Model or the Hollingsworth Model. Teachers are expected to effectively utilize the EDI model as a routine component of their instructional design and delivery.

Explicit Direct Instruction, usually shortened to EDI, is a strategic collection of instructional practices combined together to help teachers design and deliver well-crafted lessons that explicitly teach content, especially grade-level content, to all students. EDI is based on teacher-centered, direct instruction philosophy. EDI is an approach that encompasses the goal of improving learning for all students, especially for low-performing students. Well-crafted EDI lessons have a goal of 90% of students achieving 90% correct answers during Independent Practice. Extensive research studies and meta-analysis studies (analysis of multiple research studies) have come to the conclusion that: Teacher-centered direct instruction is particularly effective and efficient, especially for struggling students. Components of EDI include:

- Checking for understanding
- Setting lesson objectives
- Activating prior knowledge
- Developing students' skills by explaining, modeling, and demonstrating
- Presenting content
- Using guided practice

### DISTRICT INSTRUCTIONAL MODEL: DESIGN AND DELIVERY COMPONENTS

An EDI lesson includes specific lesson design components and lesson delivery strategies. It includes continuous Checking for Understanding to verify that students are learning during the lesson. Well-crafted EDI lessons have a goal of at least 90% of students achieving at least 90% correct answers during Independent Practice. EDI lesson design components and lesson delivery strategies are independent of grade level and content. The lesson delivery strategies are not specific to any design component and are used throughout the lesson.

#### EDI Lesson Design Components

- **Learning Objective:** A statement describing what students will be able to do by the end of the lesson. It must match the Independent Practice.
- **Activate Prior Knowledge:** Purposefully moving something connected to the new lesson from students' long-term memories into their working memories so they can build upon existing knowledge.
- **Concept Development:** Teaching students the concepts contained in the Learning Objective.
- **Skill Development:** Teaching students the steps or processes used to execute the skills in the Learning Objective.
- **Lesson Importance:** Teaching students why the content in the lesson is important for them to learn.

- **Guided Practice:** Working problems with students at the same time, step-by-step, while checking that they execute each step correctly
- **Lesson Closure:** Having students work problems or answer questions to demonstrate that they have learned the concepts and skills in the Learning Objective before they are released to work on their own.
- **Independent Practice:** Having students successfully practice what they were just taught.

#### **EDI Lesson Delivery Strategies**

- Checking for Understanding – **TAPPLE**, Rephrase, Apply, Justify, Higher order questions
- Teaching strategies – Model, Explain, Demonstrate
  - Rule of Two: Teacher models the thinking to solve a problem, and the student immediately works on a similar problem. “I do, you do.”
- Content Area Literacy
- Comprehensible Input (modified speech, clear academic tasks, multi-modality)
- Contextual clues (Contextualized definitions, gestures, visual aids, graphic organizers, word banks, etc.)
- Academic, content, and support vocabulary development

#### **TAPPLE: Checking for Understanding**

Continuous Checking for Understanding (CFU), implemented properly, is the backbone of effective instruction. Explicit Direct Instruction (EDI), is a very explicit method of Checking for Understanding that will make teaching even better as teachers monitor student learning in real time. The mnemonic, TAPPLE, will assist you in remembering the steps.

#### **Teach First**

In EDI, when Checking for Understanding, you always teach first. Remember, the purpose of CFU is to verify that your students are learning what you are teaching while you are teaching. By teaching before you ask a question, the students are equipped to respond. After teaching the content, your students should be able to answer the Checking for Understanding correctly.

#### **Ask a Question**

During Checking for Understanding, always ask specific questions about what you are teaching. Don't ask students if they understand the content. Often, students' opinions of their learning does not match reality.

#### **Pause and Pair-Share**

When you ask a Checking for Understanding question, always ask the question first, then pause for several seconds before selecting a student to respond. The pause, also known as wait time or think time, provides an opportunity to all students to think of an answer even if they aren't called upon. If you call on a student prior to asking the question, the other students are free to tune out. By presenting the question to the whole class, everyone stays engaged because no one knows who will be selected to give a response. Pair-share increases student engagement. It gives students a chance to practice and correct their answers.

### **Pick a Non-Volunteer**

The only way you can truly find out if students are learning the information you're teaching is to randomly select non-volunteers to answer your CFU questions. When you call on volunteers, you are being validated by your brightest learners and could be getting a false impression that every student is learning.

### **Listen to the Response**

Listening carefully, you will need to determine the level of student understanding. Based on this determination, you will be making an instructional decision. Ideally, students will always have the correct answer to your CFU questions, but sometimes they won't. What you do next depends on what you hear when the student responds. Is it correct, partially correct, or just plain wrong?

### **Effective Feedback**

Based on the accuracy of the student's response, you can do one of three things: echo, elaborate, or explain. If the student is correct, you echo the correct response back. Restating the correct answer provides an affirmation to the student who just answered. When the response is tentative or partially correct, you should elaborate. Elaborating and/or paraphrasing will reinforce the correct answer to the student who was called on and will also benefit the rest of the class. Finally, if two students in a row cannot answer, then you will need to explain, or reteach.

- Every student orally answers every question.
- Automatic wait time is embedded.
- Listening and speaking is included.
- Student engagement improves.
- Students remember more.
- The student-talk to teach-talk ratio is increased.
- Students practice their answers.
- Language translation time is built in.
- Short attention spans are occupied.
- First re-teach is provided.
- Classroom management improves.
- Instruction is more interactive and interesting for the students.
- Academic socialization flourishes.
- Instructional aides can be utilized.
- It reduces affective filter.

### **EDI Lesson Norms**

Lesson Norms are the research-based practices that will increase student engagement when the teacher trains students and uses these practices in their daily routines.

- Use **whiteboards** to check that all students are learning.
- Use **complete sentences** because this promotes rehearsal of the new language.
- Use **pair-share** because the brain that is not processing information is not learning.
- Use an **attention signal** to quickly refocus the students during the lesson.
- **Track** and **read** to help students recognize and read new words.

- **Repeat** for pronunciation and to help students remember.
- Use **gestures** to help store information in multiple pathways in the brain.

### **EDI and Substitute Teachers**

Teachers are expected to have a procedure in place for the use of whiteboards and for randomly calling on non-volunteers (e.g., student names on popsicle sticks). The students need to be familiar with the procedures. Information regarding these procedures needs to be included with information for substitute teachers to ensure continuity in instructional delivery in the event of the absence of the teacher.

### **DUTY HOURS**

All teachers are expected to report for duty as determined by their building principal. As a general rule duty hours run from 7:45 to 4:00 pm. All teachers are to remain on duty during these hours unless otherwise excused by the principal or superintendent. During school hours, no teacher is to leave unless the superintendent or principal have been notified, or arrangements have been made previously through the superintendent or principal. Under no condition should a teacher leave the room while his/her pupils are in attendance. In case of emergency, send another student to either the superintendent's or principal's office.

### **FACULTY MEETINGS**

Teachers' meetings will be called by the principal when necessary. Advance notice will be given in time for activity teachers to plan their work in order to attend. The only exception to this will be meetings of an emergency nature.

### **FORMS, REPORTS, AND RECORDS**

The following items need to be supplied to the appropriate office as scheduled.

#### **Superintendent's Office**

New or changes on

1. W4's
2. Address
3. Telephone Number
4. Marital Status
5. Birth of Child

Payroll Deductions

1. Annuities
2. Health Insurance Coverage
3. Supplemental Insurance
4. Savings or Investment Plans

NOTE: All of the above are due prior to September 1<sup>st</sup>.

#### **High School Principal's Office**

Daily

1. Attendance at the beginning of each period
2. Daily announcements by the end of the day for the next day's email announcements and reading of announcements

3. Outgoing school business mail to Superintendent's Office
4. Staff Absence Forms
5. Professional development forms

## Weekly

1. Student grades entered/updated on the online grade book
2. Travel requests to AD's Office
3. Bus Requests to AD's Office
4. Contests and special events for the calendar to the AD's Office
5. Lesson Plans (format determined by the Principal)

## Yearly

1. Grades verified on the online grade book
2. Yearly report which includes complete inventory, classroom maintenance/repair request, and professional growth and development record
3. Curriculum guides/ALL criteria to Curriculum Director for reporting purposes

### Elementary Principal's Office

## Daily

1. Lunch count
2. Absentee list
3. Announcements
4. Outgoing school business mail to Superintendent's Office
5. Staff Absence Forms
6. Professional development forms

## Weekly

- Lesson Plans Lesson Plans (format determined by the Principal)
- Travel requests (field trips, etc.), **immediately after dates and details are confirmed**
- Student grades entered/updated on the online grade book

## Yearly

1. Yearly report which includes complete inventory, classroom maintenance/repair request, and professional growth and development record
2. Attendance records
3. Grade books or grade sheets or Grades posted on the online grade book
4. Curriculum guides/**ALL** criteria to Curriculum Director for reporting purposes
5. Supply orders and requests

### FUNDRAISERS AND ACTIVITIES ACCOUNTS

In order to ensure that the resources of the community are not strained as a result of multiple fundraisers occurring at simultaneously, all student organization fundraisers (other than the concession stand) must be approved by the organization's sponsor, the activities director, building principal, bookkeeper, and superintendent. When an organization wishes to engage in a fundraising activity the sponsor will need to complete a Fundraiser Request Sheet and submit the form to the Activities Director. Fundraising activities should not begin until the request has been approved by the superintendent.

Cash and checks which are collected are to be accounted for by the sponsor and remitted to the school bookkeeper each business day. All cash and checks must be remitted to the bookkeeper within 24 hours of the completion of any fundraiser.

Funds earned in the name of a school organization belong to the organization rather than to the individual student. When students engage in fundraising as a member of a school organization (such as activities, groups, teams, or clubs) the proceeds from the fundraising shall remain with the organization regardless of the continued participation status of the student in such organization. If organizations are disbanded all funds remaining with the organization will be transferred to the activity travel account.

Senior class funds remaining after graduation expenses are paid may be designated for a specific school project or activity by a majority vote of the senior class. If no project or activity is designated prior to graduation the remaining funds will be transferred to the secondary school account in the activities fund.

### **GRADES AND REPORT CARDS**

Grades are to be a reflection of student understanding of content and skills in each academic area. Grading practices (including grades for late work and subject-specific grading criteria) are to be approved by the building principal prior to the beginning of each school year. Grading practices should be clearly communicated to parents and students at the beginning of each school year to promote understanding of student performance as communicated through student grades.

Report cards will be provided at the end of each quarter. The grading system used is as follows:

Kindergarten	S – Strong Progress N – Normal Progress I – Improving U – Unsatisfactory
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Grades 1 – 12	94% - 100% = A 86% - 93% = B 78% - 85% = C 70% - 77% = D Below 70% = F
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Parents may ask for a progress report on their child at anytime. No pupil may be penalized for discipline by or through his/her grades.

**GRADING PRACTICES TO SUPPORT LEARNING**

Teachers are directed to utilize the following grading practices to support student learning.

- 60/40 weighted grades: Assessment (60%)/Daily work(40%)
- Minimum Daily Grades: Teachers will plan and assess an average of 3 grades per week, approximately 25 grades per quarter.
- Minimum Number of Assessments: 3 assessments per quarter.
- Performance Classes: Students are unable to improve unless they participate so these classes may utilize participation grades. Alternatives/additional opportunities to make-up missed performances will be provided to ensure students have the opportunity to demonstrate their learning.
- Management of Late Work (if excused absences, students will continue to get 2 days for every day absent before this management procedure takes effect):
  - Assignments are due on the date assigned by the teacher. A 5% deduction will be taken off each school day until the assignment is turned in.
  - On school day 6 the highest grade possible is 70% of the earned score.
- All work is due on the last day of the quarter unless arrangements have been made ahead of time. Incompletes may be granted at the discretion of the principal. the principal.
  - Students will be encouraged to utilize planners or Google calendar to practice organizational/planning skills.
- Redo Policy:
  - Daily work and tests redone will be accepted at a 5% deduction for each redo completed.
    - Tests can only be retaken if the student has completed all daily work for that chapter. Redos will follow late work policy.
    - Students may use a peer tutor but the student and teacher must have a conversation/check-in to make sure concepts were learned.
    - Teachers will implement the use of a Google sheet to keep track of which teachers the students are spending time learning from during academic intervention and provide documentation that parents were contacted or if a student “no-shows.”
- InfiniteCampus can be configured to send an automatic email/text contact each week if student averages fall below 75% as an automated academic contact to parents.

### GUM AND CANDY

While gum is allowed in classrooms, it should be disposed of properly. Candy ~~may be allowed on occasion when it is permitted by the teacher.~~ **will not be allowed as it does not conform to the school wellness policy.** ~~Certain elementary grades and secondary courses, such as band and choir may restrict the use of gum and candy for safety and equipment reasons.~~

### GRADUATION EXERCISES (HIGH SCHOOL)

1. The use of an invocation and/or benediction at high school graduation exercises shall rest within the discretion of the graduating senior class, with the advice and counsel of the high school principal.
2. The senior class, or a committee appointed by the senior class, should decide whom to invite to deliver the prayer.
3. The school district shall not participate in the decision process or participate either directly or indirectly in the composition or content of any prayer.
4. Consistent with the principle of equal liberty of conscience, the invocation and benediction shall be non-sectarian and non-proselytizing in nature.
5. All graduating seniors are expected to attend the graduation exercises in cap and gown unless excused by the Superintendent.
6. The top 10% of the graduating class will be publicly honored at the graduation exercises.
7. Students to be eligible for scholastic honors must have completed two years of school at the Bayard Public Schools.
8. The graduation exercises will be held in the auditorium. Additional seating will be available in the gymnasium. Television viewing may be provided for persons in the gymnasium.

### HALL SUPERVISION

**Every teacher is expected to step into the hall between classes to help maintain order.** Students must be supervised at all times when they are on school premises because of possible accidents and subsequent liability. Teachers are to file all accidents no matter how large or small. Lawsuits can happen several years later. A written record could be great assistance in presenting requested testimony.

### HOMEWORK

The purpose of homework is to:

1. Reinforce learning; practice a skill previously taught.
2. Encourage independence, self-discipline, self-direction, and develop productive work habits.
3. Create a school-home bridge by acquainting parents with what the children are learning in school.

Factors bearing consideration:

1. Adequate notice, time, and reminders should be given for long-range projects.

2. Homework should be used for valuable tasks. "Busy work" creates resentment and fosters the idea that schoolwork is meaningless.
3. Assignments should be clearly explained to students, with work beginning at school under the teacher's supervision.
4. Individual student abilities should be considered in determining the amount and nature of homework assignments.

Parents show an interest in the homework assigned to their children. They form opinions of and attitudes toward the school and you as a teacher based on the nature of the homework assigned to their children.

### **JUNIOR/SENIOR HIGH HONOR ROLL**

An honor roll will be figured and published for the Junior High and High School after each of the four nine-week grading periods and each of the two semester grading periods. All full-credit courses are used in this computation. Nine-week grades will be used for the quarter honor roll and semester grades will be used for the semester honor roll. Honor Roll shall consist of a Principal's List (4.0) High Honor Roll (3.5) and Honor Roll (3.0)

### **IDENTIFICATION BADGES/NAME TAGS**

Bayard Public Schools employees may be required to wear identification badges, name tags, or similar items to improve security and increase visual identification to students, visitors, and community members.

### **INSTRUCTIONAL AREAS**

Each teacher is responsible for the appearance and organization of their assigned classroom, lab, shop, etc. The appearance of the instructional area has an impact on the learning that occurs; therefore each teacher should devote time and energy to developing an attractive, stimulating, and orderly instructional setting. Take pride in your educational setting, as well as your teaching. Be an example for students. When a room is unoccupied, lock and shut doors behind you and shut off lights. *Teachers are expected to be with their students during the entire period their classes are in session.*

Occasionally teachers are required to share rooms. Upon leaving an area please insure that:

a) materials and equipment are stored properly, b) chairs and desks are properly placed, c) the floor is free of litter. On leaving your room for a length of time or for the day, teachers will turn out all lights, close and lock all windows and close and lock all doors. Teachers using the building after hours must check all lights and doors and see that all students are out of the building. Students are not to be left to close the building. Whenever the facility is being used, there must be a staff person present and directly supervising the students. Do not give your keys to students or any other person. Individuals and organizations wishing to use the school facilities must complete an Application for Facility Use and submit such application to the office for approval.

### **LESSON PLANS, CLASS ROSTERS, AND SEATING CHARTS**

Written lesson plans are required. They are to be completed in a format determined by the principal and submitted to the principal's office before classes resume each Monday. Lesson plans may be required to be prepared collaboratively and/or during common planning time at the

discretion of the principal. Lesson plans; class rosters, and seating charts must be easily accessed in the event a substitute needs to cover for a teacher.

### **LETTERS TO PARENTS**

Please have all general letters to parents cleared through the principal before releasing.

### **MUTUAL RESPECT**

The Bayard Public Schools expects every staff member and student to be treated with respect and dignity.

### **OBSERVING AND ENFORCING RULES**

It is the duty of each teacher to become familiar with the rules, regulations, and policies of the school and to do all that you can at all times to see that they are enforced. Ignorance of the rules does not excuse you.

### **OUTSIDE RESOURCE PEOPLE**

The administration feels that the utilization of outside resource people has the capability to greatly enhance the learning process in the classroom. The building principal shall be made aware of the teacher's plans to bring in an outside speaker, and the principal is authorized to terminate plans to bring in an outside speaker should there be doubt about the visiting speaker's credentials.

The teacher does, however, assume the responsibility for what happens in the classroom whether it is the teacher presenting a lesson or an outside resource person. It is the responsibility of the teacher to exercise mature judgment in the selection of people brought in. The teacher must stand ready to limit any speaker who strays into questionable topics, or when the speaker's veracity seems questionable.

It is suggested that you utilize the following check-list before inviting any person to speak to your class.

1. Is the prospective resource person known to me as one who will present honest factual information? If not, will someone well known to me verify the personal characteristics to me?
2. Will the prospective speaker present the types of information and topics which are appropriate for the maturity level of those in your class.
3. Will the prospective speaker cover material cognate to that currently being pursued in your classroom?

### **PARENT – TEACHER CONFERENCES**

Parent-teacher conferences will be held for the elementary grades and the secondary school twice a year. They are a vital part of the evaluation and public relations program. During this time, many things can be discussed with the parents: test results, daily grades, samples of daily work, the student's strong and weak points, how the parent can help their child improve his/her work, and any problems that may exist.

Although the conferences involve considerable time and work, you will find that they are extremely worthwhile. This short visit with the parents will be of great value to the student, to the parent, and to the teacher.

Individual conferences with parents are encouraged and can be requested by the teacher whenever necessary. It is best to schedule a conference whenever a problem appears or whenever a problem seems about to develop.

### **PARKING AT THE ELEMENTARY SCHOOL**

In order to provide a safe and invitational atmosphere to parents and visitors, staff members are to refrain from parking in the parking spaces located on the concrete on the south side of the elementary school. These spaces are to be reserved for parents and other visitors to the school.

### **PROFESSIONAL COLLABORATION AND PEER COACHING**

As professional educators, teachers are expected to engage in collaboration and common planning to support improvement in teaching and learning. As part of district efforts to promote continuously improved professional practice, teachers will be expected to engage in non-evaluatory observations of other teachers and to engage in peer coaching. Engaging in peer coaching and providing feedback enhances the professional dialogue within the school district and provides a growth opportunity for both the teachers who are observing, and those being observed. Building principals will be responsible for determining the number of peer observations and the processes to be used for collaboration and coaching.

### **PROFESSIONALISM AND CODE OF ETHICS**

Professional deportment is expected from all personnel of Bayard Public Schools. This behavior is reflected in your dress and grooming, relationships with students and parents, and interaction with your peers. A positive school climate is critical to everyone's success. All holders of public school certificates must be familiar with the Standards of Conduct and Ethics as set forth in Title 92, Nebraska Administrative Code, Chapter 27.

### **PUBLICITY/PUBLICATIONS**

Take pride in the school and be proud to tell about the positive elements of the school. Any items to be submitted to local papers or sent home to the parents should be appropriate and approved by the building principal. Any concerns should be presented to the principal in advance. The Secondary Principal shall serve as the editor of all student publications.

### **PURCHASING**

Board Policy on Purchases: **Any employee who purchases supplies or equipment without expressed authorization of the Superintendent shall be personally liable for payment of the bill.** Teachers should make requests for supplies or equipment in sufficient time to allow for economical and wise purchasing.

Class and club sponsors will have responsibility for supplies ordered through their organizations. In many cases, items can be procured through regular school channels more economically. All purchases which are handled through the activity fund should be cleared through the Office of the Superintendent or the Activities Director.

**All purchases charged to the school district or to any organization of the school will be accompanied by a requisition order approved through the Weblink online requisitioning system. Requisition Orders for a class or organization must be approved by the authorized**

**personnel in the Office of the Superintendent or the Activities Director. No bills will be paid by the Board of Education or from the Activity Fund which have not been authorized.**

### **RADIOS AND OTHER COMMUNICATION DEVICES**

In order to facilitate effective and timely communication, employees may be assigned to wear and use a handheld radio or similar communications device while on duty.

### **RECESS SUPERVISION**

Supervision of students at recess or other non-instructional times is an expectation for teachers in the district. When supervising please engage in the practices described in the “Supervision of Students” section of this handbook.

### **RECORDS MANAGEMENT AND DISPOSITION – LITIGATION HOLDS OF ELECTRONIC MESSAGES**

When litigation against the District or its employees is filed or threatened, the District will take all reasonable action to preserve all documents and records that pertain to the issue.

As soon as the District is made aware of pending or threatened litigation, a litigation hold directive will be issued by the records officer or designee. The directive will be given to all persons suspected of having records that may pertain to the litigation issue.

Employees who receive notice of a litigation hold are to preserve all records that pertain to the litigation issue. This includes preserving electronic messages that would otherwise be deleted by the computer system; such messages are to be converted by the recipients of the litigation hold to hard copy (printed) or electronic format which can be retrieved and interpreted (downloaded) for the duration of the litigation hold.

No employee who has been notified of a litigation hold may alter or delete an electronic or other record that falls within the scope of the hold. Violation of the litigation hold may subject the employee to disciplinary actions, up to and including dismissal, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

### **SANITATION, HEALTH, AND ROOM MAINTENANCE**

Teachers are expected to engage in keeping a sanitary classroom. This includes directing students in the process of regularly sanitizing desks, counters, doorknobs, light switches, and other frequently touched surfaces, according to specific instructions given by the Building Principal or Superintendent, in addition to the regularly scheduled sanitation by the custodial staff.

Teachers may be expected to engage in monitoring student health including taking temperatures, recording health screening data, and reporting any health concerns to the school nurse or other designated individual, according to specific instructions given by the Building Principal or Superintendent.

Teachers are expected to serve as role models in meeting and complying with health practices and guidelines, including those enacted for public health purposes.

Before leaving the classroom each day, close windows, turn out all lights, and lock the room. Elementary teachers, please make sure your air-conditioners are turned off when you leave. When repairs are needed, notify the principal in order for arrangements to be made for the repair.

### **SAFETY INSTRUCTIONS**

All head coaches will conduct a safety lecture in regards to potential dangers that might be incurred by participating in that particular sport. All coaches will instruct participants in their sports in the correct fundamentals of the sport and will not teach fundamentals that have been determined as illegal or unsafe.

All other faculty members who supervise activities or classroom activities where a student could sustain an injury from the activity, will also conduct a class on the dangers and the safety precautions to be used during the activity or classroom sessions.

### **SCHOOL BOARD POLICIES**

School Board policies are made available to the staff and to the public. Please direct any questions about Board policy to the Superintendent.

### **SCHOOL LUNCH**

School employees are strongly encouraged to utilize payroll deduction to pay for school lunches purchased by themselves and or members of their family. This ensures convenience for employees and timely payment of lunch bills to the school. Lunches must be paid for in advance. The school will not charge meals to employees or students with negative lunch account balances.

### **SCHOOL PROCEDURES**

Employees are expected to adhere to the following school procedures in the performance of their duties:

1. Use of Cell Phones and Other Electronic Devices. Employees are to refrain from use of personal cell phones for non-school purposes during duty time.

1.a Employees are not to use cell phones or otherwise engage in distracted driving while transporting students or using school vehicles. This rule applies to the driver when the vehicle is in motion. The only exception would be in the case of emergencies. Employees will abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems are to be utilized by all occupants.

1.b Employees are not to use radar detectors, laser detectors, or similar devices while transporting students or using school vehicles.

2. Checking Out of Equipment. All equipment must be checked out through the appropriate office. School equipment may be used only for school purposes. School equipment and other resources may be used for personal purposes only as authorized by Board policy or contract.

3. Requisition of Equipment and Supplies. Books and supplies which are needed for instruction should be requested through the appropriate office. Employees shall not make purchases on behalf of the District without prior approval of the Superintendent.

4. E-mail. Use of the District's e-mail system for personal communications should be limited and is subject to the rules governing overall computer usage found in Board policy.

5. Employee Mail Box. Employees may be assigned a mailbox. Employees should check for mail upon arrival, in the course of the work day, if possible, and upon departure. If something requires an answer employees are responsible for responding promptly. Employee mail boxes are to be limited to communicate regarding school business.

### **STUDENT CONDUCT**

A student handbook will be used to familiarize students and parents or guardians with the school's practices and procedures. Students will be given a copy of the handbook, which will explain general regulations and requirements.

Students are expected to act, dress, and conduct themselves in the school building and at school sponsored events, in such a fashion that their behavior and dress will reflect favorably on the individual and on the school, will show consideration to fellow students, and will create a harmonious school atmosphere. All students must recognize their individual responsibilities and obligations, and discharge them in accordance with the school regulations.

All staff members are responsible for overseeing the conduct of students, both during school hours and at school sponsored events. In each instance in which an employee acts to help a student conduct him/herself properly, emphasis shall be placed upon the growth of the student and the ability to discipline him/herself.

### **STUDENT PASSES**

Teachers should limit the amount of traffic in the hallways during class time. It is a distraction to other classes. Each student that leaves your class must have a pink pass. The student is to go directly to the designated destination and return. Please make an effort to reduce hall wandering. Students absent from your room are your responsibility. Limit restroom and drink privileges to one student leaving the room at a time. Pink passes are required for the students coming to the office for any reason.

### **SCHOOL KEYS**

No key is to be duplicated without the Superintendent's written permission. **DO NOT GIVE YOUR KEYS TO ANY ONE ELSE TO USE.** Prior arrangements must be made if student managers use your keys. Staff members may be required to pay for the cost of lock/key replacement in the event that the staff member's keys are lost, misplaced, or stolen.

### **SECTION 504 PLANS, IEP PLANS, STUDENT ASSISTANCE TEAM PLANS, DYSLEXIA PLANS, READING INTERVENTION PLANS, AND BEHAVIORAL/HEALTH PLANS**

All teachers are responsible for reading and following the educational plans for the students with whom they work. Section 504 Plans, IEP Plans, Student Assistance Team (SAT Team) plans, Dyslexia Plans, Reading Intervention Plans, and Behavioral/Health Plans. State and Federal laws require that Individualized Educational Programs (IEPs), Section 504 Plans, Behavioral Plans, and Health Plans and the modifications/accommodations within such plans be accomplished by both general education and special education teachers. These programs and plans are available for review in their entirety by teachers working with students on any such plan or plans.

### **SOCIAL ACTIVITIES**

The class sponsor shall be responsible for the approval or disapproval and scheduling of the (7-12) social activities of classes and organizations with the scope of the regulations with the final decision resting with the administration.

School activities shall close at 12:00 midnight with the exception of Homecoming Dance and Junior Senior Prom which shall close at 1:00 a.m.

School activities shall not be permitted on Sunday unless religious in nature as they apply to the school. This includes practice for any activity.

School activities will not be permitted after 5:30 p.m. on Wednesday evening. Buildings must be cleared by 6:00 p.m.

### **SPONSOR/CHAPERONE DUTIES**

Most teachers, in addition to their regular assignments, are asked to sponsor a class or organization.

At the first meeting of the year, students in each class or organization should elect officers, and determine projected plans for activities and fund raising activities. Projects must be approved by the principal and scheduled by the activity director to avoid conflicts with other organizations and competition with local businesses. Parliamentary Procedure will be used in all class meetings.

If a project involves the use of the cafeteria and/or kitchen, the head cook must be consulted. If a cook needs to be present at the project, the organizer will be billed for that individual's time. If a janitor is asked to do the cleaning, make prior arrangements and be prepared to pay that individual for the services.

The sponsor is responsible for the financial records for each class or organization. They should review the records with the treasurer of the organization and the district bookkeeper at least once a month.

No students are to be in the building during a project or event unless a sponsor is present. Sponsors should check to see that lights are off and doors locked when they leave. The facilities should be left in a clean condition.

No organization is to meet at the school or any other location for any purpose without prior clearance from the principal. Sponsors are also to be aware that any money earned from fundraisers is to be used to benefit the school or community or for a growth experience. Using the school's name to raise money for a party is prohibited.

### **STAFF DRESS**

Teachers should be conscious of the importance of appropriateness and neatness in dress and grooming. Set a positive example about the importance of school. Dress the part of a professional educator. Business Casual is the minimum dress requirement for teachers and staff. This includes polos, button down shirts, dress pants, khaki's, etc. The wearing of T-shirts is generally not considered to be professional and teachers are asked to save such apparel for times when they are off duty or when granted permission by the principal to promote certain educational causes, such as "#BeKind," "TigerCARE," and "I Love Public Schools" days. While there is considerable debate as to whether jeans are considered "Business Casual", dark colored, tailored jeans are permissible. Avoid jeans with rips, holes, prints, and embroidery, or light wash. Leggings and yoga pants are not considered business casual and are not appropriate for the

instructional staff in the school. Staff attire needs to be compliant with expectations for student dress.

### **STAFF LEAVE**

Leave for professional staff will be deducted in increments of  $\frac{1}{8}$  of the day (for partial days).

### **STAFF WELLNESS**

Bayard Public School District highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Staff members are expected to serve as role models for students in the area of wellness. BPS staff members are encouraged to serve as healthy role models for students.

### **STUDENT BOOKS**

Each teacher is responsible for issuing books to students. The number and condition of the book must be recorded in the grade book when issued. New books must be stamped and numbered before being issued to the student. If a student loses or destroys a textbook, report it to the principal's office immediately.

### **STUDENT DRESS CODE**

The school administration and teachers encourage everyone to behave and dress in a fashion reflecting good taste and in a style appropriate for a school day or school activity. An individual's dress, personal appearance, and cleanliness, like his/her behavior, should reflect sensitivity to and a respect for others.

Student dress and personal appearance that disrupts or distracts from the educational environment of the school, is offensive, in violation of any statute, or is a health or safety hazard is not acceptable and is not permitted.

Examples of inappropriate dress: midriff blouses; low cut blouses; hats; caps; headbands; chains or straps on pants; articles displaying obscene or vulgar writing or symbols; articles displaying tobacco, alcohol, or drug advertisement; jewelry with potentially harmful accessories; any clothing in reference to membership in gangs: bandanna; sagging clothes; or tagging with gang signs or letters. Any type of shorts worn to school will reach to the middle of the thigh. Shoes and socks must be worn.

Teachers will send students to the office, or notify the office, if a student's clothing or dress is questionable. The final decision will rest with the administration.

If students are participating in extra-curricular activities or school-sponsored activities, their dress or appearance will be the responsibility of the coach or sponsors.

### **STUDENT ERRANDS**

Students are not to be sent on errands during the school hours unless by permission of the principal. Students are entrusted to our care, therefore, it is essential that we know where they

are at all times. Notify the principal well in advance when you desire to go with your groups during school time on class trips.

### **STUDENTS - LEAVING THE ROOM**

Teachers should honor excuses for leaving the room, but discourage and guard against leaving too often or unnecessarily. Only one student at a time should be out of the room and they should have a proper hall pass. Unless teachers are careful, some pupils will take advantage and misuse a well meant privilege. Teachers must use their best judgment in cases of illness or emergencies. **It is seldom necessary for a high school pupil to be excused.** Pupils who become ill are to be reported at once to the Principal's office and sent to the nurse. Do not send ill pupils home alone. Students will phone the principal's office upon arrival at home.

### **STUDENT HANDBOOK**

All staff members should be familiar with and know the student handbook, encouraging students to know and follow its guidelines and regulations, too.

### **SUBSTITUTE TEACHERS**

Substitute teachers will be hired by the principals' offices. Teachers are responsible for having a complete substitute teacher folder if required by the principal. Lesson plans, class rosters, and seating charts must be easily accessed in the event a substitute teacher is needed. **PLEASE BE PREPARED FOR YOUR SUBSTITUTE TEACHER.** Sometimes substitutes are difficult to find.

### **SUMMER BUILDING ACCESS**

In order to provide a safe and efficient process for summer custodial and maintenance services staff members are encouraged to plan on the school buildings being closed during the month of July. Additional closures are possible as circumstances may dictate throughout the summer and during breaks in the school term. Staff members are encouraged to have any summer work completed by the end of June and to plan on access to the school buildings for the next year at the beginning of August.

### **SUPERVISION OF STUDENTS**

Proper supervision of students is an important responsibility for teachers and other adults responsible for our students. Teachers and other adults responsible for student supervision are expected to meet the following:

#### **Proper Supervision**

1. Report to all duty assignments on time.
2. Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
3. Be vigilant while supervising students. **Never leave your students unattended;** the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave your classroom, request that another nearby staff member cover your class, or notify the office so someone can provide assistance. If you are on recess duty, your responsibility is to supervise the students in your assigned area.

When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students are doing.

4. If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that student must increase with the known risk of injury. Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs.
5. Be careful with touching students. Use of corporal punishment is prohibited at Bayard Public Schools. Touching students should be limited to that necessary to protect the student from harm (e.g., falling from playground equipment), and that which professional educators determine appropriate for purposes of proper student relationships.
6. Be careful with your language. Profanity or abusive language should not be used by you. Be a good role model for students. If a student uses such language, you should correct the student and take such disciplinary action as is appropriate, which may include making a report to the administration.

### **Proper Instructions**

1. Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
2. Repeat the instructions on how to complete a task that has a heightened risk of danger as often as needed. Do not assume because students heard the directions once that they will be remembered.
3. When you go over safety rules with students, note it in your written records (e.g., your lesson plan book or daily reports).
4. Review playground and classroom safety rules with students at least once each semester, and note when you do it in your written records. Also, if any students are absent when you review the rules; contact the student(s) to review the same information and also note that contact in your written records.

### **Contact the Principal for Assistance**

The principal should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:

1. Student fight
2. Student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the office can not be immediately located, call 911 if the problem appears to be of immediate and serious concern
3. Reported incident or a suspicion that a student has a weapon or other dangerous item(s), drugs, alcohol, or other illegal substances
4. Presence of an intruder (a non-student or staff member who refuses to go to the office)

### **Student Searches**

School staff members should notify the school principal of any situation in which a student is suspected of having an item in violation of school rules. Teachers are not to conduct searches of students or their belongings unless authorized to do so for a specific situation by the school administration.

### **Student Rights**

Students should be treated fairly and given the same treatment without consideration of race, color, religion, gender, or disability. Students who need special accommodations should be given those accommodations as needed for them to participate in school and school activities. Further, students have the right to have their school records kept confidential. Such information should be shared only with other school staff with a need to know the information to perform their duties.

### **TEACHERS' WORK ROOM**

The work room is to be kept as neat as possible. Avoid discussing individual students in the teacher's workroom. Additionally, ensure that communications in the teacher's work room are positive and conducive to a productive and effective school climate. Parents and community members often form impressions of our schools based upon the professionalism exhibited in the school offices and in the teachers' work room and teachers' break room. Your assistance in this is greatly appreciated.

### **TEACHER WEBSITES**

Each teacher is authorized to maintain a webpage containing grade-appropriate and relevant information such as contact information, professional profile information (with qualifications and degree(s) held), grading procedures, upcoming coursework, a list of class rules or course syllabus, and other information of educational value. Posting of student information, student work, and images of students must be approved through the school principal and must be in accordance with board policy and any state and federal regulations.

### **TELEPHONE**

Teachers are welcome to use the school telephone. The school telephones are not to be used for personal long distance calls. School telephones are tax exempt and are to be used for official school business only. Teachers **will not** be called to the telephone during class time except in case of emergency.

### **VIDEOS**

Although there are times when it is appropriate to use videos in the classroom, teachers must make sound educational decisions when showing videos to students. Teachers are expected to follow these basic guidelines:

- The teacher has viewed the material in advance and in its entirety.
- The material is related to the curriculum; teacher has articulated in the lesson plan the educational purpose for showing the film or video.
- The material is appropriate for the age of the students (including the movie rating, e.g., no "R-Rated videos.")
- Written parental consent when the content or age appropriateness is unclear or undetermined.
- Comparable learning opportunities will be given to students when parents do not want their children to see a film or video.

### **VIDEO SURVEILLANCE**

The Board of Education has authorized the use of video cameras on Bayard School District property to ensure the health, welfare, and safety of all staff, students, and visitors to District property; and to safeguard District facilities and equipment and to further the educational process. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies. Teachers may videotape instruction and other classroom activities to make available to students who were absent or who would like to otherwise review such content.

### **VISITORS**

All visitors are to be directed to the principal's office. This is for the preservation of classroom order as well as to protect students and staff.

Parental interest and concern should be welcomed. However, if a visitation becomes hostile, another teacher or an administrator should be present. Be prepared to support any issues you discuss with parents with sufficient documentation. Students and school employees are not to open any doors for non-school personnel, as visitors must enter through the main doors to the building and check-in at the office. School employees have the responsibility and the right to question visitors in the building.

### **WORK AREA SAFETY AND ACCIDENT REPORTING**

All employees share in the responsibility for maintaining a safe and healthy school environment. All staff members, more specifically, the teaching staff shall avail themselves of every possible opportunity to instruct students in the safe use and handling of any school property or equipment that could cause injury to students or school personnel. Any unsafe or unhealthy conditions in the immediate work area, building, or on the school campus should be reported immediately to the school principal. In the event of an accident to an employee, student, or visitor, the safety and care of the injured individual should be of primary concern. A written report of the incident should be made to the principal within 24 hours, if not sooner. An incident which requires the attention of medical personnel and any other incident deemed important by the principal, should be reported to the superintendent of schools.

### **EYE AND FACE PROTECTIVE DEVICES**

Instructors or sponsors of groups using laboratories, including science, art or shop areas will be responsible for seeing that individuals or groups working with the following materials or in the following areas will wear the appropriate eye and/or face protection or other protective gear deemed appropriate:

(1) Every student and teacher in schools or other educational institutions shall be required to wear appropriate industrial-quality eye protective devices at all times while participating in or observing the following courses of instruction:

- (a) Vocational, technical, industrial arts, chemical, or chemical-physical, involving exposure to:
  - (i) Hot molten metals or other molten materials;
  - (ii) Milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials;
  - (iii) Heat treatment, tempering, or kiln firing of any metal or other materials;
  - (iv) Gas or electric arc welding or other forms of welding processes;
  - (v) Repair or servicing of any vehicle; or
  - (vi) Caustic or explosive materials; and
- (b) Chemical, physical, or combined chemical-physical laboratories involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other hazards not enumerated.

Such devices shall be furnished by the school or educational institution for all students, teachers, and visitors to shops and laboratories of such institutions. Teachers are directed to ensure that the proper devices are available and in use prior to any instruction or observation.

(2) For purposes of this section, unless the context otherwise requires, industrial-quality eye protective devices means devices which meet the standard of the American National Standard Practice for Occupational and Educational Eye and Face Protection, Z 87.1(1979) as approved by the American National Standards Institute, Inc.

### **“WORK FROM HOME” EXPECTATIONS**

In the event work from home is needed, (such as during a pandemic or due to other circumstances, the district may employ personnel in work from home. It is essential that remote staff members understand the District’s expectations for those staff members while they are “on duty.” When work from home is authorized, the following expectations apply to all staff members working remotely during the workday and during working hours:

1. If a staff member will appear via videoconference (such as Zoom), the staff member must be dressed professionally and in the same manner expected as if the staff member reported to work in-person. A staff member appearing by videoconference is expected to minimize background noise (such as a dog barking) that may interfere with the communication, and be in a professional setting (such as at a table or in a home office—not in bed).
2. Staff members should respond promptly to school-related communications. “Promptly” will depend on the context but, as a general matter, staff members who are not teachers will be expected to respond to phone calls within 15 minutes of receiving

such calls. Teachers who receive a phone call or other school-related communication (such as an email) will be expected to respond after their teaching assignments, but not later than the end of the workday. We understand that staff members may be engaged during the workday with webinars, teaching, holding office hours, talking with colleagues or parents, and so forth. As such, each staff member's situation will depend on the circumstances. However, generally, all staff members (including teachers) are expected to be checking their phone and email during the workday and responding in a timely manner. The intent of this rule is to ensure that no staff member who is being paid during working hours is misusing worktime by not working.

3. During working hours, all staff members are bound by the same computer and Internet expectations as if they were in the physical classroom. This expectation includes not watching shows or movies, shopping for personal items, browsing social media, and so forth. Staff members who use District-owned devices may be subject to a search of their Internet browsing history. Staff members' District-owned email accounts may also be searched. We would prefer not to have to use these options, so please use work time for work purposes only.

4. All staff members continue to be bound by the applicable professional boundaries policy and/or rules. Staff members will not communicate directly with students via texting, social media or one-on-one Zoom sessions, unless the staff member has received approval in advance from a school administrator.

5. Hourly staff members must keep track of their work time. Hourly staff members must receive prior approval from their immediate supervisor before working overtime. The District may review each hourly staff member's Internet browsing history and/or email history to determine whether a staff member was working during their claimed work time. Hourly staff members must keep current a detailed log of the time they spent on work-related items and the time that they spent working on such items.

6. All staff members must communicate in a professional manner. Although much communication may be accomplished via electronic means, all staff members need to remember that communications should be professional and avoid inappropriate or vulgar language.

7. Staff members should refrain from communicating with each other about non-school business during the workday. For instance, calling or emailing other staff members during worktime to gossip is not an appropriate use of the workday.

8. Staff members should coordinate with their immediate supervisor on clock-in/clock-out procedures so that your immediate supervisor ensures that you are working that workday. If you need to miss work during a workday, you must contact your immediate supervisor as soon as practicable.

9. Each staff member's duty hours will be determined by each staff member's immediate supervisor. As a result, staff members are expected to maintain regular communication with their immediate supervisor about the upcoming workweek.

10. Staff members will comply with the recommendations of the Instructional Technology Coordinator with regards to secure technology arrangements.

11. Staff members are expected to follow all other directives from their supervisors in a positive and professional manner.

12. A staff member who repeatedly violates these expectations may be subject to discipline.
13. All other provisions of board policy and the staff handbook remain in effect.

If a staff member has any questions or needs clarification, they should contact their supervisor in advance for clarification. Please know that these expectations are subject to change and may be modified by the Superintendent or Superintendent's designee.

## **BOARD POLICY**

POLICY NO. 4005-A

Page 1

### **CERTIFICATED EMPLOYEE REDUCTION IN FORCE**

The Board of Education has the exclusive authority to determine the appropriate number of certificated employees. Reductions in force of certificated staff members may be required for reasons including but not limited to changes in the size or nature of the student population, limited financial resources, elimination or changing of programs, and staff realignment. Reduction in force may result in termination of employment or an amendment to the employee's contract.

Before a reduction in force occurs, the Board and the Administration shall present competent evidence demonstrating that a change in circumstances has occurred necessitating a reduction in force. Any change in circumstances must be specifically related to the employee or employees to

be reduced and there shall be no other vacancies on the staff for which the employee to be reduced is qualified by endorsement or professional training to perform.

Due to the often intimate, confidential, and unique personal working relationship between the Administration and the Board, a certificated employee who is not serving in a predominantly administrative capacity at the time of a reduction in force shall have no rights under this policy to any administrative position within the District.

The selection of personnel to be terminated or otherwise reduced as a result of a reduction in force shall be based on the following criteria (not listed in the order of priority):

1. Certifications and endorsements;
2. Contributions to activity programs;
3. Special qualifications achieved from specific training and/or experience which will benefit the District;
4. The organizational and educational impact created by multiple part-time certificated employees;
5. Qualifications and competence based on past performance as determined by Administration through evaluations conducted pursuant to the District's Evaluation of Certificated Employee Policy, or any previous or successor policy in place at the time the evaluation was conducted, all of which are incorporated herein by this reference; and
6. Any other reasons which can be rationally related to the instruction in or administration of the school system.

If, after consideration of the above criteria, there is no difference between certificated employees being considered for reduction in force, then the employee with the shortest amount of service to the District shall be reduced.

Notwithstanding anything herein to the contrary, no permanent employee shall be reduced while a probationary employee is retained to render a service which the permanent employee is

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qualified by certification and endorsement to perform or where certification is not applicable, by reason of college credits in the teaching area.

Any certificated employee whose contract of employment may be amended or terminated as a result of a reduction in force shall be provided due process in the manner provided by law.

Any certificated employee whose contract has been terminated because of reduction in force shall be considered to have been dismissed with honor, shall, upon request, be provided a letter to that effect, and shall have recall rights only to the extent specifically provided by law.

It shall be the responsibility of each certificated employee to file with the Superintendent a copy of the employee's teaching certificate (including endorsements) upon initial employment with the district. On or before March 15th of each year thereafter (for so long as the employee is



POLICY NO. 4008

**EVALUATION OF CERTIFICATED EMPLOYEES**

All certificated employees to be evaluated shall be notified annually in writing. A certified administrator, with the exception of the local Board of Education when it is evaluating the Superintendent, will observe and evaluate each probationary certified employee for a full instructional period once each semester and each permanent certificated employee for a full instructional period once each school year. If the probationary certificated employee is a Superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation will include, but not be limited to evaluating the employee's instructional performance, classroom organization and management, personal conduct, and professional conduct. Evaluation of instructional performance and classroom organization and management is applicable to teachers only. The administrator will provide the employee with a written list of deficiencies, suggestions and a timeline for correcting the deficiencies and improving performance, and sufficient time to improve. The evaluation form will include notice that the employee may respond to the evaluation in writing.

The school district will train administrators in evaluation annually through meetings with the Superintendent or other administrator, attendance at regional, state or national workshops, or any other method approved by the Superintendent.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

**Entire Instructional Period.** For certificated employees whose classes are held during defined periods of time (e.g., senior high classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods (e.g., librarians or speech therapists) consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.

**Actual Classroom Observation.** Actual classroom observation consists of observing the certificated employee in any activities in a classroom setting. When a certificated employee does not have classroom responsibility (e.g., administrators or librarians), the requirement of "actual classroom observation" will be satisfied by observing the certificated employee performing activities that are typical of his or her position.

This policy and the evaluation instrument shall be included in the teacher handbook which will be distributed to staff members upon their employment and annually thereafter.

Adopted: 11-14-11

POLICY NO. 4104

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## PROFESSIONAL GROWTH

Every six years permanent certificated employees shall give evidence of professional growth. Six semester hours of college credit shall be accepted as evidence of professional growth or, in the alternative, such other activities as are approved by the Bayard Board of Education.

Each six year period beginning September 1, 1982, six semester hours must be earned related to the staff members major teaching assignment. These may come from college classes, workshops, correspondence courses, travel, literary contributions, student teacher supervision, work experience, educational committee work, adult education, adult education or college instruction or state conventions. No more than four semester hours may be credited from any of the above sources. However, all six semester hours may be earned by taking college courses.

### College Classes

College courses taken will be at the graduate level and relate closely to the staff members major assignment, an additional endorsement, or towards an advanced degree. Advanced degree courses will only count if the staff member is enrolled in an approved graduate program.

Each semester hour of college credit must be supported by at least fifteen (15) hours of instructional time (classroom hours).

1 semester credit	15 hours of class
2 semester credit	30 hours of class
3 semester credit	45 hours of class
4 semester credit	60 hours of class
5 semester credit	75 hours of class
6 semester credit	90 hours of class

The above restrictions will apply to all college courses taken after September 1, 1982.

### **Workshops**

Workshops taken for college credit must adhere to the same guidelines as regular college courses. Workshops without college credit will award one hour of credit for each fifteen hours of attendance.

POLICY NO. 4104

Page 2

## **PROFESSIONAL GROWTH**

### **Correspondence Courses**

Correspondence courses taken for college credit must adhere to the same guidelines as regular college courses.

### **Travel**

Travel with specific educational itinerary. This should have direct application to classroom activity and planned as educational travel. Education travel is valued at one semester hour per trip with a minimum of two weeks being spent. Trips requiring less time may earn credit at a prorated level in direct proportion to the amount of time spent. Special consideration shall be given for foreign travel. Maximum hours of credit from this source will be two.

Approval for credit should be requested prior to the trip. A written itinerary may be requested prior to the trip and a written report may be required at the completion of the trip.

### **Literary Contributions**

Literary contributions of a professional nature which are published in any professional magazine may be considered for credit in fulfillment of the professional growth requirement. No credit will be allowed unless there is evidence of professional quality research and writing. Maximum hours of credit from this source will be two.

### **Student Teacher Supervision**

Student teaching supervisors will receive one semester hour of credit for each student teacher. Credit for part-time supervision of a student teacher will be prorated according to the amount of time spent in supervising the student teacher. Maximum hours of credit from this source will be two.

### **Work Experience**

Work experience may be credited to meet part of the professional growth requirement. Only experience which has a significant relationship to the educational field in which the individual is teaching will be considered. The key is to be found in the word “professional.” The work experience which will meet the demands of professional growth will fall into one or more of the three following categories:

1. The work will provide increased competence in the field which the teacher teaches or contemplates teaching, over and above the increase which might accrue from a repetition of experience.

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Page 3

## **PROFESSIONAL GROWTH**

2. The work will provide increased knowledge of subject matter over and above that increase which might accrue from continued or repeated teaching of a subject.
3. The work will prepare the individual for a new or different educational position from the one which he/she now holds.

Maximum hours of credit from this source will be two.

### **Educational Committee Work**

Fulfilling a work assignment on a Bayard School education committee will allow a staff member to acquire one hour of credit for each fifteen hours of committee work carried out. The maximum credit earned from this source will be two. Committees which do not require fifteen hours will be granted credit on a prorated basis.

**Adult Education**

Any work taken in Adult Education should be relative to the teaching profession of the teacher. A maximum of two hours may be earned from this source.

15 hours	1 hour credit
22 hours	1 ½ hours credit
30 hours or more	2 hours credit

**Adult Education or College Instruction**

Adult education or college courses taught by staff members shall carry one hour of credit with a maximum of two hours earned in this manner. The course(s) must relate closely to the staff members assignment.

**State Conventions**

Attendance at a state convention may be credited to meet part of the professional growth requirement. One hour of credit may be given for attendance at a state convention which has at least fifteen hours of meetings. A copy of the agenda and request for credit must be presented to the superintendent prior to the convention. A maximum of two hours credit may be earned in this manner. No credit may be earned if college credit can be earned for attending the convention. A maximum of two hours credit may be earned in this manner. No credit may be earned if college credit can be earned for attending the convention. The guidelines for college courses would then be followed.

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**PROFESSIONAL GROWTH****Successful Teaching Experience**

A maximum of two hours may be earned by completing six years of successful teaching or administrative experience in the Bayard District.

Personnel who do not meet the professional growth requirements by the end of the sixth year (September 1) will not advance further on the salary schedule until the work is completed and the individual could have their contract terminated because they could not show evidence of professional growth as required by state statutes (79-12,113,1982). Not fulfilling the professional growth requirement is legal just cause for contract termination. A teacher who has not completed the requirements by September 1, ending the six year period, must wait one year for advancement on the salary schedule even though the work is completed at sometime during the year following the end of the six year period. The next six year period starts on September 1<sup>st</sup>, following completion of the requirements. The six year period for probationary teachers will begin on September 1, of their first year of employment within the district.

For further clarification it should be stated that no more than six semester hours earned in any six year period will be allowed to count toward the fulfillment of the professional growth requirement. There will be no credit carry-over of hours earned in any stated six year period into the next six year period.

Only hours earned in college courses will be allowed for movement across the salary schedule. Other hours earned will count for meeting the professional growth requirement but will not advance a teacher on the salary schedule.

Each staff member will be sent notices annually indicating work completed and work required for completion of the professional growth requirements, according to the records in the Superintendent's office. Staff members who have not completed requirements by the time of re-election in April of the sixth year of their employment under this policy will be given a contract for the same step as they are currently contracted for on the salary schedule. They will move up to the next step of the salary schedule if the requirement is completed and approved prior to September 1, of that year. Transcripts or proof of professional growth received after September 1 shall not be honored until the following contract year.

Each teacher is responsible for providing the Superintendent with proof of their professional growth. The Superintendent will be responsible for determining what will be allowed or acceptable for professional growth and will maintain a record of professional growth for each staff member and will make a report annually to the Board of Education.

Adopted: 9-13-82

POLICY NO. 4105

Page 1

### **REPORTING Child Abuse OR NEGLECT**

It is mandatory that every employee of Bayard Public Schools report child abuse and neglect as set forth in this policy.

#### **A. Child Abuse or Neglect Defined**

As used herein, "child abuse or neglect" means knowingly, intentionally, or negligently causing or permitting a minor child to be:

1. Placed in a situation that endangers his or her life or physical or mental health;
2. Cruelly confined or cruelly punished;
3. Deprived of necessary food, clothing, shelter, or care;
4. Left unattended in a motor vehicle if such minor child is six years of age or younger;
5. Sexually abused; or
6. Sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

The foregoing definition shall apply regardless of whether the perpetrator or perpetrators are student(s), school employee(s), the child's parent(s), or any other person.

## B. Reporting

1. **Mandatory Employee Reporting to Law Enforcement:** If any school employee has reasonable cause to believe that a child has been subjected to child abuse or neglect or observes such child being subjected to conditions or circumstances which reasonably would result in child abuse or neglect, then the employee shall immediately report such incident to the Bayard Police Department, the Morrill County Sheriff's Department, the Nebraska State Patrol, or the Nebraska Department of Health and Human Services.
2. **Substance of Report:** A report to a proper law enforcement agency or the Department of Health and Human Services may be made orally by telephone with the caller giving his or her name and address and shall be followed by a written report, and to the extent available shall contain the address and age of the abused or neglected child, the address of the person or persons having custody of the abused or neglected child, the nature and extent of the child abuse or neglect or the conditions and circumstances which would reasonably result in such child abuse or neglect, any evidence of previous child abuse or neglect including the nature and extent, and any other information which in the opinion of the reporter may be helpful in establishing the cause of such child abuse or neglect and the identity of the perpetrator or perpetrators.
3. **Reporting to Principal:** After an employee makes an oral report as set forth above, the employee shall immediately notify a principal of the report. The employee shall then, within 24 hours, draft a written

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report as required above and provide the written report to a principal. The principal shall include in the report any additional information known by the principal and submit the form to the proper law enforcement agency or the Department of Health and Human Services. The principal shall also provide a copy of the report to the Superintendent of Schools. If there is no principal available within 24 hours, then the employee shall provide his or her report directly to the proper law enforcement agency or the Department of Health and Human Services and provide a copy of the report to the Superintendent.

4. **Uncertainty.** *Any uncertainty as to whether reasonable cause exists shall be resolved in favor of making a report to the proper law enforcement agency or the Department of Health and Human Services.* An employee is not obligated to "prove" that child abuse or neglect has occurred or could occur. Having reasonable cause to believe could include having information as minor as an allegation. Employees should not take it upon themselves to investigate the case or contact the family of the child. Law enforcement and the Department of Health and Human Services are responsible for investigating.
5. **Record Keeping.** All employees shall keep written records of information obtained and reports made pursuant hereto.
6. **No Retaliation.** No employee shall be retaliated against for making a report hereunder.
7. **Immunity.** Any employee making a report under this policy is immune from civil or criminal liability, except for in the case of making maliciously false statements.

Legal Reference: Neb. Rev. Stat. 28-710 *et seq.*

Adopted: 8-11-86

Reviewed: 5-10-10

Revised: 1-9-12; 11-11-13

POLICY NO. 4107  
Page 1

## **RESTRAINT AND SECLUSION**

Restraint and seclusion (as further described in this policy) are behavioral and/or safety interventions and shall only be used in accordance with this policy.

### **1. General Guidelines**

- A. Restraint and/or seclusion should not be used as a first method of safety intervention, except in emergency situations. When used as a safety intervention, other de-escalation efforts such as voice commands should be used prior to using restraint or seclusion.
- B. Restraint and/or seclusion shall never be used as a form of discipline or for retaliation or convenience.
- C. Restraint or seclusion should only be used when and to the extent reasonably necessary to maintain order or prevent a student from causing physical harm to himself or herself or others.
- D. School personnel shall continuously monitor a student's status during periods of restraint or seclusion.

- E. This policy does not apply to physical interventions which a student's health care provider has indicated are medically necessary for the treatment or protection of the student.
- F. Nothing in this policy shall prevent a staff member from using restraint and seclusion as provided for in a student's IEP, 504 plan, or behavior intervention plan.
- G. If student develops a pattern of behavior which requires or is anticipated to require a recurring pattern of restraint and/or seclusion, the school should conduct a functional behavioral assessment or call a meeting of the student's IEP team to develop or revise a plan to reduce or eliminate the need for restraint or seclusion.
- H. Nothing in this policy shall allow a staff member to use restraint or seclusion which is unreasonable in duration and/or intensity considering the circumstances and school administration shall at all times maintain the authority to discipline a staff member if the administration deems unreasonable the staff member's use of restraint or seclusion.

## 2. Restraint

- A. Physical Restraint. Physical restraint means the use of physical force to restrict significantly the student's movement. The following circumstances are examples when physical restraint is appropriate:

- A. To obtain possession of weapons or other dangerous objects.
- B. To prevent or break up a fight.
- C. As self-defense or in defense of others.
- D. To escort a student from one area to another in the interest of safety or to maintain order.
- E. To calm or comfort a student.
- F. To prevent self-injurious behavior.
- G. As reasonably necessary to prevent imminent, severe destruction to school or another person's property.

- B. Mechanical Restraint.

- i. Mechanical restraint means the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove. Mechanical restraint includes the tying down, taping, or strapping down of a student.
- ii. Mechanical restraints do not include adaptive or protective devices used as recommended by the student's health care provider or safety equipment used as intended by the general population (e.g. seatbelts).
- iii. Mechanical restraints should only be used in the case of an emergency to prevent imminent danger to the student or others when physical restraint or seclusion would not be effective or is not possible.

C. Chemical Restraint.

- i. Chemical restraint is the administration of medication for the purpose of restraint.
- ii. Chemical restraint does not include medication as prescribed by and administered in accordance with the student's health care provider.
- iii. Chemical restraints of students are not permissible under any circumstances.

**3. Seclusion**

A. Definition. Seclusion is the confinement of a student in a room or other space from which the student is physically prevented from or incapable of leaving. Behavior interventions and/or disciplinary methods which do not restrict the student's physical movement or ability to leave are not considered to be seclusion. Examples of behavior interventions and/or disciplinary methods which are not considered seclusion are as follows:

- i. Timeout: Timeout means a behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting.
- ii. In-school suspension.
- iii. Detention.

B. When Permissible. Seclusion is only appropriate when a student is displaying physical behavior that presents a risk of injury to the student or others and the threat could be diminished if the student is secluded in a safe environment. Seclusion should only be employed as a last resort after other methods of intervention have been attempted without success or would be inappropriate under the circumstances. Seclusion is inappropriate for students who are severely self-injurious or suicidal.

C. Duration. Seclusion should only be used as long as necessary to present the risk of injury.

D. Supervision/Observation. When a student is secluded a staff member or the school's resource officer shall continually monitor and supervise the student and shall immediately notify an administrator as to where and why the student is being secluded. The staff member monitoring the student in seclusion should document all observations.

- E. Area of Seclusion. A student in seclusion must be able to exit the room or area if the supervising adult becomes incapacitated or leaves the area. The room or area used for seclusion must have adequate space, lighting, ventilation, heating/cooling for the safety of the student and must be free of objects that could be harmfully used by the student.

#### 4. Documentation/Notices

- A. Reporting. A Restraint or Seclusion Report must be completed for each incident of restraint or seclusion and shall include:
- Name of the student
  - Name of the staff member(s) administering the restraint or seclusion;
  - Date of the incident and the time the restraint or seclusion began and ended;
  - Location of the restraint or seclusion;
  - A description of the restraint or seclusion;
  - A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
  - A description of the behavior that prompted the use of restraint or seclusion;
  - Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted; and
  - Information documenting parent contact and notification.
- B. Notice to Administrators. The building principal and Superintendent shall be notified of the restraint and seclusion incident as soon as possible.
- C. Notice to Parents. The building principal, Superintendent, or their designee shall attempt to notify the student's parent or guardian of the restraint or seclusion incident as soon as possible after it commences.
- D. Written Report to Parents. Within a reasonable period of time not to exceed 30 days after the incident, building principal or Superintendent shall also provide the parent or guardian with a written incident report. This report must include the following:
- i. the date, time of day, location, duration, and description of the incident and interventions;
  - ii. the events or events that led up to the incident;
  - iii. the nature and extent of any injury to the student; and
  - iv. the name of a school employee the parent or guardian can contact regarding the incident.

#### 5. Training.

- A. Distribution of Policy. This policy shall be distributed to staff members on an annual basis.

- B. Staff Training. Staff members who are reasonably anticipated to use restraint and/or seclusion on a regular basis shall be trained in the proper and safe use of restraint and seclusion.

Adopted: 3-12-12

Revised: 10-9-17

POLICY NO. 4109

Page 1

### **DRUG FREE SCHOOL AND COMMUNITY POLICY**

Bayard Public School District is committed to providing an employment environment that is safe and provides appropriate motivation to ensure a creative and productive work force. To this end, the District unequivocally endorses the philosophy that the workplace should be free from the detrimental effects of illicit drugs and alcohol.

It is unlawful and, therefore, absolutely prohibited for any employee of the District to engage in the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of the school's activities.

#### **DEFINITIONS**

As used in this policy, prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of the school's activities shall mean, but not be limited to the following:

1. The unlawful possession, use, or distribution of any substance which is declared by the State of Nebraska or any other applicable law to be an illicit substance.

2. The possession, use, or distribution of alcohol on school premises or as a part of the school's activities.

As used herein, the term "school premises" shall mean any property owned, or in the other manner under the control of the Board of Education of the District.

As used herein, the phrase "as a part of the school's activities" shall mean any activity or enterprise carried out in whole or in part under the auspices of the District when supervising students or students are present.

#### PROCEDURES

1. All employees and each new employee will receive a copy of this policy.
2. Each employee will acknowledge receipt of this policy and will sign such form acknowledging receipt and acknowledging the District's policy of absolutely prohibiting conduct as set forth in this policy (Policy #4109), and further acknowledging that serious sanctions can and will be taken against an employee, including termination of employment and referral for prosecution for any failure to comply with the above stated standards of conduct and further acknowledging that such compliance is mandatory, and further acknowledging that this policy is adopted pursuant to P.L. 101-226, C.F.R., Part 86, and other applicable statutes, and will further acknowledge that failure to comply with such federal requirements may be the District's receipt of federal funds in jeopardy

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#### **DRUG FREE SCHOOL AND COMMUNITY POLICY**

3. In the event the employee does not understand the terms and conditions of this policy, it shall be the duty of the employee to ask for such points of clarification of the Superintendent of Schools or his/her designee at the time this policy is distributed to the employee. If no questions are directed by an employee to the Superintendent of Schools or his/her designee it shall be the legal position of the District to presume that the employee has understood and will abide by this policy.
4. In the event of any non-compliance by any employee with this policy, it shall be the duty of the Superintendent of Schools or his/her designee to inform any employee not in compliance about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to employees within fifty (50) miles of the administrative offices of the District. If no such programs are available within 50 miles, then such other programs as may exist in the State of Nebraska shall be made known to such employee. The Superintendent or his/her designee shall maintain a list of such available services and shall from time to time update such list.

5. Sanctions which may be taken against an employee for non-compliance with this policy may be any one or more of the following:
  - a. An oral reprimand.
  - b. A written reprimand.
  - c. Suspension with pay.
  - d. Suspension without pay.
  - e. Termination of employment.
  - f. Cancellation of employment.
  - g. Non-renewal of employment.
  - h. Referral to appropriate authorities for criminal prosecution.
  - i. Mandatory enrollment in in-patient care or otherwise as a term and condition to any continuing employment by the District.
  - j. Mandatory enrollment in any training programs that are may be provided by the District or others relating to any of the activities prohibited by this policy.
  
6. Disciplinary action sought to be imposed by the Superintendent or his/her designee shall be carried out in accordance with the established policies of the District. However, nothing in this policy shall be construed to vest any right in any employee beyond that required by law and the manner in which each case shall be handled in the sole discretion of the Superintendent or his/her Designee subject to the Superintendent's approval, provided only that such action shall be carried out within the bounds of applicable law.

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### **DRUG FREE SCHOOL AND COMMUNITY POLICY**

7. Conviction of an employee of the District of any criminal statute relating to the unlawful use, possession, or distribution, of any controlled substance or alcohol, may result in disciplinary action being taken against such employee. When such conviction shall come to the attention of the Superintendent or other official of the District, an employee convicted as above described may be disciplined in any manner provided by statute, the contract of the employee, any existing policy of the District or any other applicable body of law. As used herein "applicable body of law" shall mean, but shall not be limited to, state and federal statutes, state and federal regulations, and any applicable case law.
  
8. As an alternative to discipline or as a concurrent requirement to the disciplinary action less severe than the maximum disciplinary action that may be carried out against an employee as referred to in the immediately preceding paragraph, the District, by and through its Superintendent or his/her designee may require the employee to successfully finish a drug abuse program. As used herein, the term "drug abuse

program” shall mean a drug abuse program sponsored by an approved private or governmental institution. The Superintendent or his/her designee has written documentation satisfactory to the Superintendent or his designee that the employee has successfully finished such program. If aftercare is recommended by such institution, then the Superintendent or his/her designee in his/her sole discretion may require the employee to enroll such aftercare program and to participate in a manner satisfactory to the provider of such aftercare program. The Superintendent or his/her designee may require an employee to participate in aftercare in the same manner and under the same terms as may be required by the Superintendent or his/her designee. The Superintendent or his/her designee may require ongoing reporting of such participation as a term and condition of continuing employment by such employee at the District.

Adopted: 8-13-90

POLICY NO. 4111

### **SEXUAL/ETHNIC HARASSMENT POLICY**

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

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

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

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

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

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

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

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Page 2

### **SEXUAL/ETHNIC HARASSMENT POLICY**

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

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

### **RESPONSIBILITY**

All Bayard Public School employees and students shall have the responsibility of keeping school administrators informed, through the most confidential and direct means possible, of any alleged acts and/or complaints of sexual/ethnic harassment. It is the responsibility of each school

district administrator, principal, department head and supervisor to provide a working and academic environment free of sexual/ethnic harassment or sexual/ethnic intimidation. The school district will take prompt action to investigate and act upon all reported instances of alleged sexual/ethnic harassment.

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

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

### **PHASE I: COMPLAINT**

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

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Page 3

### **SEXUAL/ETHNIC HARASSMENT POLICY**

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

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

### **PHASE II: INVESTIGATION**

Every effort shall be made to maintain full 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/ethnic harassment; the date(s), time(s), locations(s), description of the incident(s), witness(es), and the respective signed statement(s).

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

### **PHASE III: ACTION TAKEN**

In determining whether conduct constitutes sexual/ethnic harassment, the individual conducting the investigation will examine the record as a whole and the totality of the circumstances, such as the nature of the alleged sexual advancements and the context in which the alleged incident occurred. The determination will be on a case-by-case basis. The individual conducting the investigation will review all information with the superintendent. The superintendent may take whatever disciplinary action is deemed appropriate. In any case where the disciplinary action of a school employee or student is subject to the due process procedures set forth in law, they will be followed as required.

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Page 4

### **SEXUAL/ETHNIC HARASSMENT POLICY**

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

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

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

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

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

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

Adopted: 1-11-93

POLICY NO. 4111-A

Page 1

### **HARASSMENT BY EMPLOYEES**

Harassment of employees, student, volunteers or visitors will not be tolerated in the school district. School district includes school district facilities, school district property, or property within the jurisdiction of the school district; while on school-owned or school-operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the district.

Harassment includes, but is not limited to, racial, religious, national origin, marital status, disability and sexual harassment. Harassment by board members, administrators, employees, parents, vendors, and others doing business with the school district is prohibited. Employees whose behavior is alleged to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, discharge or other appropriate action. Other individuals whose behavior is alleged to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the superintendent or board.

Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in school programs or activities;
- submission to or rejection of such conduct by an individual is used as the basis for decisions affecting such individual's employment or education; or
- such conduct has the purposes or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or learning environment.

Sexual harassment as set out above, may include, but is not limited to the following:

- verbal or written harassment or abuse, or unwelcome communication implying sexual motives or intentions;
- pressure for sexual activity; repeated remarks to a person with sexual or demeaning implications;
- unwelcoming touching;
- unwelcome and offensive public sexual display of affection
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's job, promotions, recommendations, etc.

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Page 2

### **HARASSMENT BY EMPLOYEES**

Harassment on the basis of race, creed, color, religion, national origin, martial status or disability means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble individuals when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs, activities or employment;
- submission to or rejection of such conduct by an individual is used as the basis for decision affecting the individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or
- creating an intimidating, offensive or hostile learning or work environment.

Harassment as set forth above may include, but is not limited to the following:

- verbal, physical or written harassment or abuse;

- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, achievements, etc.;
- demeaning jokes, stories, or activities directed at an individual.

Employees, students, volunteers or visitors who believe they have suffered harassment shall report such matters to the building principal for harassment complaints. However, claims regarding harassment may also be reported to the superintendent for harassment complaints.

Upon receiving a complaint, the investigator shall confer with the complainant to obtain an understanding and a statement of the facts. It shall be the responsibility of the investigator to promptly and reasonably investigate claims of harassment and to pass the findings on to the superintendent who shall complete such further investigation as deemed necessary and take such final action as appropriate. Information regarding an investigation of harassment shall be confidential to the extent possible, and those individuals who are involved in the investigation shall not discuss information regarding the complaint outside the investigation process.

No one shall retaliate against an employee or student because they have filed a harassment complaint, assisted or participated in a harassment investigation, proceeding, or hearing regarding a harassment charge or because they have opposed language or conduct that violates this policy. This policy should be used when an employee is the alleged harasser or the alleged victim. It is strongly recommended the investigator and alternate investigator be of opposite sexes.

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Page 3

### **HARASSMENT BY EMPLOYEES**

It shall also be the responsibility of the superintendent, in conjunction with the investigator and principals, to develop administrative rules regarding this policy. The superintendent or superintendent's designee shall also be responsible for organizing training programs to educate employees, students and others involved with the school district about harassment and the school district's policy prohibiting harassment. The training shall include how to recognize harassment and what to do in case an individual is harassed. The employee training will be documented in personnel files to ensure a record of training for each employee.

Legal Reference: 42 U.S.C. \*\* 2000e et seq. (1994).  
29 C.F.R. Pt. 1604.11 (1996).

### **HARASSMENT INVESTIGATING AND REPORTING**

In keeping with the language of the harassment policy, this procedure sample gives final responsibility to the superintendent.

Harassment of employees and students will not be tolerated in the school district.

Harassment is a violation of school district policies, rules and regulations and, in some cases, may also be a violation of criminal or other laws. The school district has the authority to report students violating this rule to law enforcement officials.

***Employees whose behavior is alleged to be in violation of this policy will be subject to the***

investigation procedure which may result in discipline, up to and including, discharge or other appropriate action. Other individuals whose behavior is alleged to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the superintendent or board.

Individuals who feel that they have been harassed by employees, board members, administrators, parents, vendors or others doing business with the school district should communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual needs assistance communicating with the harasser, he/she should ask a teacher, counselor or principal to help.

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Page 4

## **HARASSMENT BY EMPLOYEES**

### **Complaint Procedure**

An employee or student who believes that they have been harassed shall notify the superintendent the designated investigator. The alternate investigator is the building principal. The investigator may request that the employee or student complete the Harassment Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. Information received during the investigation shall be kept confidential to the extent possible.

The superintendent, or the investigator with the approval of the superintendent, has the authority to initiate a harassment investigation in the absence of a written complaint.

### **Investigation Procedure**

The investigator shall reasonably and promptly commence the investigation upon receipt of the complaint. The investigator shall interview the complainant and the alleged harasser. The alleged harasser may file a written statement refuting or explaining the behavior outlined in the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator shall report to the superintendent. The investigator will outline the findings of the investigation to the superintendent.

**Resolution of the Complaint**

The superintendent will complete the next step in the investigation reasonably and promptly upon receipt of the investigator's report. Following the investigator's report, the superintendent may investigate further, if deemed necessary, and make a determination of the appropriate next step which may include discipline, up to and including, discharge.

Prior to the determination of the appropriate remedial action, the superintendent may, at the superintendent's discretion, interview the complainant and the alleged harasser. The superintendent shall file a written report closing the case and documenting any disciplinary or other action taken in response to the complaint. The complainant, the alleged harasser and the investigator shall receive notice as to the conclusion of the investigation.

**Points to Remember in the Investigation**

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including discharge.

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Page 5

**HARASSMENT BY EMPLOYEES****Conflicts**

If the investigator is the alleged harasser or a witness to the incident, the alternate investigator shall be the investigator.

If the alleged harasser is the superintendent, the alternate investigator shall take the superintendent's place in the investigation process. The alternate investigator shall report the findings to the board.

Approved: 8-12-02

**HARASSMENT COMPLAINT FORM**

Name of complainant: \_\_\_\_\_

Position of complainant: \_\_\_\_\_

Date of complaint: \_\_\_\_\_

***Name of alleged harasser:***

\_\_\_\_\_

Date and place of incident or incidents: \_\_\_\_\_

\_\_\_\_\_

Description of misconduct: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of witnesses (if any): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Evidence of harassment, i.e., letters, photos, etc. (attach evidence if possible): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Any other information: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

WITNESS DISCLOSURE FORM

Name of witness: \_\_\_\_\_

Position of witness: \_\_\_\_\_

Date of testimony, interview: \_\_\_\_\_

Description of instance witnessed: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Any other information: \_\_\_\_\_

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I agree that all of the information of this form is accurate and true to the best of my knowledge.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

POLICY NO. 4112

**FAMILY LEAVE**

It shall be the policy of Bayard School District, (hereinafter the “School District”), whenever it employs 50 employees or more, to grant benefits under the Family and Medical Leave Act to eligible employees up to twelve (12) weeks of leave for certain medical or family emergencies in a twelve (12) month period of time. Such benefits are subject to the following:

1. You must have been employed with the School District for at least twelve months before you can request this leave and have worked a minimum of 1250 hours during the prior twelve month period.
2. The leave is **unpaid**.
3. You must first use all vacation time and sick leave/excused absences time that you have earned. These days or weeks will be counted against the twelve (12) weeks of leave. For example, if you request eight (8) weeks of leave, and you have accrued and have remaining two (2) weeks of vacation and five (5) days of sick leave/excused absence time, you must use the vacation and sick leave/excused absence time of three weeks, and then you will receive an additional five (5) weeks of requested leave, unpaid.

4. Family leave can be used for:
  - a. The birth of a child;
  - b. The adoption of a child;
  - c. To care for a sick spouse, child or parent;
  - d. For your own **serious** health condition.
5. Employees eligible for leave and who are employed primarily in the instructional capacity, who request leave for a foreseeable and planned medical treatment where the leave would last longer than 20% of the total number of school days during the leave period will be required to (1) either take the leave for a period not to exceed the duration of the planned treatment, or (2) transfer temporarily to an available position for which the employee is qualified which will better accommodate the recurring periods of leave. If transferred, you would receive equal pay and benefits.
6. If your leave is for any reason and begins more than five weeks before the end of an academic term, the School District may require you to continue the leave until the end of the academic term if the leave requested is at least three weeks in length and then your return would take place during the last three-week period of the academic term. If you take leave less than five weeks before the end of the academic term for any reason other than your own serious health condition, the School District may require you to continue your leave until the academic term if the leave is longer than two weeks and your return to

POLICY NO. 4112

Page 2

### **FAMILY LEAVE**

work would occur during the last two weeks of the academic term. If you begin leave less than three weeks before the end of the academic term for any reason other than your own serious health condition, the School District may require you to continue your leave until the end of the academic term if the leave is longer than five days.

7. You must give at least thirty (30) days notice except for emergency situations.
8. The School District will maintain your health insurance while you are on leave under the same terms and conditions as when you are employed. You will be expected to pay your share of any health insurance premium each month when it comes due. If you do not return from your leave, you will be expected to repay the School District for the full amount of your health insurance premiums paid by the School District during your leave.
9. The School District will require verification for the reasons stated in the family leave request, including medical certification from any doctors who may be involved. Any employee who submits false reasons or fraudulent records to support a family leave request will be subject to immediate discharge.

10. If both husband and wife are employed by the School District, that husband-wife team is entitled to only twelve (12) weeks **total** for any qualifying event.
11. With limited exceptions, any employee who takes a leave will be returned to his or her former position or an equivalent position with the same pay and benefits.
12. You must fill out the proper family leave form in order to obtain a leave. Your supervisor will not have authority to grant or alter any leave terms or conditions.

Adopted: 12-13-93

POLICY NO. 4115

### **EMPLOYEE USE OF ELECTRONIC COMMUNICATIONS DEVICES**

The Board recognizes that employees may carry electronic communications devices and hereby adopts this policy.

#### District-Issued Communications Devices

The District may elect to issue certain communications devices to employees in order to increase the efficiency of District operations. Issuance and use of District equipment shall be subject to rules promulgated by the Superintendent.

#### Personally Owned Communications Devices

Employees may carry and use personally owned cellular telephones or pagers/beepers on school property subject to rules and regulations promulgated by the Superintendent.

Visible possession of all cell phones is prohibited in any area where there is an expectation of privacy.

Adopted: 4-10-2006

POLICY NO. 4023

### **MILITARY AND FAMILY MILITARY LEAVE**

Military leave and family military leave will be granted to the extent required by state and federal law.

Employees requesting military leave must notify the Superintendent as soon as they receive notification of activation. Employees are to attach a copy of their orders to a District leave request form when they prepare the request for military leave.

Employees requesting to take family military leave under the Nebraska statutes must notify the Superintendent at least 14 days in advance of taking such a leave if the leave will be for 5 or more consecutive days, consult with their supervisor to schedule the leave so as to not unduly disrupt operations of the school, and for leaves of less than 5 days, notify the Superintendent of the leave request as soon as practicable.

Family military leave under the Family and Medical Leave Act (FMLA) will be provided in accordance with that law and subject to the provisions of the Board policy pertaining to FMLA leave.

**Legal Reference:** Neb. Rev. Stat. §§ 55-160 to 55-166;  
Neb. Rev. Stat. §§ 55-501 to 55-507  
29 U.S.C.A. §§ 2611, et seq. and 29 CFR Part 825  
38 USC Sections 4301 to 4333 and 20 CFR Part 1002

Adopted: 5-14-2007  
Revised: 7-14-2008

POLICY NO. 4119

**PROFESSIONAL BOUNDARIES BETWEEN EMPLOYEES AND STUDENTS**

All employees (which for purposes of this policy includes student teachers and interns) are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions which the board deems unacceptable and will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

- Using e-mail, text messaging, instant messaging, social networking sites, or any other type of personal communication system to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school

sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).

- Engaging in social-networking friendships with a student on social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children. Employees shall not friend or follow students on any social networking site.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance - verbal, written, or physical - towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics that are not related to a specific curriculum.
- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- 
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.

- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.
- Discussing alcohol, tobacco or other illicit drugs in a non-instructional setting, such as describing a party that the employee attended.
- Discussing another student's or employee's personal matters when it is not appropriate outside of the instructional setting.
- "Grooming," which includes building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of family relationships between employees and their children who are students in the District. A staff member seeking an exception must receive advance approval from his or her administrator. If a staff member is unable to communicate with an administrator in advance (such as in the event of an emergency), the staff member must notify the administrator as soon as possible, but not later than 24 hours immediately following the event.

Any person who suspects a District employee of engaging in any prohibited conduct under this policy, including grooming, should contact the Superintendent or other administrator immediately.

An employee who violates this policy may face discipline, up to and including termination of employment, and may be referred to the appropriate certification or credentialing agencies for further discipline.

A violation of this policy will result in referral to the Department of Health and Human Services, law enforcement, or both.

Each school year, all employees shall sign a certification verifying that this policy was received and understood.

Legal Reference: LB 1080 (2020)

Adopted: 10-12-09

Revised: 1-11-21

Reviewed: 5-10-10

**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 21<sup>st</sup> Century Act.

Bayard Public Schools will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and

cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.

**Disclaimers:**

- Bayard Public Schools and its individual schools, administrators, faculty, and staff thereof, make no warranties of any kind for the service provided and will not be held responsible for any damage suffered by users. This includes the loss of data resulting from delays, non-deliveries, and intrusion by computer virus, or service interruption.
- Use of any information obtained via network access is at the risk of the user, and Bayard Public Schools specifically denies any responsibility for the accuracy or quality of the information obtained.
- Bayard Public Schools cannot guarantee complete protection from inappropriate material. Furthermore, it is impossible for the district or content filter to reflect each individual or family's opinions of what constitutes "inappropriate material." If a student mistakenly accesses inappropriate information, he/she should immediately notify a district staff member.
- Bayard Public Schools is not liable for an individual's inappropriate use of district's electronic communications systems or violations of copyright restrictions or other laws, or other costs incurred by users through use of Bayard Public Schools' electronic communication systems.
- The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's electronic communication systems.

**CIPA Definition of Terms:**

**Minor:** The term "minor" means any individual who has not attained the age of 17 years.

**Technology Protection Measure:** The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. **Obscene**, as that term is defined in section 1460 of title 18, United States Code;
2. **Child Pornography**, as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors.

**Harmful to Minors:** The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

**Sexual Act; Sexual Contact:** The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

**Bayard Public Schools**  
**Network Acceptable Use and Internet Safety Policy**  
**Employee's Agreement**

By signing this form, I acknowledge receipt of, understand, and agree to abide by the rules and standards set forth in the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that to gain or retain access to the Bayard Public Schools computer network systems, I must sign and submit this form as directed. I further understand that any violation of the Policy is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, monetary liability may be incurred, school disciplinary and/or appropriate legal action may be taken. I as a staff member agree to abide by the rules and standards addressed in this policy as it pertains to me and to help ensure that students also abide by these rules and standards as well. I understand that this agreement will be in effect for the duration of my employment with the district or until the policy is revised.

(Printed) Staff Member Name \_\_\_\_\_

Staff Member Signature \_\_\_\_\_

Date \_\_\_\_\_

**Bayard Public Schools**

**Network Acceptable Use and Internet Safety Policy**

**Student's Agreement**

By signing this form, I acknowledge receipt of, understand, and agree to abide by the rules and standards set forth in the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that to gain access to the Bayard Public Schools computer network systems, I must return this form signed by me and my parent or legal guardian. I further understand that any violation of the Policy is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, monetary liability may be incurred, school disciplinary and/or appropriate legal action may be taken. I understand that this agreement will be in effect for one school year and must be re-signed in subsequent years.

Teachers or media specialists who are exploring digital content with a class do not need special parental permission for such activity if the teacher or media specialist is in control of the navigation to known educational sites. A student accessing digital content at the constant direction of the teacher is not working independently. This circumstance does not require special parental permission. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting.

In addition, this form, when completed below and on file with the district, will constitute consent for our schools to provide personal identifying information for your child consisting of first name, last name, school email address and username (for educational use only) to the following web operators: Teach TCI, Big Ideas Math, Amplify Science, Google Apps for Education, Clever, Remind, MobyMax, Pearson, Khan Academy and to the operators of any additional web-based educational programs and services which our schools may add during the upcoming academic year.

(Printed) Student Name \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

**Bayard Public Schools**

**Network Acceptable Use and Internet Safety Policy****Parent or Legal Guardian's Agreement**

I have read, understand, and agree with the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that by signing this form I give permission for Bayard Public Schools to grant access to district electronic communication systems, including the Internet. I understand that this access is designed for educational purposes. I understand that Bayard Public Schools has taken reasonable precautions to eliminate access to inappropriate material and I will not hold the district or staff members responsible if inappropriate material is inadvertently accessed. I understand that this agreement will be in effect for one school year and must be re-signed in subsequent years.

Teachers or media specialists who are exploring digital content with a class do not need special parental permission for such activity if the teacher or media specialist is in control of the navigation to known educational sites. A student accessing digital content at the constant direction of the teacher is not working independently. This circumstance does not require special parental permission. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting.

In addition, this form, when completed below and on file with the district, will constitute consent for our schools to provide personal identifying information for your child consisting of first name, last name, school email address and username (for educational use only) to the following web operators: Teach TCI, Big Ideas Math, Amplify Science, Google Apps for Education, Clever, Remind, MobyMax, Pearson, Khan Academy and to the operators of any additional web-based educational programs and services which our schools may add during the upcoming academic year.

(Printed) Parent Name \_\_\_\_\_

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

Adopted: 2-10-97

Reviewed: 7-12-10

Revised: 6-11-12, 6-8-20

## **LIST OF APPENDICES**

**APPENDIX A**  
**Salary Schedule and Extra Duty Pay Schedule**

**APPENDIX B:**  
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**APPENDIX D:**  
**Chain of Command Flow Chart**

**APPENDIX E:**  
**Professional Ethics for Teachers (Nebraska)**

**APPENDIX F:**  
**Nebraska Effective Educator Standards**

# BAYARD SCHOOL SONG

We're here to boost you, Bayard High, here's to you.  
The school we love the best of all.  
Our colors proudly waving never fall,  
We'll carry on and fight, fight, fight, forever more.  
And when the victory you have won again,  
We will salute your loyal men.  
We'll rally 'round your colors, Bayard High,  
And always FIGHT, FIGHT, FIGHT.



# CLASSIFIED STAFF HANDBOOK



## Bayard Public Schools 2024-2025

Every Person, Every Day. It's a FACT!

**Acknowledgement for Receipt of**  
**Bayard Public Schools**  
**“CLASSIFIED STAFF HANDBOOK”**

I, \_\_\_\_\_ (your name) acknowledge that I was issued a copy of the  
Classified Staff Handbook for Bayard Public Schools for the school year 2024-2025 .

I was given an overview of the contents of the handbook by the Bayard Public  
Schools Administration. I am responsible for familiarizing myself with the contents of the  
Classified Staff Handbook. My signature on this form indicates that I have read and  
intend to comply with the contents of the Classified Staff Handbook.

\_\_\_\_\_  
Date

\_\_\_\_\_  
your signature

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# ORGANIZATION

## STATEMENT OF EDUCATIONAL PHILOSOPHY BAYARD PUBLIC SCHOOLS

Education is the systematic guiding and directing of a child's experiences from the time he/she enters school until he/she completes his/her formal education. The teacher is the director and guide. Administrative and supervisory personnel exist to serve the teacher, who in turn, serves the children.

Although the primary function of school is to provide and stimulate mental growth and development, the nature of human growth and development is such that all phases of the child's nature must be taken into consideration. Thus, the school program needs to provide for primary emphasis on mental development with simultaneous attention in proper balance to physical, emotional, social, and spiritual needs.

Great differences in talent, intelligence, and ability exist among the children who enroll in a school. Equally great differences are found in economic, cultural, and racial backgrounds. The educational program should be planned and executed with sufficient flexibility so that it provides challenge for all from the most academically talented to the least talented or educationally handicapped youngster.

Much of the real value of the educative process comes from the person-to-person relationships between teacher and pupils. The school needs to be constantly alert to the danger of losing this personal touch, especially as it grows larger and more specialized in its service. Organization, administration, and instruction always need to be planned in such a way so as to preserve the human touch and to give a high priority to the importance of the individual. Respect for the individual is a basic American value and schools must encourage that development of individual capacities which will enable each human being to become the best person he is capable of becoming.

To this end, the Bayard Board of Education, the administration, the teachers, and staff will strive through their individual or collective action:

1. To guarantee equal educational opportunities for each child according to his/her needs and capabilities.
2. To provide each child through experience in democratic living an understanding and appreciation of our forms of government, our country, and its history, a realization of the duties and obligations of citizenship, and a sense of social responsibility.
3. To develop in children an understanding of, and a respect for, all people.
4. To develop in all, ethical character with respect for moral and spiritual values.

5. To provide children with the opportunity for an increasing mastery of the basic skills which are needed for intelligent participation in the modern world.
6. To place the emphasis in the classroom on the application of learning rather than just on mastery of facts.
7. To promote good mental, social, emotional, and physical growth in all youngsters.
8. To provide opportunities for individual guidance and counseling.
9. To develop in individuals an understanding and appreciation of the sciences and the creative arts in the modern world.
10. To develop in students initiative, a desire to learn, and an appreciation of their educational opportunities.
11. To promote participation in community living by providing the opportunity to share in leadership and helpful service.

**MISSION STATEMENT  
BAYARD PUBLIC SCHOOLS**

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

**VISION STATEMENT  
BAYARD PUBLIC SCHOOLS**

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

**CORE COVENANTS  
BAYARD PUBLIC SCHOOLS**

**Focused on the Student**

- Positive Interactions and Relationships
- Focus On Student Potential
- Diverse Opportunities
- Unconditional Acceptance

**Attitude of Excellence**

- Act With Integrity
- Expect To Be Great
- Accept Daily Challenges & Setbacks
- Think “Big Picture”

**Community**

- Support Each Other
- Set Aside Self For Benefit Of The Group
- Respect Everyone
- Be A Wing, Not A Weight

**Tiger Way!**

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

**STUDENT EXPECTATIONS  
BAYARD PUBLIC SCHOOLS**

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

## ACADEMIC SEAL OF BAYARD PUBLIC SCHOOLS

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

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

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

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

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

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

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

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

## PURPOSE

This handbook is prepared for the purpose of providing information on customs and policies pertaining to the Bayard Schools. It is intended for use by the staff as a guide in developing a well-coordinated instructional support program. It is hoped the statements set forth

in this handbook will improve understanding and cooperation among all school personnel in the coming school year.

It is the purpose of this handbook to establish uniformity of operation. It will be supplemented from time to time as board policy, superintendent policy or the principals' policies are changed.

The quality of educational achievement is directly related to the employees of the school district. Each employee has been selected to provide for a certain phase of the child's needs as he/she grows in the educational program. As we coordinate our work and as each school employee grows professionally in his effectiveness, so grows the Bayard Schools as a more effective school system.

## **WORK AGREEMENT AND RELATED ITEMS**

Classified school employees are appointed to their position by the Superintendent. They are directly responsible, in coordination with the school's certificated staff, for the welfare of the students under their control, which includes the development of the child's capacities in all phases: mental, physical, social, and moral.

Classified school employees are jointly responsible to the superintendent of schools, the principals, and their immediate supervisors in accordance with Board of Education Policy. School employees are expected to carry out the policies of the Board of Education.

### **EMPLOYMENT**

Classified employees are "at-will" employees, and may be terminated at any time by the school district.

### **ASSIGNMENT**

The duties to be performed are subject to assignment by the administration and your supervisor. Job descriptions, where available, provide additional information about the position duties. Employees are expected to devote full time during days of school to their work and to diligently and faithfully perform the assigned duties to the best of the employee's ability.

### **PERSONNEL FILE**

The District will follow the requirements of state and federal law and regulation with regard to an employee's personnel file. If an employee elects to view their file, it will be under the supervision of the Superintendent or their designee.

### **GRIEVANCES AND COMPLAINTS**

Employee grievances or complaints shall be addressed through the administrative chain of command following the process set forth in Board Policy 8305/8305-A.

### **PAYMENT**

Payroll periods begin with the first workday of the month and end with the last workday of the month. Pay for the work period is made on the 20th following the previous month's last workday. The September payroll will reflect days worked in August. The check will be small for staff that did not work all possible August days.

### **VOLUNTEER WORK**

Any individual volunteering will not be compensated nor receive compensatory time. Volunteer work at the building level is permitted so long as the duties to be performed are: (1) not similar in nature to the duties being performed for paid time and (2) the volunteer work does not continue in the same building during duty hours of the individual.

### **BENEFITS**

Classified employees are provided benefits in accordance with their employment classification and Board Policy No. 4019 and Policy No. 4046. Annual fringe benefit elections are to be made by September 1 of each school year. Should an employee fail to make such election, the employee election from the immediately preceding school and contract year shall be continued.

Employees are responsible for informing the school bookkeeper in writing of any changes in benefit status.

### **PAYROLL**

Payroll deductions are made in accordance with the law and elections made by employees. Before a new employee can be eligible to receive the first paycheck, all necessary forms must be completed. Employee start date will be at least two working days after required documentation is received by the district central office. Those documents include, but are not limited to:

- I-9
- W-4
- Direct deposit form (see details below)
- Nebraska State Retirement System Application (if applicable)
- Criminal History Background Check
- Physical, if required
- Signed Classified Employee Handbook Sign off Sheet, verifying receipt and compliance with handbook

### **DIRECT DEPOSIT**

The district shall pay all wages by manner of direct deposit to a checking or savings account with a financial institution identified and authorized in writing by the particular employee. The employee shall have two weeks from the commencement of employment to return a completed direct deposit form to the payroll department to ensure timely automatic deposit of the employee's wages. The returned form shall include documents that corroborate the relevant routing and bank account number. Once the payroll department receives and verifies all necessary information and forms, payroll will be released on the 20th calendar day of the following month in which wages are earned. Any subsequent changes to an employee's direct deposit information must be submitted before the 10th calendar day in the month in which wages are to be paid through payroll and can be done in Weblink.

### **ADDRESS CHANGE**

If an employee's address or phone number changes at any time during employment with the District, the employee must make necessary changes in Weblink.

### **PAYROLL DEDUCTIONS**

Employees will have payroll deductions of federal tax, state tax, FICA and any other deductions required by law or authorized by an employee on the appropriate sheet in compliance with applicable laws.

Deductions of pay of a partial day or of a full day or more may be made for FMLA leaves and in the first and last weeks of employment. In addition, based on principles of public accountancy, deductions from pay of a partial day or of a full day or more will be made for absences for illness, injury or personal reasons when accrued leave is not used or not available.

### **RETIREMENT**

Bayard Public Schools employees over the age of 18 who work twenty (20) or more hours per week are required to join the Nebraska Public Employees' Retirement System.

All members of the Nebraska Public Employees' Retirement System must contribute a percentage of their gross salary to the retirement fund through payroll deduction. The school district is required by law to match the cost at 101%. Any member who terminates employment with Bayard Public Schools may:

1) Leave the account on an inactive basis in order to draw a retirement benefit. The employee must have five years of creditable service.

2) Receive a refund or make inquiries to:

Nebraska Retirement System  
PO Box 94816  
Lincoln, NE 68509  
1-800-245-5712

### **TAX-SHELTERED ANNUITY**

All classified employees can have a payroll deduction toward a selected tax-sheltered annuity.

### **OVERTIME OR COMP TIME**

Overtime is paid to classified employees in accordance with the Fair Labor Standards Act (FLSA). A publication provided by the federal government which provides more information about the FLSA is displayed at your workplace or a copy is available from the Human Resources Department. The District may provide compensatory time in lieu of overtime pay to employees, at the Superintendent's discretion on a case by case basis, in accordance with applicable law. ALL overtime and comp time must be pre-approved by supervisor.

The regular workweek for overtime purposes is from 12:00 a.m. on Sunday through 11:59 p.m. on Saturday. The administration may establish a different 7-day period workweek from time to time for specified employees or employee groups.

Employees will be expected to accurately report hours worked through district software used for time reporting. Falsification of time worked is a serious offense.

Employees must receive prior approval from their supervisor to work additional hours beyond their regular work schedule. Non-exempt employees will be paid overtime rates for each hour worked in excess of 40 hours in a workweek and are expected to accurately and timely report overtime hours to their supervisor.

Overtime calculations do not include payment for idle hours when the employee is not at work. Idle hours include vacation, holiday, sick time, and all other types of leave offered to classified employees. Employees who use leave during a week will not be compensated for overtime until time actually worked exceeds 40 hours in the same workweek. For example, if an employee uses

eight hours of personal leave on Monday and then works 44 hours between Tuesday and Saturday, only four hours will be considered overtime for that workweek.

Overtime pay for non-exempt employees will be paid at the rate of not less than 1½ times the employee's regular rate of pay for hours worked in excess of the 40 hour workweek. Employees with two or more non-exempt positions may be eligible for overtime pay based upon the total number of hours worked in one workweek. If applicable, the employee and the Superintendent or designee will agree upon the overtime rate in compliance with FLSA regulations.

A non-exempt employee may request or the district may provide compensatory time in lieu of overtime pay, with prior written approval of the Superintendent, with the rate figured as 1½ times the number of hours worked in excess of 40 hours in any work week. Compensatory time must be used within a month of earning the time. Extended time for using compensatory time must be approved by the Superintendent on a case by case basis.

The District's policy is to not permit improper deductions from the salary of exempt employees who are required to meet a "salaried basis" test for the overtime exemption to be applicable. An employee who feels an improper deduction affecting exemption status has occurred may submit a complaint to the Superintendent or designee, who shall promptly investigate the complaint. Reimbursement shall be made and a good faith commitment to comply in the future will be given in the event it is determined that an improper deduction affecting overtime exemption has been made.

### **DISCIPLINARY SUSPENSION**

The District's policy is to authorize unpaid disciplinary suspensions of a full day or more for infractions of workplace conduct rules and to apply such policy uniformly to all similarly situated employees, including exempt employees who are required to meet a "salaried basis" test for the exemption to be applicable. Unpaid disciplinary suspensions of a partial day or of a full day or more may be implemented for infractions of safety rules of major significance.

### **WORKER'S COMPENSATION**

All employees come under the provisions of the Nebraska Workers' Compensation law. Injuries on district-owned grounds or in district-owned buildings or that happen during job duties off premises, no matter how minor, should be reported immediately to the supervisor or principal. The principal will work the employee to provide the forms and direct the employee on how to complete the proper incident forms.

Employee's eligible for worker's compensation can receive up to 66 2/3% of their wages from the worker's compensation insurer. The District will then use the employee's available sick and vacation leave time to compensate the employee for the remaining portion of their wages. Once the employee's sick and vacation leave are used up, the district paid portion of their wages will cease and the employee will only receive the amount paid by the worker's compensation insurer. No leave accruals will occur while an employee is on worker's compensation leave.

Once an employee is eligible for worker's compensation, the employee's time off will be treated as allowable time off under the Family Medical Leave Act (FMLA). See Article 3, Section 8 for FMLA details.

### **ABSENCE PROCEDURES**

Once the employee has used all of his/her allotted leave in any category, absent without pay is the only option available.

### **REQUESTING LEAVE**

An employee who wants to use available leave is to submit a leave request through the Weblink online leave system to the employee's supervisor. Leave requests are to be submitted in a timely fashion to the supervisor. The supervisor may require that more advance notice be given depending on the nature of the employee's duties or the need to schedule a substitute. Absence requests must be submitted in the month they occur or before, in order to be paid for the time. Vacation leave, if applicable, must be approved by the Superintendent.

### **REPORTING LEAVE**

Employees must report leave through the Weblink online leave system to the business office within three days of taking the leave. Employees must report leave in a timely fashion or the employee will not be compensated for the leave.

### **GIVING NOTICE OF UNSCHEDULED ABSENCES**

An employee who is unable to request advance approval for an absence because of the nature of the circumstance requiring the absence (such as personal illness or unforeseen emergency) is to report the need to be absent as soon as the situation is known. To report the need to take a sick or bereavement leave, employees are to contact their building administrator or supervisor as soon as possible. Before the end of the day on the first day of the absence, and on each subsequent day of absence, the employee is to report to their building administrator or supervisor whether the employee will be able to return to work on the next duty day. For sick or bereavement leaves occurring in circumstances where the need for the leave can be determined in advance, the employee is to make a report of the need to take the leave as soon as possible.

### **RETURNING FROM ABSENCES**

1. Justification for Absences Taken Without Prior Approval. If an employee is absent without advance approval either: (1) the day immediately preceding or immediately following a regularly scheduled school break (such as winter break, spring break, and quarter or semester breaks) or (2) during the first two weeks or the last two weeks of school (student contact days), the employee will be required to give verification (for example, a doctor's note) to establish that the employee was unable to work for an excusable condition or excusable reason.

2. Establishing Fitness for Duty. Employees must present a written statement from their physician or health care provider to their supervisor when absent for any period of time because of injury requiring care from a physician or health care provider, or absent from work for 5 days or more due to a personal health condition. The statement is to clearly verify that the employee is mentally and physically able to return to duty. This statement is to be presented in person to the

employee's supervisor before the employee returns to duty in order that the readiness to perform work can be observed and discussed.

Employees are required to disclose any medical restrictions that limit their ability to perform the essential functions of their position to their supervisor and to request a meeting with the Superintendent to discuss the provision of reasonable accommodations. The District will not discriminate against any employee due to disability and will provide reasonable accommodations. Information provided about medical conditions or disabilities shall be treated as confidential, as required by state and federal statutes, and will be divulged only to the extent necessary to provide reasonable accommodations.

### **PAID LEAVE**

Employees are provided with paid sick and personal leaves (professional leaves, bereavement leaves, etc.) in accordance with their employment classification and Board policy. During such paid leaves, employees continue to receive their salary and fringe benefits.

The leaves provided by the District are to be used for the purpose intended. Abuse of leave privileges affects the students, other staff, and the entire District and will not be tolerated.

### **UNPAID LEAVES**

The District complies with laws that require leaves to be allowed, such as for FMLA leaves, military service and jury duty. Should an employee be absent from work in excess of the employee's available paid leaves, the absence will be an unpaid leave except as may be required by law. The employee's salary and fringe benefits (including the cost of premiums for group health insurance) may be subject to reduction for the day or days of work missed.

### **JURY DUTY LEAVE**

An employee who is summoned for jury service must promptly notify the employee's immediate supervisor. Compensation during jury duty will be handled as indicated in Policy 4019.

### **FAMILY MEDICAL LEAVE ACT**

#### ***Basic Leave Entitlement***

FMLA requires the District to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- for incapacity due to pregnancy, prenatal medical care or child birth;
  - to care for the employee's child after birth, or placement for adoption or foster care;
  - to care for the employee's spouse, son, daughter or parent, who has a serious health condition;
- or
- for a serious health condition that makes the employee unable to perform the employee's job.

***The 12 month period for the purposes of FMLA is the period-requested date of FMLA and on a rolling calendar basis.***

#### ***Military Family Leave Entitlements***

Eligible employees whose spouse, son, daughter or parent is on covered active duty or call to covered active duty status may use their 12-week leave entitlement to address certain qualifying

exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered servicemember during a single 12-month period. A covered servicemember is: (1) a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness\*; or (2) a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness.\*

**\*The FMLA definitions of “serious injury or illness” for current servicemembers and veterans are distinct from the FMLA definition of “serious health condition”.**

### ***Benefits and Protections***

During FMLA leave, the District will maintain the employee’s health coverage under any “group health plan” on the same terms as if the employee had continued to work. Employees must continue to pay their share of any health insurance premium when they become due. If an employee does not return from FMLA leave, he or she will be required to reimburse the District for the District’s share of health plan premiums during a period of unpaid FMLA leave unless the reason the employee does not return is due to the continuation, recurrence, or onset of either a serious health condition of the employee or the employee’s family member, or a serious injury or illness of a covered servicemember, which would otherwise entitle the employee to leave under the FMLA, or due to other circumstances beyond the employee’s control. An instructional employee who is on FMLA leave at the end of the school year must be provided with any benefits over the summer vacation that employees would normally receive if they had been working at the end of the school year. As used herein, “*instructional employees*” are those whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This term includes not only teachers, but also athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. It does not include, and the special rules do not apply to, teacher assistants or aides who do not have as their principal job actual teaching or instructing, nor does it include auxiliary personnel such as counselors, psychologists, or curriculum specialists. It also does not include cafeteria workers, maintenance workers, or bus drivers.

Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms. Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee’s leave.

### ***Eligibility Requirements***

Employees are eligible if they have worked for the District for at least 12 months and have 1,250 hours of service in the previous 12 months.

***Definition of Serious Health Condition***

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

***Use of Leave***

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary, as further provided below. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the District's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Leave taken for a period that ends with the school year and begins the next semester is leave taken consecutively rather than intermittently. The period during the summer vacation when the employee would not have been required to report for duty is not counted against the employee's FMLA leave entitlement.

If an eligible instructional employee needs intermittent leave or leave on a reduced leave schedule to care for a family member with a serious health condition, to care for a covered servicemember, or for the employee's own serious health condition, which is foreseeable based on planned medical treatment, and the employee would be on leave for more than 20 percent of the total number of working days over the period the leave would extend, the District may require the employee to choose either to:

- Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- Transfer temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the employee's regular position

If an instructional employee does not give required notice of foreseeable FMLA leave to be taken intermittently or on a reduced leave schedule, the District may require the employee to take leave of a particular duration, or to transfer temporarily to an alternative position. Alternatively, the District may require the employee to delay the taking of leave until the notice provision is met.

If an employee chooses to take leave for periods of a particular duration in the case of intermittent or reduced schedule leave, the entire period of leave taken will count as FMLA leave.

If an instructional employee begins leave more than five weeks before the end of a semester, then the District may require the employee to continue taking leave until the end of the semester if —

- The leave will last at least three weeks, and
- The employee would return to work during the three-week period before the end of the semester.

If an instructional employee begins leave during the five-week period before the end of a semester because of the birth of a son or daughter; the placement of a son or daughter for adoption or foster care; to care for a spouse, son, daughter, or parent with a serious health condition; or to care for a covered servicemember then the District may require the employee to continue taking leave until the end of the semester if—

- The leave will last more than two weeks, and
- The employee would return to work during the two-week period before the end of the semester.

If an instructional employee begins leave during the three-week period before the end of a semester because of the birth of a son or daughter; the placement of a son or daughter for adoption or foster care; to care for a spouse, son, daughter, or parent with a serious health condition; or to care for a covered servicemember, then the District may require the employee to continue taking leave until the end of the semester if the leave will last more than five working days.

In the case of an employee who is required to take leave until the end of a semester, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. The District has the option not to require the employee to stay on leave until the end of the semester. Therefore, any additional leave required by the District to the end of the semester is not counted as FMLA leave; however, the District shall be required to maintain the employee's group health insurance (to the extent stated herein) and restore the employee to the same or equivalent job including other benefits at the conclusion of the leave.

### ***Substitution of Paid Leave for Unpaid Leave***

The District requires to use all accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, employees must comply with the District's normal paid leave policies.

### ***Employee Responsibilities***

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days notice is not possible, the employee must provide notice as soon as practicable and generally must comply with the District's normal call-in procedures. Employees

must provide sufficient information for the District to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the District if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

As a condition of restoring an employee whose FMLA leave was occasioned by the employee's own serious health condition that made the employee unable to perform the employee's job, the District requires that all employees who take leave for such conditions to obtain and present certification from the employee's health care provider that the employee is able to resume work and perform the essential functions of the employee's job.

### ***District Responsibilities***

The District must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the District must provide a reason for the ineligibility.

The District must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the District determines that the leave is not FMLA-protected, the District must notify the employee.

### ***Unlawful Acts by Employers***

FMLA makes it unlawful for any employer to:

- interfere with, restrain, or deny the exercise of any right provided under FMLA; and
- discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

### ***Enforcement***

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

The foregoing is a general overview of FMLA leave. For more information, please contact the Superintendent.

## **DUTIES AND RESPONSIBILITIES**

### **HOURS OF WORK AND MEETINGS**

Regular, dependable attendance at work is an essential function of a classified employee's employment position.

Employees are required to attend meetings called by the administration or their supervisors, except those meetings which are designated for optional attendance.

Classified employees are to utilize a method determined by the superintendent to record work time. Employees are to clock in and clock out at their scheduled work start and end times each day. Failure to do so may result in a review of the employee's work responsibilities and schedule. Non-compliance with assignments may result in termination of employment.

Classified Staff shall not read and respond to work emails or texts outside of regular work hours, unless specifically directed to by an administrator. In the event a classified staff member is directed to read and/or respond to an email or text outside of working hours, then the staff member shall record all time spent in doing so as time worked.

### **ARRIVAL TO DUTY ASSIGNMENTS**

Classified employees' work assignments may or may not be related to the regular school day. Classified employees are expected to know their duty dates and times and to be on time for work. All duty times are subject to assignment by the direct supervisor, the building principal, and the superintendent.

### **LEAVING SCHOOL/ASSIGNMENT**

Employees are to be on duty at all times during the assigned work day. Employees may not leave school or their assigned area during duty hours without approval of the Principal or their supervisor.

Employees who leave the school during their designated lunch period or for an approved absence must check out with the Principal's office or their supervisor when leaving and check back in upon return. Employees who need to leave during the school day for reason of illness or emergency are to make sure that a responsible person has been notified of their unexpected absence so work coverage may be provided. When employees leave school for any non-work reason, including lunch, they are to clock out before leaving and clock in upon return. If employees are on site and available/willing to work during the lunch period they may remain clocked in during their lunch time.

### **SCHOOL PROCEDURES**

Employees are expected to adhere to the following school procedures in the performance of their duties:

1. Use of Cell Phones. Employees are to refrain from use of personal cell phones for non-school purposes during duty time.

1.a Employees are not to use cell phones or otherwise engage in distracted driving while transporting students or using school vehicles. This rule applies to the driver when the vehicle is in motion. The only exception would be in the case of emergencies. Employees will abide by all rules of the road and any applicable rules of the Nebraska Department of Education and the District relating to driving a motor vehicle. Seat belts and child restraint systems are to be utilized by all occupants.

1.b Employees are not to use radar detectors, laser detectors, or similar devices while transporting students or using school vehicles.

2. Checking Out of Equipment. All equipment must be checked out through the appropriate office. School equipment may be used only for school purposes. School equipment and other resources may be used for personal purposes only as authorized by Board policy or contract.

3. Requisition of Equipment and Supplies. Books and supplies which are needed for instruction should be requested through the appropriate office. Employees shall not make purchases on behalf of the District without prior approval of the Superintendent.

4. E-mail. Use of the District's e-mail system for personal communications should be limited and is subject to the rules governing overall computer usage found in Board policy.

5. Employee Mail Box. Employees may be assigned a mailbox. Employees should check for mail upon arrival, in the course of the work day, if possible, and upon departure. If something requires an answer employees are responsible for responding promptly. Employee mail boxes are to be limited to communicate regarding school business.

## **SUPERVISION OF STUDENTS**

Proper supervision of students is an important responsibility of all employees of the District. Employees responsible for student supervision are expected to meet the four "P's" for student supervision and safety. All employees of the school should be familiar with these principles to the extent they may be involved in supervision of students or interacting with students.

### **1. Proper Supervision**

a. Report to all duty assignments on time.

b. Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.

c. Be vigilant while supervising students. Never leave your students unattended; the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave students who you are supervising, request that another nearby staff member provide supervision for you, or notify the office so someone can provide assistance. If you are on recess duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students who you are to be supervising are doing.

d. If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that student must increase with the known risk of injury. (Remember, though, that this type of information may be

confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs).

e. Be careful when physically contacting students. Physical contact with students should be limited to that necessary to protect the student. Corporal punishment is prohibited in our school district and is not to be used. Physical force may only be used to the extent reasonably necessary to protect the student, yourself and others, and to protect property as may be reasonable.

f. Use good judgment when dealing with difficult situations involving students. Physical confrontation generally escalates tense situations.

g. Be careful with your language. Profanity or abusive language should not be used by you. Be a good role model for students. If a student uses such language, you should correct the student and take such disciplinary action as is appropriate, which may include making a report to administration.

## 2. Proper Instructions

a. Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.

b. Repeat the instructions on how to complete a task that has a heightened risk of danger as often as needed. Do not assume because students heard the directions once that they will be remembered.

c. When you go over safety rules with students note it in your written records.

## 3. Proper Maintenance of Buildings, Grounds, and Equipment

a. Conduct periodic inspections of equipment under your control or in your area of supervision.

b. If equipment is broken and presents a risk of injury, immediately take it out of service (if it can't be moved, tape a "Do Not Use" sign) and notify the office so those repairs may be undertaken.

## 4. Proper Warnings

a. If you have knowledge of a hazard that can likely cause injury, take steps to warn other staff and students. Tell the office so additional warnings may be given.

Contact the Office for Assistance: The principal's office should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:

- student fights
- student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the office can not be immediately located, call 911 if the problem appears to be of immediate and serious concern
- a report or a suspicion that a student has a weapon or other dangerous item or drugs, alcohol, or other illegal substances
- presence of an intruder (a non-student or staff member who refuses to go to the office)

Violations of student rules which are also violations of state law are required to be reported to law enforcement. Make a report of such conduct to the Principal so this law may be followed.

Student Searches: School staff members should notify the school principal of any situation in which a student is suspected of having an item in violation of school rules. Classified staff members are not to conduct searches of students or their belongings unless authorized to do so for a specific situation by the school administration. You may direct a student suspected of

having an item in violation of school rules to wait with you until another adult is present, or to follow you to the office if you can leave your assigned area without causing risk of harm to others. Do not use physical force to detain the student or to make the student accompany you except as reasonably necessary to protect the student or others.

**Student Rights:** Treat students fairly and consistently without consideration of race, color, religion, gender, or disability. Students who need special accommodations are to be given those accommodations as needed for them to participate in school and school activities.

Follow IEP and 504 Plans for the students for whom you are responsible. Be attentive and respond to “bullying.” Maintain the confidentiality of student records. Student record information should be shared only with other school staff with a need to know the information to perform their duties.

### **DISPENSING MEDICATION**

Employees are not permitted to give any medication to students unless trained under the Medication Aid Act. To ensure the proper care of our students, employees who are asked to take the medication training and administer medications shall do so.

Students who need to take prescription medicine must have a signed parent release form on file in the office. Medications are to be taken in the presence of the office staff, the nurse, or medication aide and are to be stored in the nurse’s office; with the exception of students who have a diabetes self-management or asthma self-management plan. Medical procedures are not to be administered in the classroom except in accordance with the District’s Safety and Security Management Plan and the District’s Emergency Protocol (asthma/anaphylaxis protocol).

If students must take medication and/or perform medical procedures prescribed by a duly licensed physician during school hours, it is the responsibility of the parents or guardians to sign permission slips to dispense the medicine at the school and to submit a note or prescription from the physician authorizing the medicine and/or medical procedure. School district personnel are not to administer medicine, including over the counter medicine, without a signed form and note or prescription. Any medication brought to school needs to be properly labeled. The label should include the following information: student’s name, name of medication, dosage needed, and time of dispensing the medication.

### **REPORTING CHILD ABUSE**

Employees are to be familiar with and follow the Child Abuse Policy No. 4105

## **PERSONAL AND PROFESSIONAL CONDUCT STANDARDS**

### **ETHICS STANDARDS**

Bayard Public Schools expects its classified employees to adhere to ethics standards which are modified from those established by the Nebraska Department of Education for certificated employees. The classified school employment job ethics standards which classified employees are expected to adhere to include those set forth below.

**Principle I - Commitment as a School Employee:** Employees shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity.

In fulfillment of the employee's contractual and personal responsibilities, the employee:

1. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
2. Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or disability.
3. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence personal decisions.
4. Shall not make any fraudulent statement or fail to disclose a material fact for which the employee is responsible.
5. Shall not exploit school relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
6. Shall not sexually harass students, parents or school patrons, employees, or board members.
7. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of job duties.
8. Shall report to the Superintendent any known violation of paragraphs 1 through 7 above.
9. Shall seek no reprisal against any individual who has reported a violation of this rule.

### **Principle II - Commitment to the Student:**

Mindful that the employee's classified position exists for the purpose of serving the best interests of the school district's students and patrons, the classified employee shall perform his/her job duties with genuine interest, concern, and consideration for the student. The employee shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the employee:

1. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.

2. Shall keep in confidence personally identifiable information that has been obtained in the course of employment, unless disclosure is approved by the administration or is required by law.
3. Shall not discipline students using corporal punishment.

**Principle III - Commitment to the Public:**

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The classified employee bears responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the employee:

1. Shall not misrepresent an institution with which the employee is affiliated, and shall take added precautions to distinguish between the employee's personal and institutional views.
2. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
3. Shall neither offer nor accept gifts or favors that will impair judgment to be exercised in the course of employment.
4. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
5. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.
6. Shall, with reasonable diligence, attend to the duties of the employee's position.

**Principle IV - Commitment to Classified Position Employment Practices:**

The employee shall believe that sound personnel relationships with governing administration and board of education are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to employment practices, the employee:

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of preparation and legal qualifications.
2. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
3. Shall give prompt notice to the employer of any change in availability of service.
4. Shall conduct job related business through designated procedures, when available, that have been approved by the employing agency.
5. Shall not assign to unqualified personnel, tasks for which an employee is responsible.
6. Shall permit no commercial or personal exploitation of his or her employment position.
7. Shall use time on duty and leave time for the purpose for which intended.

**COMPETENT PERFORMANCE**

Employees must possess the abilities and skills necessary to accomplish the designated task.

Therefore, each employee shall:

1. Keep records for which he or she is responsible in accordance with law and policies of the school system;
2. Supervise others in accordance with law and policies of the District;
3. Recognize the role and function of community agencies and groups as they relate to the District and to his or her position, including but not limited to health and social

services, employment services, community teaching resources, cultural opportunities, educational advisory committees, and parent organizations.

Each employee shall:

1. Utilize available materials and equipment necessary to accomplish the designated task;
2. Adhere to and enforce written and dated administrative policy of the District which has been communicated to the educator;
3. Use channels of communication when interacting with educators, community agencies, and groups, in accordance with policy.

Each supervisor shall:

1. Make reasonable assignment of tasks and duties in light of individual abilities and specialties and available personnel resources.

***Communication Skills:*** In communicating with students and other employees, each employee, within the limits prescribed by his or her assignment and role, shall:

1. Utilize information and materials that are relevant to the designated task;
2. Use language and terminology which are relevant to the designated task;
3. Use language which reflects an understanding of the ability of the individual or group;
4. Assure that the designated task is understood;
5. Use feedback techniques which are relevant to the designated task;
6. Consider the entire context of the statements of others when making judgments about what others have said;
7. Encourage each individual to state his ideas clearly.

***Management techniques:*** The employee shall:

1. Resolve discipline problems in accordance with law, board policy, and administrative regulations and policies;
2. Maintain consistency in the application of policy and practice;
3. Develop and maintain positive standards of conduct.

***Human and Interpersonal Relationships:*** Employees shall possess effective human and interpersonal relations skills and therefore:

1. Shall allow others who hold and express differing opinions or ideas to freely express such ideas;
2. Shall not knowingly misinterpret the statement of others;
3. Shall not show disrespect for or lack of acceptance of others;
4. Shall provide leadership and direction for others by appropriate example;
5. Shall offer constructive criticism when necessary;
6. Shall comply with reasonable requests and orders given by and with proper authority;
7. Shall not assign unreasonable tasks;
8. Shall demonstrate self-confidence and self-sufficiency in exercising authority.

***Personal Requirements:*** Each employee within the scope of delegated authority shall:

1. Be able to engage in physical activity, with or without a reasonable accommodation, appropriate to the designated task except for temporary disability;
2. Be able to communicate so effectively as to accomplish the designated task;
3. Appropriately control his or her emotions;
4. Possess and demonstrate sufficient intellectual ability to perform designated tasks.

**ROLE MODEL**

Employees serve as role models for students and their actions and conduct reflect on the school as a whole. Employees are in all respects to conduct themselves in a professional manner.

All employees are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

- Using e-mail, text messaging, instant messaging or social networking sites to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).
- Engaging in social-networking friendships with a student on MySpace, Facebook, or other social networking site. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance – verbal, written, or physical – towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics that are not related to a specific curriculum.
- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of familial relationships between employees and their children who are students in the District.

Employees who observe or become aware of a violation of the foregoing expectations by other employees are to report the matter to the Principal or the Superintendent.

### **RELATIONSHIPS**

It is important for employees to maintain an effective working relationship with the administration and all co-workers. Employees are also to maintain appropriate relationships with students. Appropriate relationships are established by extending social courtesies, following through on commitments and promises, complying with administrative directives and Board policies, being honest and consistent, and not intruding into personal matters outside the scope of duties, gossiping, or spreading rumors about others.

### **CIVILITY**

All employees shall behave with civility, fairness and respect in dealing with fellow employees, students, parents, patrons, visitors, and anyone else having business with the District. Uncivil behaviors are prohibited. Employees may be subject to disciplinary action up to and including termination for engaging in uncivil behaviors.

Uncivil behaviors are any behaviors that are physically or verbally threatening, either overtly or implicitly, as well as behaviors that are coercive, intimidating, violent or harassing. Such interactions are prohibited in all forms of communication, including telephone conversations, voice mail messages, face-to-face conversations, written communications, and email messages.

Any employee aware of another employee's uncivil behavior shall report the conduct to the employee's immediate supervisor or to the Superintendent. There will be no retaliation against a person for making the report.

## **GENERAL INFORMATION**

### **BAD WEATHER/SCHOOL CLOSING**

The importance of notifying employees, parents, and students when school will be delayed in opening, not opened at all, or be dismissed early is of prime concern. We will be using an automated voice messaging system which will allow the school to contact each family with regard to school closing and other notifications. This system is designed to call the phone number or numbers listed in your employment file. Please ensure that the school district is continually notified of any changes to your contact information.

The school also uses local radio stations KMOR, KNEB, KOLT, and KNEP TV to inform staff, parents, and students of closing due to inclement weather. The school will make every effort to make this information available as soon as possible.

### **COMMUNICATION**

Employees of Bayard Public Schools are expected to utilize effective communication strategies and technological resources when appropriate to collaborate and engage with students, parents, families, and the community to create meaningful relationships that enhance the learning process.

In order to facilitate such communication between the school and homes, teachers are expected and directed to follow the communications plans and protocols developed at the school and district levels. Such communications plans will include directions for frequency, content, and method/mode of communication teachers will be expected to utilize.

### **COMMUNITY RELATIONS**

The Board of Education, through the administration, demands dignity, neatness, and seriousness of purpose for its employees. The education profession, as a whole, is frequently and unjustly judged by the attitude and conduct of a single school employee. Since all are judged by what only a few may do, it is imperative that each of us give considerable thought to our actions as they relate to community customs.

School employees should regard the community in which they are employed as their home. You should be interested in its institutions, its worthwhile activities, and participate in those in which you have special interest and abilities. Good judgment should be used in all practices.

Poor public relations can ruin the finest faculty in a good school. It is imperative that we all use common sense and discretion in and out of school.

### **CONCESSIONS/CASH BOXES**

Concessions and other cash boxes, such as gate receipts for athletic events, are to be counted and signed-off by two adults before the funds are remitted to the school administration and office staff.

### **CONCUSSIONS: RETURN TO LEARN**

Students who sustain a concussion and return to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff until the student is fully recovered.

The school administration of Bayard Public Schools adopts the NDE Guidance entitled “Bridging the Gap from Concussion to the Classroom,” and accompanying Appendix, as its return to learn protocol, with the recognition that each student who has sustained a concussion will require an individualized response.

### **CONFIDENTIALITY AND CONFIDENTIALITY OF RECORDS**

Employees should not discuss school matters outside the job nor discuss confidential or personal information about students or staff. Requests from anyone, including fellow building staff members, for personal information about students or staff should be referred to the principal. School staff shall maintain student records in compliance with state and federal law.

### **COPYRIGHT AND FAIR USE POLICY**

It is the school’s policy to follow the federal copyright law. Students and staff are reminded that when using school equipment and when completing course work, they must also follow the federal copyright laws. The federal copyright law governs the reproduction of works of authorship. Copyrighted works are protected regardless of the medium in which they are created or reproduced; thus, copyright extends to digital works and works transformed into a digital format. Copyrighted works are not limited to those that bear a copyright notice.

The “fair use” doctrine allows limited reproduction of copyrighted works for educational and research purposes. The relevant portion of the copyright statute provides that the “fair use” of a copyrighted work, including reproduction “for purposes such as criticism, news reporting, teaching (including multiple copies for classroom use), scholarship, or research” is not an infringement of copyright. The law lists the following factors as the ones to be evaluated in determining whether a particular use of a copyrighted work is a permitted “fair use,” rather than an infringement of the copyright:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole, and
- the effect of the use upon the potential market for or value of the copyrighted work.

Although all of these factors will be considered, the last factor is the most important in determining whether a particular use is “fair.” Employees should seek assistance from a administration if there are any questions regarding what may be copied.

### **CRISIS SITUATIONS**

Behavior in the first moments, by those actually involved in a crisis situation, will largely dictate the outcome. In the event of a crisis situation, Bayard School personnel are expected to follow the procedures as written in the Emergency Operations Plan.

### **CUSTODIAL ASSISTANCE**

Our custodians strive to keep the school neat, clean and functional. It is a difficult job, and we should all encourage students to conduct themselves in ways that contribute to an attractive and safe environment. If custodial assistance is needed, all requests must go through the building principal's office. Staff members who observe any areas of custodial/maintenance concern are expected to complete a Custodial/Maintenance Work Request Form and submit the form to the building principal.

### **DISCIPLINE**

School employees are expected to support students in engaging in positive and appropriate behavior. Students should know what behaviors are expected, and these expectations should be firmly but fairly enforced. Discipline does not automatically mean punishment, but it does always mean encouraging a desired behavior. Threatening, yelling, criticism, sarcasm, etc. are questionable discipline techniques and often prove inadequate. The student's improper behavior should be the focus of the discipline and not the student's personality, family, dress, appearance, etc. Discipline that punishes all students for the wrong doing of a few is discouraged. The forms of discipline used by school employees should be consistent, reasonable, and fair.

Discipline is the responsibility of each individual school employee under the direction of the certificated staff and the principals. The principal's role is to assist and advise in the event of flagrant or continued misbehavior. Flagrant misbehavior should be brought to the attention of the principal immediately. A student shall not be sent to the office without an explanation of the offense. If assistance is needed in the removal of a student, the school employee is to send someone to the principal's office immediately for assistance. Each student dictates different strategies, but effective teaching and adequate preparation prevent many behavioral problems from occurring.

Corporal punishment shall not be administered. Students causing excessive discipline problems may be recommended to the Superintendent for discipline.

### **FORMS, REPORTS, AND RECORDS**

The following items need to be supplied to the appropriate office as scheduled.

#### **Superintendent's Office**

New or changes on

1. W4's
2. Address
3. Telephone Number
4. Marital Status
5. Birth of a child

Payroll Deductions

1. Annuities
2. Health Insurance Coverage
3. Supplemental Insurance

#### 4. Savings or Investment Plans

NOTE: All of the above are due prior to September 1<sup>st</sup>.

### **FUNDRAISERS AND ACTIVITIES ACCOUNTS**

In order to ensure that the resources of the community are not strained as a result of multiple fundraisers occurring at simultaneously, all student organization fundraisers (other than the concession stand) must be approved by the organization's sponsor, the activities director, building principal, bookkeeper, and superintendent. When an organization wishes to engage in a fundraising activity the sponsor will need to complete a Fundraiser Request Sheet and submit the form to the Activities Director. Fundraising activities should not begin until the request has been approved by the superintendent.

Funds earned in the name of a school organization belong to the organization rather than to the individual student. When students engage in fundraising as a member of a school organization (such as activities, groups, teams, or clubs) the proceeds from the fundraising shall remain with the organization regardless of the continued participation status of the student in such organization. If organizations are disbanded all funds remaining with the organization will be transferred to the activity travel account.

Senior class funds remaining after graduation expenses are paid may be designated for a specific school project or activity by a majority vote of the senior class. If no project or activity is designated prior to graduation the remaining funds will be transferred to the secondary school account in the activities fund.

### **HALL SUPERVISION**

**School employees are expected to step into the hall between classes to help maintain order.** Students must be supervised at all times when they are on school premises because of possible accidents and subsequent liability. School employees are to file all accident reports no matter how large or small. Lawsuits can happen several years later. A written record could be of great assistance in presenting requested testimony.

### **IDENTIFICATION BADGES/NAME TAGS**

Bayard Public Schools employees may be required to wear identification badges, name tags, or similar items to improve security and increase visual identification to students, visitors, and community members.

### **INSTRUCTIONAL AND WORK AREAS**

Each staff member is responsible for the appearance and organization of their assigned work areas. The appearance of the school and school grounds has an impact on the learning that occurs; therefore each staff member should devote time and energy to developing an attractive, stimulating, and orderly instructional setting. Take pride in your educational setting, as well as your work. Be an example for students. When a room is unoccupied, lock and shut doors behind

you and shut off lights. *School employees assigned to supervise students are expected to be with their students during the entire period for which their supervision is assigned.*

Occasionally school employees are required to share rooms. Upon leaving an area please insure that: a) materials and equipment are stored properly, b) chairs and desks are properly placed, c) the floor is free of litter. On leaving your room for a length of time or for the day, school employees will turn out all lights, close and lock all windows and close and lock all doors. School employees using the building after hours must check all lights and doors and see that all students are out of the building. Students are not to be left to close the building. Whenever the facility is being used, there must be a staff person present and directly supervising the students. Do not give your keys to students or any other person. Individuals and organizations wishing to use the school facilities must complete an Application for Facility Use and submit such application to the office for approval.

### **MUTUAL RESPECT**

The Bayard Public Schools expects every staff member and student to be treated with respect and dignity.

### **OBSERVING AND ENFORCING RULES**

It is the duty of each school employee to become familiar with the rules, regulations, and policies of the school and to do all that you can at all times to see that they are enforced. Ignorance of the rules does not excuse you.

### **PARKING AT THE ELEMENTARY SCHOOL**

In order to provide a safe and invitational atmosphere to parents and visitors, staff members are to refrain from parking in the parking spaces located on the concrete on the south side of the elementary school. These spaces are to be reserved for parents and other visitors to the school.

### **PROFESSIONALISM AND CODE OF ETHICS**

Professional deportment is expected from all personnel of Bayard Public Schools. This behavior is reflected in your dress and grooming, relationships with students and parents, and interaction with your peers. A positive school climate is critical to everyone's success. All classified employees must be familiar with and adhere to the Personal and Professional Conduct Standards section of this handbook.

### **PUBLICITY/PUBLICATIONS**

Take pride in the school and be proud to tell about the positive elements of the school. Any items to be submitted to local papers or sent home to the parents should be appropriate and approved by the building principal. Any concerns should be presented to the principal in advance. The Secondary Principal shall serve as the editor of all student publications.

### **PURCHASING**

Board Policy on Purchases: **Any employee who purchases supplies or equipment without expressed authorization of the Superintendent shall be personally liable for payment of the bill.** School Employees should make requests for supplies or equipment in sufficient time to allow for economical and wise purchasing.

Class and club sponsors will have responsibility for supplies ordered through their organizations. In many cases, items can be procured through regular school channels more economically. All purchases which are handled through the activity fund should be cleared through the Office of the Superintendent or the Activities Director.

**All purchases charged to the school district or to any organization of the school will be accompanied by a requisition order approved through the Weblink online requisitioning system. Requisition Orders for a class or organization must be approved by the authorized personnel in the Office of the Superintendent or the Activities Director. No bills will be paid by the Board of Education or from the Activity Fund which have not been authorized.**

### **RECORDS MANAGEMENT AND DISPOSITION – LITIGATION HOLDS OF ELECTRONIC MESSAGES**

When litigation against the District or its employees is filed or threatened, the District will take all reasonable action to preserve all documents and records that pertain to the issue.

As soon as the District is made aware of pending or threatened litigation, a litigation hold directive will be issued by the records officer or designee. The directive will be given to all persons suspected of having records that may pertain to the litigation issue.

Employees who receive notice of a litigation hold are to preserve all records that pertain to the litigation issue. This includes preserving electronic messages that would otherwise be deleted by the computer system; such messages are to be converted by the recipients of the litigation hold to hard copy (printed) or electronic format which can be retrieved and interpreted (downloaded) for the duration of the litigation hold.

No employee who has been notified of a litigation hold may alter or delete an electronic or other record that falls within the scope of the hold. Violation of the litigation hold may subject the employee to disciplinary actions, up to and including dismissal, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

### **RADIOS AND OTHER COMMUNICATION DEVICES**

In order to facilitate effective and timely communication, employees may be assigned to wear and use a handheld radio or similar communications device while on duty.

### **ROOM MAINTENANCE**

Before leaving the work area each day, close windows, turn out all lights, and lock the room. Elementary staff members, please make sure your air-conditioners are turned off when you leave. When repairs are needed, notify the principal in order for arrangements to be made for the repair

### **SAFETY INSTRUCTIONS**

All head coaches will conduct a safety lecture in regards to potential dangers that might be incurred by participating in that particular sport. All coaches will instruct participants in their sports in the correct fundamentals of the sport and will not teach fundamentals that have been determined as illegal or unsafe.

All other faculty members who supervise activities or classroom activities where a student could sustain an injury from the activity, will also conduct a class on the dangers and the safety precautions to be used during the activity or classroom sessions.

### **SCHOOL BOARD POLICIES**

School Board policies are made available to the staff and to the public. Employees shall become familiar with Board policies. Please direct any questions about Board policy to the Superintendent.

### **SCHOOL LUNCH**

School employees are strongly encouraged to utilize payroll deduction to pay for school lunches purchased by themselves and or members of their family. This ensures convenience for employees and timely payment of lunch bills to the school. Lunches must be paid for in advance. The school will not charge meals to employees or students with negative lunch account balances.

### **STUDENT CONDUCT**

A student handbook will be used to familiarize students and parents or guardians with the school's practices and procedures. Students will be given a copy of the handbook, which will explain general regulations and requirements.

Students are expected to act, dress, and conduct themselves in the school building and at school sponsored events, in such a fashion that their behavior and dress will reflect favorably on the individual and on the school, will show consideration to fellow students, and will create a harmonious school atmosphere. All students must recognize their individual responsibilities and obligations, and discharge them in accordance with the school regulations.

All staff members are responsible for overseeing the conduct of students, both during school hours and at school sponsored events. In each instance in which an employee acts to help a student conduct him/herself properly, emphasis shall be placed upon the growth of the student and the ability to discipline him/herself.

### **SCHOOL KEYS**

No key is to be duplicated without the Superintendent's written permission. **DO NOT GIVE YOUR KEYS TO ANY ONE ELSE TO USE.** Prior arrangements must be made if student managers use your keys. Staff members may be required to pay for the cost of lock/key replacement in the event that the staff member's keys are lost, misplaced, or stolen.

### **SCHOOL RESOURCE OFFICER (WHEN APPLICABLE)**

In partnership with the City of Bayard the school district has access to the services of a School Resource Officer (SRO). As per agreement with the City of Bayard, the duties of the school resource officer shall be as follows:

- a. Act as a resource to prevent delinquency and truancy.
- b. Provide guidance on ethical issues in classroom settings.

- c. Provide individual counseling for students.
- d. Explain law enforcement's role in society to students.
- e. Demonstrate the concern of the Bayard Police Department for youth.
- f. Provide safety and security for the school campuses.
- g. Create goodwill and increase the understanding of law enforcement within the school environment.
- h. Strengthen student and police relationships.
- i. Provide a forum where police, students, parents and faculty become acquainted and earn mutual respect.
- j. Open lines of communication between public agencies and youth in the community.
- k. Provide enforcement of all appropriate state statutes and city ordinances.
- l. Assist instructors from time to time with reference to law enforcement related curriculum.

The school resource officer shall have no responsibility concerning enforcement of school codes of conduct or school administrative decisions involving student misconduct.

Teachers are encouraged to invite the school resource officer to help with instruction when the curriculum is aligned to the skills and knowledge of the officer. School employees are not to ask the school resource officer to "cover a class" and need to be present in the classroom for the duration of instructional sessions provided by the school resource officer.

### **SOCIAL ACTIVITIES**

The class sponsor shall be responsible for the approval or disapproval and scheduling of the (7-12) social activities of classes and organizations with the scope of the regulations with the final decision resting with the administration.

School activities shall close at 12:00 midnight with the exception of Homecoming Dance and Junior Senior Prom which shall close at 1:00 a.m.

School activities shall not be permitted on Sunday unless religious in nature as they apply to the school. This includes practice for any activity. Practices are permitted on Sundays before district competition per NSAA rules.

School activities will not be permitted after 5:30 p.m. on Wednesday evening. Buildings must be cleared by 6:00 p.m.

### **SPONSOR/CHAPERONE DUTIES**

Most employees, in addition to their regular assignments, are asked to sponsor a class or organization.

At the first meeting of the year, students in each class or organization should elect officers, and determine projected plans for activities and fund raising activities. Projects must be approved by the principal and scheduled by the activity director to avoid conflicts with other organizations and competition with local businesses. Parliamentary Procedure will be used in all class meetings.

If a project involves the use of the cafeteria and/or kitchen, the head cook must be consulted. If a cook needs to be present at the project, the organizer will be billed for that individual's time. If a janitor is asked to do the cleaning, make prior arrangements and be prepared to pay that individual for the services.

The sponsor is responsible for the financial records for each class or organization. They should review the records with the treasurer of the organization and the district bookkeeper at least once a month.

No students are to be in the building during a project or event unless a sponsor is present. Sponsors should check to see that lights are off and doors locked when they leave. The facilities should be left in a clean condition.

No organization is to meet at the school or any other location for any purpose without prior clearance from the principal. Sponsors are also to be aware that any money earned from fundraisers is to be used to benefit the school or community or for a growth experience. Using the school's name to raise money for a party is prohibited.

### **STAFF DRESS**

School employees should be conscious of the importance of attractiveness, appropriateness, and neatness in dress and grooming. Set a positive example about the importance of school. Business casual attire is appropriate. Leggings and yoga pants are not considered business casual and are not appropriate for the instructional staff in the school. Staff attire needs to be compliant with expectations for student dress.

### **STAFF WELLNESS**

Bayard Public School District highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Staff members are expected to serve as role models for students in the area of wellness. BPS staff members are encouraged to serve as healthy role models for students.

### **STUDENT DRESS CODE**

The school administration and teachers encourage everyone to behave and dress in a fashion reflecting good taste and in a style appropriate for a school day or school activity. An individual's dress, personal appearance, and cleanliness, like his/her behavior, should reflect sensitivity to and a respect for others.

Student dress and personal appearance that disrupts or distracts from the educational environment of the school, is offensive, in violation of any statute, or is a health or safety hazard is not acceptable and is not permitted.

Examples of inappropriate dress: midriff blouses; low cut blouses; hats; caps; headbands; chains or straps on pants; articles displaying obscene or vulgar writing or symbols; articles displaying tobacco, alcohol, or drug advertisement; jewelry with potentially harmful accessories; any clothing in reference to membership in gangs: bandanna; sagging clothes; or tagging with gang signs or letters. Any type of shorts worn to school will reach to the middle of the thigh. Shoes and socks must be worn.

School employees will send students to the office, or notify the office, if a student's clothing or dress is questionable. The final decision will rest with the administration.

If students are participating in extra-curricular activities or school-sponsored activities, their dress or appearance will be the responsibility of the coach or sponsors.

### **STUDENT ERRANDS**

Students are not to be sent on errands during the school hours unless by permission of the principal. Students are entrusted to our care, therefore, it is essential that we know where they are at all times. Notify the principal well in advance when you desire to go with your groups during school time on class trips.

### **STUDENT HANDBOOK**

All staff members should be familiar with and know the student handbook, encouraging students to know and follow its guidelines and regulations, too.

### **SUMMER BUILDING ACCESS**

In order to provide a safe and efficient process for summer custodial and maintenance services staff members are encouraged to plan on the school buildings being closed during the month of July. Additional closures are possible as circumstances may dictate throughout the summer and during breaks in the school term. Staff members are encouraged to have any summer work completed by the end of June and to plan on access to the school buildings for the next year at the beginning of August.

### **SUPERVISION OF STUDENTS**

Proper supervision of students is an important responsibility for teachers and other adults responsible for our students. Teachers and other adults responsible for student supervision are expected to meet the following:

#### **Proper Supervision**

1. Report to all duty assignments on time.
2. Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
3. Be vigilant while supervising students. **Never leave your students unattended**; the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave your classroom, request that another nearby staff member cover your class, or notify the office so someone can provide assistance. If you are on recess duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students are doing.
4. If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that student must increase with the known risk of injury. Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs.
5. Be careful with touching students. Use of corporal punishment is prohibited at Bayard Public Schools. Touching students should be limited to that necessary to protect the student from harm (e.g., falling from playground equipment), and that which professional educators determine appropriate for purposes of proper student relationships.
6. Be careful with your language. Profanity or abusive language should not be used by you. Be a good role model for students. If a student uses such language, you should correct

the student and take such disciplinary action as is appropriate, which may include making a report to the administration.

### **Proper Instructions**

1. Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
2. Repeat the instructions on how to complete a task that has a heightened risk of danger as often as needed. Do not assume because students heard the directions once that they will be remembered.
3. When you go over safety rules with students, note it in your written records (e.g., your lesson plan book or daily reports).
4. Review playground and classroom safety rules with students at least once each semester, and note when you do it in your written records. Also, if any students are absent when you review the rules; contact the student(s) to review the same information and also note that contact in your written records.

### **Contact the Principal for Assistance**

The principal should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:

1. Student fight
2. Student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the office can not be immediately located, call 911 if the problem appears to be of immediate and serious concern
3. Reported incident or a suspicion that a student has a weapon or other dangerous item(s), drugs, alcohol, or other illegal substances
4. Presence of an intruder (a non-student or staff member who refuses to go to the office)

### **Student Searches**

School staff members should notify the school principal of any situation in which a student is suspected of having an item in violation of school rules. School staff members are not to conduct searches of students or their belongings unless authorized to do so for a specific situation by the school administration.

### **Student Rights**

Students should be treated fairly and given the same treatment without consideration of race, color, religion, gender, or disability. Students who need special accommodations should be given those accommodations as needed for them to participate in school and school activities. Further, students have the right to have their school records kept confidential. Such information should be shared only with other school staff with a need to know the information to perform their duties.

### **WORK ROOM**

The work room is to be kept as neat as possible. Avoid discussing individual students in the workroom. Additionally, ensure that communications in the work room are positive and conducive to a productive and effective school climate. Parents and community members often

form impressions of our schools based upon the professionalism exhibited in the school offices and in the work room and break room. Your assistance in this is greatly appreciated.

### **TELEPHONE**

School employees are welcome to use the school telephone. The school telephones are not to be used for personal long distance calls. School telephones are tax exempt and are to be used for official school business only. School employees who have student supervision responsibilities **will not** be called to the telephone except in case of emergency.

### **VIDEO SURVEILLANCE**

The Board of Education has authorized the use of video cameras on Bayard School District property to ensure the health, welfare, and safety of all staff, students, and visitors to District property; and to safeguard District facilities and equipment; and to further the educational process. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies. Teachers may videotape instruction and other classroom activities to make available to students who were absent or who would like to otherwise review such content.

### **VISITORS**

All visitors are to be directed to the principal's office. This is for the preservation of classroom order as well as to protect students and staff.

Parental interest and concern should be welcomed. However, if a visitation becomes hostile, a teacher or an administrator should be present. Students and school employees are not to open any doors for non-school personnel, as visitors must enter through the main doors to the building and check-in at the office. School employees have the responsibility and the right to question visitors in the building.

### **WORK AREA SAFETY AND ACCIDENT REPORTING**

All employees share in the responsibility for maintaining a safe and healthy school environment. All staff members shall avail themselves of every possible opportunity to instruct students in the safe use and handling of any school property or equipment that could cause injury to students or school personnel. Any unsafe or unhealthy conditions in the immediate work area, building, or on the school campus should be reported immediately to the school principal. In the event of an accident to an employee, student, or visitor, the safety and care of the injured individual should be of primary concern. A written report of the incident should be made to the principal within 24 hours, if not sooner. An incident which requires the attention of medical personnel and any other incident deemed important by the principal, should be reported to the superintendent of schools.

Instructors or sponsors of groups using laboratories, including science, art or shop areas will be responsible for seeing that individuals or groups working with the following materials or

in the following areas will wear the appropriate eye and/or face protection or other protective gear deemed appropriate:

1. Hot molten materials.
2. Heat treatment, tempering, or kiln firing of any metal or other materials.
3. Milling, sawing, turning, shaping, cutting, grinding or stamping of solid materials.
4. Gas or electric arc welding or other welding processes.
5. Repair or servicing of any vehicles.
6. Caustic or explosive materials.
7. Hot liquids or solids, injurious radiation or other hazardous materials.

### **“WORK FROM HOME” EXPECTATIONS**

In the event work from home is needed, (such as during a pandemic or due to other circumstances, the district may employ personnel in work from home. It is essential that remote staff members understand the District’s expectations for those staff members while they are “on duty.” When work from home is authorized, the following expectations apply to all staff members working remotely during the workday and during working hours:

1. If a staff member will appear via videoconference (such as Zoom), the staff member must be dressed professionally and in the same manner expected as if the staff member reported to work in-person. A staff member appearing by videoconference is expected to minimize background noise (such as a dog barking) that may interfere with the communication, and be in a professional setting (such as at a table or in a home office—not in bed).
2. Staff members should respond promptly to school-related communications. “Promptly” will depend on the context but, as a general matter, staff members who are not teachers will be expected to respond to phone calls within 15 minutes of receiving such calls. Teachers who receive a phone call or other school-related communication (such as an email) will be expected to respond after their teaching assignments, but not later than the end of the workday. We understand that staff members may be engaged during the workday with webinars, teaching, holding office hours, talking with colleagues or parents, and so forth. As such, each staff member’s situation will depend on the circumstances. However, generally, all staff members (including teachers) are expected to be checking their phone and email during the workday and responding in a timely manner. The intent of this rule is to ensure that no staff member who is being paid during working hours is misusing worktime by not working.
3. During working hours, all staff members are bound by the same computer and Internet expectations as if they were in the physical classroom. This expectation includes not watching shows or movies, shopping for personal items, browsing social media, and so forth. Staff members who use District-owned devices may be subject to a search of their Internet browsing history. Staff members’ District-owned email accounts may also be searched. We would prefer not to have to use these options, so please use work time for work purposes only.
4. All staff members continue to be bound by the applicable professional boundaries policy and/or rules. Staff members will not communicate directly with students via

texting, social media or one-on-one Zoom sessions, unless the staff member has received approval in advance from a school administrator.

5. Hourly staff members must keep track of their work time. Hourly staff members must receive prior approval from their immediate supervisor before working overtime. The District may review each hourly staff member's Internet browsing history and/or email history to determine whether a staff member was working during their claimed work time. Hourly staff members must keep current a detailed log of the time they spent on work-related items and the time that they spent working on such items.

6. All staff members must communicate in a professional manner. Although much communication may be accomplished via electronic means, all staff members need to remember that communications should be professional and avoid inappropriate or vulgar language.

7. Staff members should refrain from communicating with each other about non-school business during the workday. For instance, calling or emailing other staff members during worktime to gossip is not an appropriate use of the workday.

8. Staff members should coordinate with their immediate supervisor on clock-in/clock-out procedures so that your immediate supervisor ensures that you are working that workday. If you need to miss work during a workday, you must contact your immediate supervisor as soon as practicable.

9. Each staff member's duty hours will be determined by each staff member's immediate supervisor. As a result, staff members are expected to maintain regular communication with their immediate supervisor about the upcoming workweek.

10. Staff members will comply with the recommendations of the Instructional Technology Coordinator with regards to secure technology arrangements.

11. Staff members are expected to follow all other directives from their supervisors in a positive and professional manner.

12. A staff member who repeatedly violates these expectations may be subject to discipline.

13. All other provisions of board policy and the staff handbook remain in effect.

If a staff member has any questions or needs clarification, they should contact their supervisor in advance for clarification. Please know that these expectations are subject to change and may be modified by the Superintendent or Superintendent's designee.

## SELECTED BOARD POLICIES

POLICY NO. 4105

Page 1

### REPORTING Child Abuse OR NEGLECT

It is mandatory that every employee of Bayard Public Schools report child abuse and neglect as set forth in this policy.

#### A. Child Abuse or Neglect Defined

As used herein, “child abuse or neglect” means knowingly, intentionally, or negligently causing or permitting a minor child to be:

1. Placed in a situation that endangers his or her life or physical or mental health;
2. Cruelly confined or cruelly punished;
3. Deprived of necessary food, clothing, shelter, or care;
4. Left unattended in a motor vehicle if such minor child is six years of age or younger;
5. Sexually abused; or
6. Sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

The foregoing definition shall apply regardless of whether the perpetrator or perpetrators are student(s), school employee(s), the child’s parent(s), or any other person.

#### B. Reporting

1. **Mandatory Employee Reporting to Law Enforcement:** If any school employee has reasonable cause to believe that a child has been subjected to child abuse or neglect or observes such child being subjected to conditions or circumstances which reasonably would result in child abuse or neglect, then the employee shall immediately report such incident to the Bayard Police Department, the Morrill County Sheriff’s Department, the Nebraska State Patrol, or the Nebraska Department of Health and Human Services.
2. **Substance of Report:** A report to a proper law enforcement agency or the Department of Health and Human Services may be made orally by telephone with the caller giving his or her name and address and shall be followed by a written report, and to the extent available shall contain the address and age of the abused or neglected child, the address of the person or persons having custody of the abused or neglected child, the nature and extent of the child abuse or neglect or the conditions and circumstances which would reasonably result in such child abuse or neglect, any evidence of previous child abuse or

neglect including the nature and extent, and any other information which in the opinion of the reporter may be helpful in establishing the cause of such child abuse or neglect and the identity of the perpetrator or perpetrators.

3. **Reporting to Principal:** After an employee makes an oral report as set forth above, the employee shall immediately notify a principal of the report. The employee shall then, within 24 hours, draft a written

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report as required above and provide the written report to a principal. The principal shall include in the report any additional information known by the principal and submit the form to the proper law enforcement agency or the Department of Health and Human Services. The principal shall also provide a copy of the report to the Superintendent of Schools. If there is no principal available within 24 hours, then the employee shall provide his or her report directly to the proper law enforcement agency or the Department of Health and Human Services and provide a copy of the report to the Superintendent.

4. **Uncertainty.** *Any uncertainty as to whether reasonable cause exists shall be resolved in favor of making a report to the proper law enforcement agency or the Department of Health and Human Services.* An employee is not obligated to “prove” that child abuse or neglect has occurred or could occur. Having reasonable cause to believe could include having information as minor as an allegation. Employees should not take it upon themselves to investigate the case or contact the family of the child. Law enforcement and the Department of Health and Human Services are responsible for investigating.

5. **Record Keeping.** All employees shall keep written records of information obtained and reports made pursuant hereto.

6. **No Retaliation.** No employee shall be retaliated against for making a report hereunder.

7. **Immunity.** Any employee making a report under this policy is immune from civil or criminal liability, except for in the case of making maliciously false statements.

Legal Reference: Neb. Rev. Stat. 28-710 *et seq.*

Adopted: 8-11-86

Reviewed: 5-10-10

Revised: 1-9-12; 11-11-13

## RESTRAINT AND SECLUSION

Restraint and seclusion (as further described in this policy) are behavioral and/or safety interventions and shall only be used in accordance with this policy.

### 1. General Guidelines

- A. Restraint and/or seclusion should not be used as a first method of safety intervention, except in emergency situations. When used as a safety intervention, other de-escalation efforts such as voice commands should be used prior to using restraint or seclusion.
- B. Restraint and/or seclusion shall never be used as a form of discipline or for retaliation or convenience.
- C. Restraint or seclusion should only be used when and to the extent reasonably necessary to maintain order or prevent a student from causing physical harm to himself or herself or others.
- D. School personnel shall continuously monitor a student's status during periods of restraint or seclusion.
- E. This policy does not apply to physical interventions which a student's health care provider has indicated are medically necessary for the treatment or protection of the student.
- F. Nothing in this policy shall prevent a staff member from using restraint and seclusion as provided for in a student's IEP, 504 plan, or behavior intervention plan.
- G. If a student develops a pattern of behavior which requires or is anticipated to require a recurring pattern of restraint and/or seclusion, the school should conduct a functional behavioral assessment or call a meeting of the student's IEP team to develop or revise a plan to reduce or eliminate the need for restraint or seclusion.
- H. Nothing in this policy shall allow a staff member to use restraint or seclusion which is unreasonable in duration and/or intensity considering the circumstances and school administration shall at all times maintain the authority to discipline a staff member if the administration deems unreasonable the staff member's use of restraint or seclusion.

### 2. Restraint

A. Physical Restraint. Physical restraint means the use of physical force to restrict significantly the student's movement. The following circumstances are examples when physical restraint is appropriate:

- A. To obtain possession of weapons or other dangerous objects.
- B. To prevent or break up a fight.
- C. As self-defense or in defense of others.
- D. To escort a student from one area to another in the interest of safety or to maintain order.
- E. To calm or comfort a student.
- F. To prevent self-injurious behavior.
- G. As reasonably necessary to prevent imminent, severe destruction to school or another person's property.

B. Mechanical Restraint.

- i. Mechanical restraint means the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove. Mechanical restraint includes the tying down, taping, or strapping down of a student.
- ii. Mechanical restraints do not include adaptive or protective devices used as recommended by the student's health care provider or safety equipment used as intended by the general population (e.g. seatbelts).
- iii. Mechanical restraints should only be used in the case of an emergency to prevent imminent danger to the student or others when physical restraint or seclusion would not be effective or is not possible.

C. Chemical Restraint.

- i. Chemical restraint is the administration of medication for the purpose of restraint.
- ii. Chemical restraint does not include medication as prescribed by and administered in accordance with the student's health care provider.
- iii. Chemical restraints of students are not permissible under any circumstances.

### 3. **Seclusion**

A. Definition. Seclusion is the confinement of a student in a room or other space from which the student is physically prevented from or incapable of leaving. Behavior interventions and/or disciplinary methods which do not restrict the student's physical

movement or ability to leave are not considered to be seclusion. Examples of behavior interventions and/or disciplinary methods which are not considered seclusion are as follows:

- i. **Timeout:** Timeout means a behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting.
  - ii. **In-school suspension.**
  - iii. **Detention.**
- B. **When Permissible.** Seclusion is only appropriate when a student is displaying physical behavior that presents a risk of injury to the student or others and the threat could be diminished if the student is secluded in a safe environment. Seclusion should only be employed as a last resort after other methods of intervention have been attempted without success or would be inappropriate under the circumstances. Seclusion is inappropriate for students who are severely self-injurious or suicidal.
- C. **Duration.** Seclusion should only be used as long as necessary to present the risk of injury.
- D. **Supervision/Observation.** When a student is secluded a staff member or the school's resource officer shall continually monitor and supervise the student and shall immediately notify an administrator as to where and why the student is being secluded. The staff member monitoring the student in seclusion should document all observations.
- E. **Area of Seclusion.** A student in seclusion must be able to exit the room or area if the supervising adult becomes incapacitated or leaves the area. The room or area used for seclusion must have adequate space, lighting, ventilation, heating/cooling for the safety of the student and must be free of objects that could be harmfully used by the student.

#### **4. Documentation/Notices**

- A. **Reporting.** A Restraint or Seclusion Report must be completed for each incident of restraint or seclusion and shall include:
- Name of the student
  - Name of the staff member(s) administering the restraint or seclusion;
  - Date of the incident and the time the restraint or seclusion began and ended;
  - Location of the restraint or seclusion;
  - A description of the restraint or seclusion;
  - A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;

- A description of the behavior that prompted the use of restraint or seclusion;
  - Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted; and
  - Information documenting parent contact and notification.
- B. Notice to Administrators. The building principal and Superintendent shall be notified of the restraint and seclusion incident as soon as possible.
- C. Notice to Parents. The building principal, Superintendent, or their designee shall attempt notify the student's parent or guardian of the restraint or seclusion incident as soon as possible after it commences.
- D. Written Report to Parents. Within a reasonable period of time not to exceed 30 days after the incident, building principal or Superintendent shall also provide the parent or guardian with a written incident report. This report must include the following:
- i. the date, time of day, location, duration, and description of the incident and interventions;
  - ii. the events or events that led up to the incident;
  - iii. the nature and extent of any injury to the student; and
  - iv. the name of a school employee the parent or guardian can contact regarding the incident.

## 5. **Training.**

- A. Distribution of Policy. This policy shall be distributed to staff members on an annual basis.
- B. Staff Training. Staff members who are reasonably anticipated to use restraint and/or seclusion on a regular basis shall be trained in the proper and safe use of restraint and seclusion.

Adopted: 3-12-12

Revised: 10-9-17

## **DRUG FREE SCHOOL AND COMMUNITY POLICY**

Bayard Public School District is committed to providing an employment environment that is safe and provides appropriate motivation to ensure a creative and productive work force. To this end, the District unequivocally endorses the philosophy that the workplace should be free from the detrimental effects of illicit drugs and alcohol.

It is unlawful and, therefore, absolutely prohibited for any employee of the District to engage in the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of the school's activities.

### **DEFINITIONS**

As used in this policy, prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of the school's activities shall mean, but not be limited to the following:

1. The unlawful possession, use, or distribution of any substance which is declared by the State of Nebraska or any other applicable law to be an illicit substance.
2. The possession, use, or distribution of alcohol on school premises or as a part of the school's activities.

As used herein, the term "school premises" shall mean any property owned, or in the other manner under the control of the Board of Education of the District.

As used herein, the phrase "as a part of the school's activities" shall mean any activity or enterprise carried out in whole or in part under the auspices of the District when supervising students or students are present.

### **PROCEDURES**

1. All employees and each new employee will receive a copy of this policy.
2. Each employee will acknowledge receipt of this policy and will sign such form acknowledging receipt and acknowledging the District's policy of absolutely prohibiting conduct as set forth in this policy (Policy #4109), and further acknowledging that serious sanctions can and will be taken against and employee,

including termination of employment and referral for prosecution for any failure to comply with the above stated standards of conduct and further acknowledging that such compliance is mandatory, and further acknowledging that this policy is adopted pursuant to P.L. 101-226, C.F.R., Part 86, and other applicable statutes, and will further acknowledge that failure to comply with such federal requirements may be the District's receipt of federal funds in jeopardy

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### **DRUG FREE SCHOOL AND COMMUNITY POLICY**

3. In the event the employee does not understand the terms and conditions of this policy, it shall be the duty of the employee to ask for such points of clarification of the Superintendent of Schools or his/her designee at the time this policy is distributed to the employee. If no questions is directed by an employee to the Superintendent of Schools or his/her designee it shall be the legal position of the District to presume that the employee has understood and will abide by this policy.
4. In the event of any non-compliance by any employee with this policy, it shall be the duty of the Superintendent of Schools or his/her designee to inform any employee not in compliance about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to employees within fifty (50) miles of the administrative offices of the District. If no such programs are available within 50 miles, then such other programs as may exist in the State of Nebraska shall be made known to such employee. The Superintendent or his/her designee shall maintain a list of such available services and shall from time to time update such list.
5. Sanctions which may be taken against an employee for non-compliance with this policy may be any one or more of the following:
  - a. An oral reprimand.
  - b. A written reprimand.
  - c. Suspension with pay.
  - d. Suspension without pay.
  - e. Termination of employment.
  - f. Cancellation of employment.
  - g. Non-renewal of employment.
  - h. Referral to appropriate authorities for criminal prosecution.
  - i. Mandatory enrollment in in-patient care or otherwise as a term and condition to any continuing employment by the District.
  - j. Mandatory enrollment in any training programs that are may be provided by the District or others relating to any of the activities prohibited by this policy.
6. Disciplinary action sought to be imposed by the Superintendent or his/her designee shall be carried out in accordance with the established policies of the District.

However, nothing in this policy shall be construed to vest any right in any employee beyond that required by law and the manner in which each case shall be handled in the sole discretion of the Superintendent or his/her Designee subject to the Superintendent's approval, provided only that such action shall be carried out within the bounds of applicable law.

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### **DRUG FREE SCHOOL AND COMMUNITY POLICY**

7. Conviction of an employee of the District of any criminal statute relating to the unlawful use, possession, or distribution, of any controlled substance or alcohol, may result in disciplinary action being taken against such employee. When such conviction shall come to the attention of the Superintendent or other official of the District, an employee convicted as above described may be disciplined in any manner provided by statute, the contract of the employee, any existing policy of the District or any other applicable body of law. As used herein "applicable body of law" shall mean, but shall not be limited to, state and federal statutes, state and federal regulations, and any applicable case law.
8. As an alternative to discipline or as a concurrent requirement to the disciplinary action less severe than the maximum disciplinary action that may be carried out against an employee as referred to in the immediately preceding paragraph, the District, by and through its Superintendent or his/her designee may require the employee to successfully finish a drug abuse program. As used herein, the term "drug abuse program" shall mean a drug abuse program sponsored by an approved private or governmental institution. The Superintendent or his/her designee has written documentation satisfactory to the Superintendent or his designee that the employee has successfully finished such program. If aftercare is recommended by such institution, then the Superintendent or his/her designee in his/her sole discretion may require the employee to enroll such aftercare program and to participate in a manner satisfactory to the provider of such aftercare program. The Superintendent or his/her designee may require an employee to participate in aftercare in the same manner and under the same terms as may be required by the Superintendent or his/her designee. The Superintendent or his/her designee may require ongoing reporting of such participation as a term and condition of continuing employment by such employee at the District.

Adopted: 8-13-90

POLICY NO. 4115

**EMPLOYEE USE OF ELECTRONIC COMMUNICATIONS DEVICES**

The Board recognizes that employees may carry electronic communications devices and hereby adopts this policy.

District-Issued Communications Devices

The District may elect to issue certain communications devices to employees in order to increase the efficiency of District operations. Issuance and use of District equipment shall be subject to rules promulgated by the Superintendent.

Personally Owned Communications Devices

Employees may carry and use personally owned cellular telephones or pagers/beepers on school property subject to rules and regulations promulgated by the Superintendent.

Visible possession of all cell phones is prohibited in any area where there is an expectation of privacy.

Adopted: 4-10-2006

## **PROFESSIONAL BOUNDARIES BETWEEN EMPLOYEES AND STUDENTS**

All employees (which for purposes of this policy includes student teachers and interns) are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions which the board deems unacceptable and will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

- Using e-mail, text messaging, instant messaging, social networking sites, or any other type of personal communication system to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).
- Engaging in social-networking friendships with a student on social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children. Employees shall not friend or follow students on any social networking site.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance - verbal, written, or physical - towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics that are not related to a specific curriculum.

- Telling sexual jokes to a student.
- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- 
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.
- Discussing alcohol, tobacco or other illicit drugs in a non-instructional setting, such as describing a party that the employee attended.
- Discussing another student's or employee's personal matters when it is not appropriate outside of the instructional setting.
- "Grooming," which includes building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of family relationships between employees and their children who are students in the District. A staff member seeking an exception must receive advance approval from his or her administrator. If a staff member is unable to communicate with an administrator in advance (such as in the event of an emergency), the staff member must notify the administrator as soon as possible, but not later than 24 hours immediately following the event.

Any person who suspects a District employee of engaging in any prohibited conduct under this policy, including grooming, should contact the Superintendent or other administrator immediately.

An employee who violates this policy may face discipline, up to and including termination of employment, and may be referred to the appropriate certification or credentialing agencies for further discipline.

A violation of this policy will result in referral to the Department of Health and Human Services, law enforcement, or both.

Each school year, all employees shall sign a certification verifying that this policy was received and understood.

Legal Reference: LB 1080 (2020)

Adopted: 10-12-09

Revised: 1-11-21

Reviewed: 5-10-10

### **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 21<sup>st</sup> Century Act.

Bayard Public Schools will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and

cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.

**Disclaimers:**

- Bayard Public Schools and its individual schools, administrators, faculty, and staff thereof, make no warranties of any kind for the service provided and will not be held responsible for any damage suffered by users. This includes the loss of data resulting from delays, non-deliveries, and intrusion by computer virus, or service interruption.
- Use of any information obtained via network access is at the risk of the user, and Bayard Public Schools specifically denies any responsibility for the accuracy or quality of the information obtained.
- Bayard Public Schools cannot guarantee complete protection from inappropriate material. Furthermore, it is impossible for the district or content filter to reflect each individual or family's opinions of what constitutes "inappropriate material." If a student mistakenly accesses inappropriate information, he/she should immediately notify a district staff member.
- Bayard Public Schools is not liable for an individual's inappropriate use of district's electronic communications systems or violations of copyright restrictions or other laws, or other costs incurred by users through use of Bayard Public Schools' electronic communication systems.
- The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's electronic communication systems.

**CIPA Definition of Terms:**

**Minor:** The term "minor" means any individual who has not attained the age of 17 years.

**Technology Protection Measure:** The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. **Obscene**, as that term is defined in section 1460 of title 18, United States Code;
2. **Child Pornography**, as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors.

**Harmful to Minors:** The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

**Sexual Act; Sexual Contact:** The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

**Bayard Public Schools****Network Acceptable Use and Internet Safety Policy****Employee's Agreement**

By signing this form, I acknowledge receipt of, understand, and agree to abide by the rules and standards set forth in the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that to gain or retain access to the Bayard Public Schools computer network systems, I must sign and submit this form as directed. I further understand that any violation of the Policy is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, monetary liability may be incurred, school disciplinary and/or appropriate legal action may be taken. I as a staff member agree to abide by the rules and standards addressed in this policy as it pertains to me and to help ensure that students also abide by these rules and standards as well. I understand that this agreement will be in effect for the duration of my employment with the district or until the policy is revised.

(Printed) Staff Member Name \_\_\_\_\_

Staff Member Signature \_\_\_\_\_

Date \_\_\_\_\_

**Bayard Public Schools****Network Acceptable Use and Internet Safety Policy****Student's Agreement**

By signing this form, I acknowledge receipt of, understand, and agree to abide by the rules and standards set forth in the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that to gain access to the Bayard Public Schools computer network systems, I must return this form signed by me and my parent or legal guardian. I further understand that any violation of the Policy is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, monetary liability may be incurred, school disciplinary and/or appropriate legal action may be taken. I understand that this agreement will be in effect for one school year and must be re-signed in subsequent years.

Teachers or media specialists who are exploring digital content with a class do not need special parental permission for such activity if the teacher or media specialist is in control of the navigation to known educational sites. A student accessing digital content at the constant direction of the teacher is not working independently. This circumstance does not require special parental permission. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting.

In addition, this form, when completed below and on file with the district, will constitute consent for our schools to provide personal identifying information for your child consisting of first name, last name, school email address and username (for educational use only) to the following web operators: Teach TCI, Big Ideas Math, Amplify Science, Google Apps for Education, Clever, Remind, MobyMax, Pearson, Khan Academy and to the operators of any additional web-based educational programs and services which our schools may add during the upcoming academic year.

(Printed) Student Name \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

**Bayard Public Schools**

**Network Acceptable Use and Internet Safety Policy****Parent or Legal Guardian's Agreement**

I have read, understand, and agree with the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that by signing this form I give permission for Bayard Public Schools to grant access to district electronic communication systems, including the Internet. I understand that this access is designed for educational purposes. I understand that Bayard Public Schools has taken reasonable precautions to eliminate access to inappropriate material and I will not hold the district or staff members responsible if inappropriate material is inadvertently accessed. I understand that this agreement will be in effect for one school year and must be re-signed in subsequent years.

Teachers or media specialists who are exploring digital content with a class do not need special parental permission for such activity if the teacher or media specialist is in control of the navigation to known educational sites. A student accessing digital content at the constant direction of the teacher is not working independently. This circumstance does not require special parental permission. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting.

In addition, this form, when completed below and on file with the district, will constitute consent for our schools to provide personal identifying information for your child consisting of first name, last name, school email address and username (for educational use only) to the following web operators: Teach TCI, Big Ideas Math, Amplify Science, Google Apps for Education, Clever, Remind, MobyMax, Pearson, Khan Academy and to the operators of any additional web-based educational programs and services which our schools may add during the upcoming academic year.

(Printed) Parent Name \_\_\_\_\_

Parent Signature \_\_\_\_\_

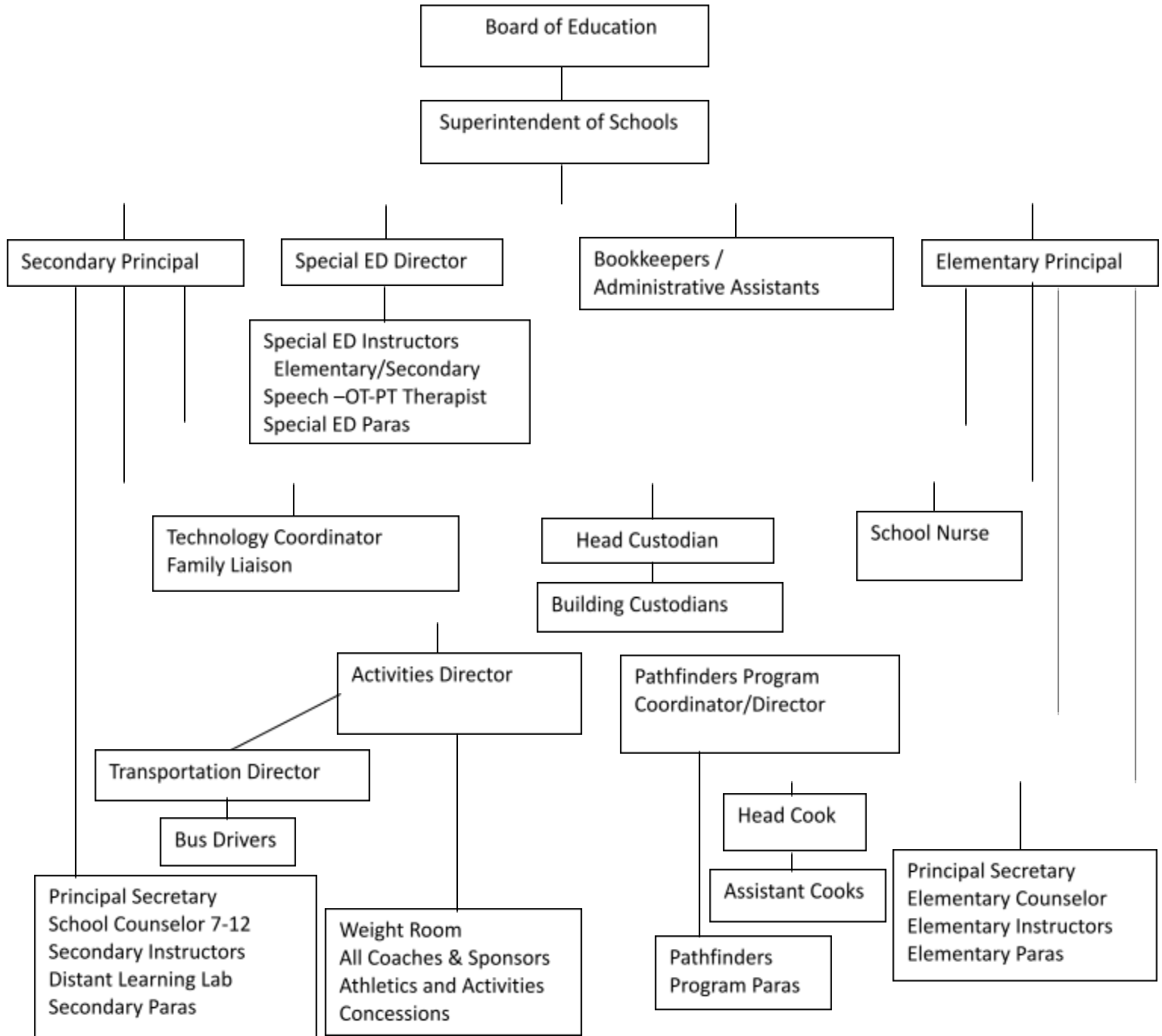
Date \_\_\_\_\_

Adopted: 2-10-97

Reviewed: 7-12-10

Revised: 6-11-12, 6-8-20

**Appendix A**  
**BAYARD PUBLIC SCHOOLS**  
**Chain of Command**



Revised May 2021

**Appendix B**

**Sick Leave Bank Request Form**  
**Bayard Public Schools**  
**Guidelines and Limitations to the Use of the Sick Bank**

**Membership**

Any employee wishing to be eligible to receive days from the sick leave bank must donate one full day of sick leave or PTO to the sick leave bank to initiate membership. Membership will be taken only during the first five days of a contracted year. The maximum number of days in the bank will not exceed 180 days for carryover. Donated days may not be withdrawn if membership is dropped. No bank member shall be required, for purposes of maintaining status as a member in the sick leave bank, to contribute more sick leave or PTO days than other members. Members may donate up to a total of 10 PTO or sick leave days at the beginning of the year. Members may donate more than one day at other times when needed, upon agreement of BEA Executive Committee and Superintendent. An employee or his/her designee must request leave from the bank by completing this form and submitting it to the Superintendent. Valid applications for sick bank leave will be acted upon by the BEA Executive Committee and the Superintendent. A majority agreement is needed for sick bank leave approval. Sick bank leave will be acted upon as needed throughout the year. Days requested from the sick bank will be considered in chronological order.

**Guidelines and Limitations**

\_\_\_ A. Any member who has used up the entire amount of their accumulated PTO and sick days may request additional days of sick leave from the bank. Members must use all sick days, PTO, vacation, and personal days before requesting from the bank.

\_\_\_ B. Days may be granted for such situations as extended personal illness, serious illness of a spouse or a child, unusual need for bereavement days, or emergency situations in the family.

\_\_\_ C. The sick leave bank is not intended to cover routine appointments of a non emergency nature.

\_\_\_ D. A maximum of 20 days may be used for normal pregnancy and delivery. Additional days for complicating conditions from pregnancy or childbirth may be covered under guideline letter B.

\_\_\_ E. Employees are limited to a maximum of 30 days per year. The Committee and Superintendent reserve the right to allow additional days under extreme or unusual circumstances.

\_\_\_ F. Employees eligible for or receiving workers compensation benefits for a work-related injury will not be able to draw days from the sick bank for absences due to such injury.

\_\_\_ G. An employee must incur two absences per year without pay before being entitled to use of the sick leave bank. The committee reserves the right to waive this provision under extreme or unusual circumstances.

\_\_\_ I. No employee who is eligible for or receiving long term disability benefits may receive days from the sick bank.

Dates Requested \_\_\_\_\_

State your reasons for the request. You should also attach supporting documentation for the dates requested.

By signing I certify that the above statements are true and I authorize the committee to check my history of sick bank leave requests.

Signature \_\_\_\_\_

Date \_\_\_\_\_

# BAYARD SCHOOL SONG

We're here to boost you, Bayard High, here's to you.  
The school we love the best of all.  
Our colors proudly waving never fall,  
We'll carry on and fight, fight, fight, forever more.  
And when the victory you have won again,  
We will salute your loyal men.  
We'll rally 'round your colors, Bayard High,  
And always FIGHT, FIGHT, FIGHT.



# SUBSTITUTE TEACHER HANDBOOK



# Bayard Public Schools 2024-2025

Every Person, Every Day. It's a FACT!

**Acknowledgement for Receipt of**  
**Bayard Public Schools**  
**“SUBSTITUTE TEACHER HANDBOOK”**

I, \_\_\_\_\_ (your name) acknowledge that I was issued a copy of the Substitute Teacher Handbook for Bayard Public Schools for the school year 2024-2025. This handbook was issued to me before the first day of substitute teaching.

I was given an overview of the contents of the handbook by the Bayard Public Schools Administration. I am responsible for familiarizing myself with the contents of the Substitute Teacher Handbook and the Student/Parent Handbook(s) for my building(s). My signature on this form indicates that I have read and intend to comply with the contents of the Substitute Teacher Handbook.

\_\_\_\_\_  
Date

\_\_\_\_\_  
your signature

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# WELCOME

## MESSAGE FROM THE SUPERINTENDENT

Dear Substitute Teacher,

I would like to take some time to express, in advance, my gratitude for your contributions to Bayard Public Schools as a substitute teacher.

Substitute teachers play a vital role in the functioning of our school. The work you do makes a significant contribution to our school and to our continuous work on providing a quality education to our students.

It is my sincere hope that you enjoy substitute teaching at Bayard Public Schools and that you will continue to share your talents with our students and our community throughout the school year.

If you have made any changes to phone numbers or other contact information, please contact Mrs. Heather Oliverius in the Central Office prior to the start of the school year. Mrs. Heather Oliverius will be your contact for subbing in the secondary school. Mrs. Cortney Schuller will be your contact in the elementary school.

The rate of compensation for substitute teaching for the 2024-2025 school year will be \$125 per day (pro-rated for partial days). In addition, we will continue to offer a complimentary meal to our substitute teachers.

I sincerely hope that you will continue to share your talents with our students during the upcoming school year. I look forward to working with you to provide the highest quality education for our students.

I believe that together we can create exceptional learning experiences for our students. Thank you for being a part of our school.

Sincerely,

Mr. Rodney Olson  
Superintendent of Schools

## **GENERAL INFORMATION**

### **PURPOSE**

This handbook is prepared for the purpose of providing information on customs and policies pertaining to the Bayard Schools. It is intended for use by the substitute teachers as a guide in developing a well-coordinated instructional program. It is hoped the statements set forth in this handbook will improve understanding and cooperation among all school personnel in the coming school year.

It is the purpose of this handbook to establish uniformity of operation. It will be supplemented from time to time as board policy, superintendent policy or the principals' policies are changed.

The quality of educational achievement is directly related to the classroom teachers, including substitute teachers. Each teacher has been selected to provide for a certain phase of the child's needs as he/she grows in the educational program. As we coordinate our work and as each teacher grows professionally in his effectiveness as a superior teacher, so grows the Bayard Schools as a more effective school system.

### **WHEN TO ARRIVE**

When possible, substitute teachers are asked to arrive at 7:45. If you were called late and cannot be at the school by then, please make sure the building secretary knows and can make plans for supervision of students until you are able to arrive. Students will be entering classrooms at 8:00, so please arrive early enough to get settled in, read through any supervision assignments, and be prepared to greet students when they arrive in your classroom.

### **WHEN TO DEPART**

Unless there is a need for afterschool supervision, please plan to see the students out the door and safely to dismissal at the end of the day. Once the students have left, please complete any notes to the regular teacher and let the office secretary know you are leaving, either by stopping by the office on the way out of the building or by placing a message with the secretary through the school phone system. Once parents and students have cleared the parking lot, please feel free to leave, even if the regular teachers are required to stay longer.

### **PAYMENT**

Payroll periods begin with the first workday of the month and end with the last workday of the month. Pay for the work period is made on the 20th following the previous month's last workday. As an example, the September payroll will reflect days worked in August.

### **EMERGENCY PROCEDURES**

Each classroom has an Emergency Crisis Procedures folder and an orange “Safety Bucket.” Please be sure to know the location of each of these items and take a few moments to review the contents in the event of an emergency.

### **STUDENT ILLNESS**

If a student is sick, please contact the office and work with the secretary to determine whether to send the student to the nurse or to request assistance from the nurse in the classroom.

### **PHONE OPERATION**

Please familiarize yourself with the operation of the telephones in each building where you work as a substitute. The building secretaries and principals can provide a brief overview.

### **COMPLIMENTARY BREAKFAST AND LUNCH**

Substitute Teachers receive a complimentary “grab and go” breakfast and a lunch from the school nutrition program.

### **ATTENDANCE PROCEEDURES**

Teachers are to take attendance within the first 10 minutes of each instructional period in the secondary school and at such times as assigned by the principal in the elementary school. Teachers are to contact the office immediately regarding any student who is absent and not previously marked as absent by the school office in the school’s computerized attendance system. Teachers are responsible for ensuring that attendance records are accurate and regularly updated. For example, if a student comes to class after attendance has been taken then the student’s attendance record needs to be updated to “tardy” instead of “absent”. Additionally, teachers are required to read email announcements regarding students’ attendance at activities so that student attendance properly reflects the students’ attendance at school/activity functions as being “present.”

### **BAD WEATHER/SCHOOL CLOSING**

The school uses local radio stations KMOR, KNEB, KOLT, and KNEP-TV to inform staff, parents, and students of closing due to inclement weather. The school will make every effort to make this information available as soon as possible.

### **CLASSROOM MANAGEMENT**

Teachers have the responsibility of managing their classrooms in a manner that allows students to effectively accomplish their learning tasks. Realizing there is a wide variety of teaching styles, learning styles, and subject content, classroom management should also vary. There are, however, some common procedures teachers of well-managed classrooms follow:

1. Be prepared for class. When the bell rings, the teacher is ready to begin class. A meaningful activity is planned for each class on each day.

2. Make assignments reasonable and clear.
3. Be a neat dresser, well groomed; be businesslike and friendly.
4. Do not allow students to address you by your first name or a nickname.
5. Communicate your classroom expectations to the students. Keep rules to a minimum.
6. Be consistent each day of the school year.
7. Avoid punishing the entire class for the actions of a few.
8. Avoid comments to students you would not make in the presence of their parents.
9. Avoid comments or actions that could humiliate a student.
10. Be willing to apologize.
11. Communicate with the parents---call them on the telephone or write a note when concerns arise. Use Progress Reports and Eligibility Reports appropriately.
12. Avoid arguments with students in front of a class. Even if you win, you've lost.
13. Be enthusiastic. If you don't want to be here, neither will the students.
14. Keep the level of your voice under control. Avoid yelling.
15. Be creative with assignments and instructions. Facilitate success.
16. Get to know your students, take an interest. Attend activities.
17. Physically manhandling students will not be supported, except when defending yourself, separating students in a confrontation, or preventing injury to a student.
18. Seating arrangements should be maintained in classrooms. Inspect desks daily for damage.
19. Detentions assigned by an individual teacher are the responsibility of that teacher. Do not assign detentions to students if you are unable to supervise the student during the assigned time.
20. Limit free time; maintain appropriate control of your classroom and area.

### **COMMUNICATION**

Teachers at Bayard Public Schools are expected to utilize effective communication strategies and technological resources when appropriate to collaborate and engage with students, parents, families, and the community to create meaningful relationships that enhance the learning process.

In order to facilitate such communication between the school and homes, teachers are expected and directed to follow the communications plans and protocols developed at the school and district levels. Such communications plans will include directions for frequency, content, and method/mode of communication teachers will be expected to utilize.

### **COMMUNITY RELATIONS**

The Board of Education, through the administration, demands dignity, neatness, and seriousness of purpose for its teachers. The teaching profession, as a whole, is frequently and unjustly judged by the attitude and conduct of a single teacher. Since all are judged by what only a few may do, it is imperative that each of us give considerable thought to our actions as they relate to community customs.

Teachers should regard the community in which they are employed as their home. You should be interested in its institutions, its worthwhile activities, and participate in those in which you have special interest and abilities. Good judgment should be used in all practices.

Poor public relations can ruin the finest faculty in a good school. It is imperative that we all use common sense and discretion in and out of school.

### **CONFIDENTIALITY AND CONFIDENTIALITY OF RECORDS**

Employees should not discuss school matters outside the job nor discuss confidential or personal information about students or staff. Requests from anyone, including fellow building staff members, for personal information about students or staff should be referred to the principal. School staff shall maintain student records in compliance with state and federal law.

### **CUSTODIAL ASSISTANCE**

Our custodians strive to keep the school neat, clean and functional. It is a difficult job, and we should all encourage students to conduct themselves in ways that contribute to an attractive and safe environment. If custodial assistance is needed, all requests must go through the building principal's office.

### **DISCIPLINE**

As professional educators, teachers are expected to create reasonable classroom rules and consequences. Students should know what behaviors are expected, and these expectations should be firmly but fairly enforced. Discipline does not automatically mean punishment, but it does always mean encouraging a desired behavior. Threatening, yelling, criticism, sarcasm, etc. are questionable discipline techniques and often prove inadequate. The student's improper behavior should be the focus of the discipline and not the student's personality, family, dress, appearance, etc. Discipline that punishes all students for the wrong doing of a few is discouraged. Grades are not to be reduced as a form of discipline for poor behavior. The forms of discipline that you choose should be consistent, reasonable, and fair.

Discipline is a very important factor in the success of any teacher. Teachers may know their subject matter and the most current research, but these are of little value unless they are able to control the pupils in their classes.

Discipline is the responsibility of each individual teacher. The principal's role is to assist and advise in the event of flagrant or continued misbehavior. Flagrant misbehavior should be brought to the attention of the principal immediately. A student shall not be sent to the office without an explanation of the offense. If assistance is needed in the removal of a student, the teacher is to send someone to the principal's office immediately for assistance. Each student dictates different strategies, but effective teaching and adequate preparation prevent many behavioral problems from occurring. Teachers are encouraged to read and may be required to read "Tools for Teaching" by Fred Jones for additional guidance in proper classroom management.

Corporal punishment shall not be administered. Students causing excessive discipline problems may be recommended to the Superintendent for expulsion.

### **GUM AND CANDY**

While gum is allowed in classrooms, it should be disposed of properly. ~~Candy may be allowed on occasion when it is permitted by the teacher.~~ Candy will not be permitted as it does

**not conform to the school wellness policy.** Certain elementary grades and secondary courses, such as band and choir may restrict the use of gum and candy for safety and equipment reasons.

### **HALL SUPERVISION**

Every teacher is expected to step into the hall between classes to help maintain order. Students must be supervised at all times when they are on school premises because of possible accidents and subsequent liability. Teachers are to file all accidents no matter how large or small. Lawsuits can happen several years later. A written record could be great assistance in presenting requested testimony.

### **LETTERS TO PARENTS**

Please have all general letters to parents cleared through the principal before releasing.

### **MUTUAL RESPECT**

The Bayard Public Schools expects every staff member and student to be treated with respect and dignity.

### **PARKING AT THE ELEMENTARY SCHOOL**

In order to provide a safe and invitational atmosphere to parents and visitors, staff members are to refrain from parking in the parking spaces located on the concrete on the south side of the elementary school. These spaces are to be reserved for parents and other visitors to the school.

### **PROFESSIONALISM AND CODE OF ETHICS**

Professional deportment is expected from all personnel of Bayard Public Schools. This behavior is reflected in your dress and grooming, relationships with students and parents, and interaction with your peers. A positive school climate is critical to everyone's success. All holders of public school certificates must be familiar with the Standards of Conduct and Ethics as set forth in Title 92, Nebraska Administrative Code, Chapter 27.

### **PUBLICITY/PUBLICATIONS**

Take pride in the school and be proud to tell about the positive elements of the school. Any items to be submitted to local papers or sent home to the parents should be appropriate and approved by the building principal. Any concerns should be presented to the principal in advance. The Secondary Principal shall serve as the editor of all student publications.

### **RADIOS AND OTHER COMMUNICATION DEVICES**

In order to facilitate effective and timely communication, employees may be assigned to wear and use a handheld radio or similar communications device while on duty.

### **RECESS SUPERVISION**

Supervision of students at recess or other non-instructional times is an expectation for teachers in the district. When supervising please engage in the practices described in the “Supervision of Students” section of this handbook.

### **RECORDS MANAGEMENT AND DISPOSITION – LITIGATION HOLDS OF ELECTRONIC MESSAGES**

When litigation against the District or its employees is filed or threatened, the District will take all reasonable action to preserve all documents and records that pertain to the issue. As soon as the District is made aware of pending or threatened litigation, a litigation hold directive will be issued by the records officer or designee. The directive will be given to all persons suspected of having records that may pertain to the litigation issue.

Employees who receive notice of a litigation hold are to preserve all records that pertain to the litigation issue. This includes preserving electronic messages that would otherwise be deleted by the computer system; such messages are to be converted by the recipients of the litigation hold to hard copy (printed) or electronic format which can be retrieved and interpreted (downloaded) for the duration of the litigation hold.

No employee who has been notified of a litigation hold may alter or delete an electronic or other record that falls within the scope of the hold. Violation of the litigation hold may subject the employee to disciplinary actions, up to and including dismissal, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

### **SANITATION, HEALTH, AND ROOM MAINTENANCE**

Teachers are expected to engage in keeping a sanitary classroom. This includes directing students in the process of regularly sanitizing desks, counters, doorknobs, light switches, and other frequently touched surfaces, according to specific instructions given by the Building Principal or Superintendent, in addition to the regularly scheduled sanitation by the custodial staff.

Teachers may be expected to engage in monitoring student health including taking temperatures, recording health screening data, and reporting any health concerns to the school nurse or other designated individual, according to specific instructions given by the Building Principal or Superintendent.

Teachers are expected to serve as role models in meeting and complying with health practices and guidelines, including those enacted for public health purposes. Before leaving the classroom each day, close windows, turn out all lights, and lock the room. Elementary teachers, please make sure your air-conditioners are turned off when you leave. When repairs are needed, notify the principal in order for arrangements to be made for the repair.

### **SCHOOL BOARD POLICIES**

School Board policies are made available to the staff and to the public. Please direct any questions about Board policy to the Superintendent.

### **STUDENT CONDUCT**

A student handbook will be used to familiarize students and parents or guardians with the school's practices and procedures. Students will be given a copy of the handbook, which will explain general regulations and requirements.

Students are expected to act, dress, and conduct themselves in the school building and at school sponsored events, in such a fashion that their behavior and dress will reflect favorably on the individual and on the school, will show consideration to fellow students, and will create a harmonious school atmosphere. All students must recognize their individual responsibilities and obligations, and discharge them in accordance with the school regulations.

All staff members are responsible for overseeing the conduct of students, both during school hours and at school sponsored events. In each instance in which an employee acts to help a student conduct him/herself properly, emphasis shall be placed upon the growth of the student and the ability to discipline him/herself.

### **STUDENT PASSES**

Teachers should limit the amount of traffic in the hallways during class time. It is a distraction to other classes. Each student that leaves your class must have a pink pass. The student is to go directly to the designated destination and return. Please make an effort to reduce hall wandering. Students absent from your room are your responsibility. Limit restroom and drink privileges to one student leaving the room at a time. Pink passes are required for the students coming to the office for any reason.

### **SECTION 504 PLANS, IEP PLANS, STUDENT ASSISTANCE TEAM PLANS, DYSLEXIA PLANS, READING INTERVENTION PLANS, AND BEHAVIORAL/HEALTH PLANS**

Students may have plans to receive individualized accommodations or modifications. The regular education teacher, principal, school counselor, and special education teachers can provide guidance and strategies for substitute teachers to work with students to implement such plans.

### **STAFF DRESS**

Teachers should be conscious of the importance of appropriateness and neatness in dress and grooming. Set a positive example about the importance of school. Dress the part of a professional educator. Business Casual is the minimum dress requirement for teachers and staff. This includes polos, button down shirts, dress pants, khaki's, etc. The wearing of T-shirts is generally not considered to be professional and teachers are asked to save such apparel for times when they are off duty or when granted permission by the principal to promote certain educational causes, such as “#BeKind,” “TigerCARE,” and “I Love Public Schools” days. While there is considerable debate as to whether jeans are considered “Business Casual”, dark colored, tailored jeans are permissible. Avoid jeans with rips, holes, prints, and embroidery, or light wash. Leggings and yoga pants are not considered business casual and are not appropriate for the instructional staff in the school. Staff attire needs to be compliant with expectations for student dress.

### **STUDENT DRESS CODE**

The school administration and teachers encourage everyone to behave and dress in a fashion reflecting good taste and in a style appropriate for a school day or school activity. An individual's dress, personal appearance, and cleanliness, like his/her behavior, should reflect sensitivity to and a respect for others.

Student dress and personal appearance that disrupts or distracts from the educational environment of the school, is offensive, in violation of any statute, or is a health or safety hazard is not acceptable and is not permitted.

Examples of inappropriate dress: midriff blouses; low cut blouses; hats; caps; headbands; chains or straps on pants; articles displaying obscene or vulgar writing or symbols; articles displaying tobacco, alcohol, or drug advertisement; jewelry with potentially harmful accessories; any clothing in reference to membership in gangs: bandanna; sagging clothes; or tagging with gang signs or letters. Any type of shorts worn to school will reach to the middle of the thigh. Shoes and socks must be worn.

Teachers will send students to the office, or notify the office, if a student's clothing or dress is questionable. The final decision will rest with the administration.

If students are participating in extra-curricular activities or school-sponsored activities, their dress or appearance will be the responsibility of the coach or sponsors.

#### **STUDENT ERRANDS**

Students are not to be sent on errands during the school hours unless by permission of the principal. Students are entrusted to our care, therefore, it is essential that we know where they are at all times. Notify the principal well in advance when you desire to go with your groups during school time on class trips.

#### **STUDENTS - LEAVING THE ROOM**

Teachers should honor excuses for leaving the room, but discourage and guard against leaving too often or unnecessarily. Only one student at a time should be out of the room and they should have a proper hall pass. Unless teachers are careful, some pupils will take advantage and misuse a well meant privilege. Teachers must use their best judgment in cases of illness or emergencies. **It is seldom necessary for a high school pupil to be excused.** Pupils who become ill are to be reported at once to the Principal's office and sent to the nurse. Do not send ill pupils home alone. Students will phone the principal's office upon arrival at home.

#### **STUDENT HANDBOOK**

All staff members should be familiar with and know the student handbook, encouraging students to know and follow its guidelines and regulations, too.

#### **SUPERVISION OF STUDENTS**

Proper supervision of students is an important responsibility for teachers and other adults responsible for our students. Teachers and other adults responsible for student supervision are expected to meet the following:

### **Proper Supervision**

1. Report to all duty assignments on time.
2. Circulate through your duty area. Pay particular attention to areas and activities that pose an increased risk of injury.
3. Be vigilant while supervising students. **Never leave your students unattended**; the need to make a copy is not greater than the need to supervise your students. If an emergency requires that you leave your classroom, request that another nearby staff member cover your class, or notify the office so someone can provide assistance. If you are on recess duty, your responsibility is to supervise the students in your assigned area. When talking with other adults or students, remember that your primary duty is supervision and make sure you are aware of what all students are doing.
4. If you have seen or have been informed that a particular student has a propensity to act dangerously or in an unpredictable manner, your supervision of that student must increase with the known risk of injury. Remember, though, that this type of information may be confidential—do not share confidential information about students except with other staff who need to know the information to perform their jobs.
5. Be careful with touching students. Use of corporal punishment is prohibited at Bayard Public Schools. Touching students should be limited to that necessary to protect the student from harm (e.g., falling from playground equipment), and that which professional educators determine appropriate for purposes of proper student relationships.
6. Be careful with your language. Profanity or abusive language should not be used by you. Be a good role model for students. If a student uses such language, you should correct the student and take such disciplinary action as is appropriate, which may include making a report to the administration.

### **Proper Instructions**

1. Proper instructions are important to reduce the risk of injury when students undertake an activity, especially an activity that has an increased risk of harm to students.
2. Repeat the instructions on how to complete a task that has a heightened risk of danger as often as needed. Do not assume because students heard the directions once that they will be remembered.
3. When you go over safety rules with students, note it in your written records (e.g., your lesson plan book or daily reports).
4. Review playground and classroom safety rules with students at least once each semester, and note when you do it in your written records. Also, if any students are absent when you review the rules; contact the student(s) to review the same information and also note that contact in your written records.

### **Contact the Principal for Assistance**

The principal should be contacted immediately when a situation exists which could cause injury to students or others. Examples include:

1. Student fight
2. Student health problem (fainting, bleeding, high temperature, difficulty breathing, etc.); if the office can not be immediately located, call 911 if the problem appears to be of immediate and serious concern
3. Reported incident or a suspicion that a student has a weapon or other dangerous item(s), drugs, alcohol, or other illegal substances
4. Presence of an intruder (a non-student or staff member who refuses to go to the office)

### **Student Searches**

School staff members should notify the school principal of any situation in which a student is suspected of having an item in violation of school rules. Teachers are not to conduct searches of students or their belongings unless authorized to do so for a specific situation by the school administration.

### **Student Rights**

Students should be treated fairly and given the same treatment without consideration of race, color, religion, gender, or disability. Students who need special accommodations should be given those accommodations as needed for them to participate in school and school activities. Further, students have the right to have their school records kept confidential. Such information should be shared only with other school staff with a need to know the information to perform their duties.

### **TEACHERS' WORK ROOM**

The work room is to be kept as neat as possible. Avoid discussing individual students in the teacher's workroom. Additionally, ensure that communications in the teacher's work room are positive and conducive to a productive and effective school climate. Parents and community members often form impressions of our schools based upon the professionalism exhibited in the school offices and in the teachers' work room and teachers' break room. Your assistance in this is greatly appreciated.

### **TELEPHONE**

Teachers are welcome to use the school telephone. The school telephones are not to be used for personal long distance calls. School telephones are tax exempt and are to be used for official school business only. Teachers **will not** be called to the telephone during class time except in case of emergency.

### **VIDEOS**

Although there are times when it is appropriate to use videos in the classroom, teachers must make sound educational decisions when showing videos to students. Teachers are expected to follow these basic guidelines:

- The teacher has viewed the material in advance and in its entirety.
- The material is related to the curriculum; teacher has articulated in the lesson plan the educational purpose for showing the film or video.
- The material is appropriate for the age of the students (including the movie rating, e.g.,

no “R-Rated videos.”

- Written parental consent when the content or age appropriateness is unclear or undetermined.
- Comparable learning opportunities will be given to students when parents do not want their children to see a film or video.

### **VIDEO SURVEILLANCE**

The Board of Education has authorized the use of video cameras on Bayard School District property to ensure the health, welfare, and safety of all staff, students, and visitors to District property; and to safeguard District facilities and equipment and to further the educational process. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies. Teachers may videotape instruction and other classroom activities to make available to students who were absent or who would like to otherwise review such content.

### **VISITORS**

All visitors are to be directed to the principal’s office. This is for the preservation of classroom order as well as to protect students and staff.

Parental interest and concern should be welcomed. However, if a visitation becomes hostile, another teacher or an administrator should be present. Be prepared to support any issues you discuss with parents with sufficient documentation. Students and school employees are not to open any doors for non-school personnel, as visitors must enter through the main doors to the building and check-in at the office. School employees have the responsibility and the right to question visitors in the building.

### **WORK AREA SAFETY AND ACCIDENT REPORTING**

All employees share in the responsibility for maintaining a safe and healthy school environment. All staff members, more specifically, the teaching staff shall avail themselves of every possible opportunity to instruct students in the safe use and handling of any school property or equipment that could cause injury to students or school personnel. Any unsafe or unhealthy conditions in the immediate work area, building, or on the school campus should be reported immediately to the school principal. In the event of an accident to an employee, student, or visitor, the safety and care of the injured individual should be of primary concern. A written report of the incident should be made to the principal within 24 hours, if not sooner. An incident which requires the attention of medical personnel and any other incident deemed important by the principal, should be reported to the superintendent of schools.

### **EYE AND FACE PROTECTIVE DEVICES**

Instructors or sponsors of groups using laboratories, including science, art or shop areas will be responsible for seeing that individuals or groups working with the following materials or

in the following areas will wear the appropriate eye and/or face protection or other protective gear deemed appropriate:

(1) Every student and teacher in schools or other educational institutions shall be required to wear appropriate industrial-quality eye protective devices at all times while participating in or observing the following courses of instruction:

- (a) Vocational, technical, industrial arts, chemical, or chemical-physical, involving exposure to:
  - (i) Hot molten metals or other molten materials;
  - (ii) Milling, sawing, turning, shaping, cutting, grinding, or stamping of any solid materials;
  - (iii) Heat treatment, tempering, or kiln firing of any metal or other materials;
  - (iv) Gas or electric arc welding or other forms of welding processes;
  - (v) Repair or servicing of any vehicle; or
  - (vi) Caustic or explosive materials; and
- (b) Chemical, physical, or combined chemical-physical laboratories involving caustic or explosive materials, hot liquids or solids, injurious radiations, or other hazards not enumerated.

Such devices shall be furnished by the school or educational institution for all students, teachers, and visitors to shops and laboratories of such institutions. Teachers are directed to ensure that the proper devices are available and in use prior to any instruction or observation.

(2) For purposes of this section, unless the context otherwise requires, industrial-quality eye protective devices means devices which meet the standard of the American National Standard Practice for Occupational and Educational Eye and Face Protection, Z 87.1(1979) as approved by the American National Standards Institute, Inc.

## DISTRICT INSTRUCTIONAL MODEL

The instructional model of Bayard Public Schools is the Explicit Direct Instruction (EDI) Model, which is also referred to as the DataWorks EDI Model or the Hollingsworth Model. Teachers are expected to effectively utilize the EDI model as a routine component of their instructional design and delivery.

Explicit Direct Instruction, usually shortened to EDI, is a strategic collection of instructional practices combined together to help teachers design and deliver well-crafted lessons that explicitly teach content, especially grade-level content, to all students. EDI is based on teacher-centered, direct instruction philosophy. EDI is an approach that encompasses the goal of improving learning for all students, especially for low-performing students. Well-crafted EDI lessons have a goal of 90% of students achieving 90% correct answers during Independent Practice. Extensive research studies and meta-analysis studies (analysis of multiple research studies) have come to the conclusion that: Teacher-centered direct instruction is particularly effective and efficient, especially for struggling students. Components of EDI include:

- Checking for understanding
- Setting lesson objectives
- Activating prior knowledge
- Developing students' skills by explaining, modeling, and demonstrating
- Presenting content
- Using guided practice

### DISTRICT INSTRUCTIONAL MODEL: DESIGN AND DELIVERY COMPONENTS

An EDI lesson includes specific lesson design components and lesson delivery strategies. It includes continuous Checking for Understanding to verify that students are learning during the lesson. Well-crafted EDI lessons have a goal of at least 90% of students achieving at least 90% correct answers during Independent Practice. EDI lesson design components and lesson delivery strategies are independent of grade level and content. The lesson delivery strategies are not specific to any design component and are used throughout the lesson.

#### EDI Lesson Design Components

- **Learning Objective:** A statement describing what students will be able to do by the end of the lesson. It must match the Independent Practice.
- **Activate Prior Knowledge:** Purposefully moving something connected to the new lesson from students' long-term memories into their working memories so they can build upon existing knowledge.
- **Concept Development:** Teaching students the concepts contained in the Learning Objective.
- **Skill Development:** Teaching students the steps or processes used to execute the skills in the Learning Objective.
- **Lesson Importance:** Teaching students why the content in the lesson is important for them to learn.

- **Guided Practice:** Working problems with students at the same time, step-by-step, while checking that they execute each step correctly
- **Lesson Closure:** Having students work problems or answer questions to demonstrate that they have learned the concepts and skills in the Learning Objective before they are released to work on their own.
- **Independent Practice:** Having students successfully practice what they were just taught.

#### **EDI Lesson Delivery Strategies**

- Checking for Understanding – **TAPPLE**, Rephrase, Apply, Justify, Higher order questions
- Teaching strategies – Model, Explain, Demonstrate
  - Rule of Two: Teacher models the thinking to solve a problem, and the student immediately works on a similar problem. “I do, you do.”
- Content Area Literacy
- Comprehensible Input (modified speech, clear academic tasks, multi-modality)
- Contextual clues (Contextualized definitions, gestures, visual aids, graphic organizers, word banks, etc.)
- Academic, content, and support vocabulary development

#### **TAPPLE: Checking for Understanding**

Continuous Checking for Understanding (CFU), implemented properly, is the backbone of effective instruction. Explicit Direct Instruction (EDI), is a very explicit method of Checking for Understanding that will make teaching even better as teachers monitor student learning in real time. The mnemonic, TAPPLE, will assist you in remembering the steps.

#### **Teach First**

In EDI, when Checking for Understanding, you always teach first. Remember, the purpose of CFU is to verify that your students are learning what you are teaching while you are teaching. By teaching before you ask a question, the students are equipped to respond. After teaching the content, your students should be able to answer the Checking for Understanding correctly.

#### **Ask a Question**

During Checking for Understanding, always ask specific questions about what you are teaching. Don't ask students if they understand the content. Often, students' opinions of their learning does not match reality.

#### **Pause and Pair-Share**

When you ask a Checking for Understanding question, always ask the question first, then pause for several seconds before selecting a student to respond. The pause, also known as wait time or think time, provides an opportunity to all students to think of an answer even if they aren't called upon. If you call on a student prior to asking the question, the other students are free to tune out. By presenting the question to the whole class, everyone stays engaged because no one knows who will be selected to give a response. Pair-share increases student engagement. It gives students a chance to practice and correct their answers.

### **Pick a Non-Volunteer**

The only way you can truly find out if students are learning the information you're teaching is to randomly select non-volunteers to answer your CFU questions. When you call on volunteers, you are being validated by your brightest learners and could be getting a false impression that every student is learning.

### **Listen to the Response**

Listening carefully, you will need to determine the level of student understanding. Based on this determination, you will be making an instructional decision. Ideally, students will always have the correct answer to your CFU questions, but sometimes they won't. What you do next depends on what you hear when the student responds. Is it correct, partially correct, or just plain wrong?

### **Effective Feedback**

Based on the accuracy of the student's response, you can do one of three things: echo, elaborate, or explain. If the student is correct, you echo the correct response back. Restating the correct answer provides an affirmation to the student who just answered. When the response is tentative or partially correct, you should elaborate. Elaborating and/or paraphrasing will reinforce the correct answer to the student who was called on and will also benefit the rest of the class. Finally, if two students in a row cannot answer, then you will need to explain, or reteach.

- Every student orally answers every question.
- Automatic wait time is embedded.
- Listening and speaking is included.
- Student engagement improves.
- Students remember more.
- The student-talk to teach-talk ratio is increased.
- Students practice their answers.
- Language translation time is built in.
- Short attention spans are occupied.
- First re-teach is provided.
- Classroom management improves.
- Instruction is more interactive and interesting for the students.
- Academic socialization flourishes.
- Instructional aides can be utilized.
- It reduces affective filter.

### **EDI Lesson Norms**

Lesson Norms are the research-based practices that will increase student engagement when the teacher trains students and uses these practices in their daily routines.

Use whiteboards to check that all students are learning.

Use complete sentences because this promotes rehearsal of the new language.

- Use **pair-share** because the brain that is not processing information is not learning.
- Use an **attention signal** to quickly refocus the students during the lesson.
- **Track** and **read** to help students recognize and read new words.
- **Repeat** for pronunciation and to help students remember.
- Use **gestures** to help store information in multiple pathways in the brain.

### **EDI and Substitute Teachers**

Teachers are expected to have a procedure in place for the use of whiteboards and for randomly calling on non-volunteers (e.g., student names on popsicle sticks). The students need to be familiar with the procedures. Information regarding these procedures needs to be included with information for substitute teachers to ensure continuity in instructional delivery in the event of the absence of the teacher.

## **APPENDIX: SELECTED BOARD POLICIES**

POLICY NO. 4105

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### **REPORTING Child Abuse OR NEGLECT**

It is mandatory that every employee of Bayard Public Schools report child abuse and neglect as set forth in this policy.

#### **A. Child Abuse or Neglect Defined**

As used herein, “child abuse or neglect” means knowingly, intentionally, or negligently causing or permitting a minor child to be:

1. Placed in a situation that endangers his or her life or physical or mental health;
2. Cruelly confined or cruelly punished;
3. Deprived of necessary food, clothing, shelter, or care;
4. Left unattended in a motor vehicle if such minor child is six years of age or younger;
5. Sexually abused; or
6. Sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

The foregoing definition shall apply regardless of whether the perpetrator or perpetrators are student(s), school employee(s), the child’s parent(s), or any other person.

#### **B. Reporting**

1. **Mandatory Employee Reporting to Law Enforcement:** If any school employee has reasonable cause to believe that a child has been subjected to child abuse or neglect or observes such child being subjected to conditions or circumstances which reasonably would result in child abuse or neglect, then the employee shall immediately report such incident to the Bayard Police Department, the Morrill County Sheriff’s Department, the Nebraska State Patrol, or the Nebraska Department of Health and Human Services.
2. **Substance of Report:** A report to a proper law enforcement agency or the Department of Health and Human Services may be made orally by telephone with the caller giving his or her name and address and shall be followed by a written report, and to the extent available shall contain the address and age of the abused or neglected child, the address of the person or persons having custody of the abused or neglected child, the nature and extent of the child abuse or neglect or the conditions and circumstances which would reasonably result in such child abuse or neglect, any evidence of previous child abuse or neglect including

the nature and extent, and any other information which in the opinion of the reporter may be helpful in establishing the cause of such child abuse or neglect and the identity of the perpetrator or perpetrators.

3. **Reporting to Principal:** After an employee makes an oral report as set forth above, the employee shall immediately notify a principal of the report. The employee shall then, within 24 hours, draft a written

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report as required above and provide the written report to a principal. The principal shall include in the report any additional information known by the principal and submit the form to the proper law enforcement agency or the Department of Health and Human Services. The principal shall also provide a copy of the report to the Superintendent of Schools. If there is no principal available within 24 hours, then the employee shall provide his or her report directly to the proper law enforcement agency or the Department of Health and Human Services and provide a copy of the report to the Superintendent.

4. **Uncertainty.** *Any uncertainty as to whether reasonable cause exists shall be resolved in favor of making a report to the proper law enforcement agency or the Department of Health and Human Services.* An employee is not obligated to “prove” that child abuse or neglect has occurred or could occur. Having reasonable cause to believe could include having information as minor as an allegation. Employees should not take it upon themselves to investigate the case or contact the family of the child. Law enforcement and the Department of Health and Human Services are responsible for investigating.
5. **Record Keeping.** All employees shall keep written records of information obtained and reports made pursuant hereto.
6. **No Retaliation.** No employee shall be retaliated against for making a report hereunder.
7. **Immunity.** Any employee making a report under this policy is immune from civil or criminal liability, except for in the case of making maliciously false statements.

Legal Reference: Neb. Rev. Stat. 28-710 *et seq.*

Adopted: 8-11-86

Reviewed: 5-10-10

Revised: 1-9-12; 11-11-13

## **RESTRAINT AND SECLUSION**

Restraint and seclusion (as further described in this policy) are behavioral and/or safety interventions and shall only be used in accordance with this policy.

### **1. General Guidelines**

- A. Restraint and/or seclusion should not be used as a first method of safety intervention, except in emergency situations. When used as a safety intervention, other de-escalation efforts such as voice commands should be used prior to using restraint or seclusion.
- B. Restraint and/or seclusion shall never be used as a form of discipline or for retaliation or convenience.
- C. Restraint or seclusion should only be used when and to the extent reasonably necessary to maintain order or prevent a student from causing physical harm to himself or herself or others.
- D. School personnel shall continuously monitor a student's status during periods of restraint or seclusion.
- E. This policy does not apply to physical interventions which a student's health care provider has indicated are medically necessary for the treatment or protection of the student.
- F. Nothing in this policy shall prevent a staff member from using restraint and seclusion as provided for in a student's IEP, 504 plan, or behavior intervention plan.
- G. If a student develops a pattern of behavior which requires or is anticipated to require a recurring pattern of restraint and/or seclusion, the school should conduct a functional behavioral assessment or call a meeting of the student's IEP team to develop or revise a plan to reduce or eliminate the need for restraint or seclusion.
- H. Nothing in this policy shall allow a staff member to use restraint or seclusion which is unreasonable in duration and/or intensity considering the circumstances and school administration shall at all times maintain the authority to discipline a staff member if the administration deems unreasonable the staff member's use of restraint or seclusion.

### **2. Restraint**

A. Physical Restraint. Physical restraint means the use of physical force to restrict significantly the student's movement. The following circumstances are examples when physical restraint is appropriate:

- A. To obtain possession of weapons or other dangerous objects.
- B. To prevent or break up a fight.
- C. As self-defense or in defense of others.
- D. To escort a student from one area to another in the interest of safety or to maintain order.
- E. To calm or comfort a student.
- F. To prevent self-injurious behavior.
- G. As reasonably necessary to prevent imminent, severe destruction to school or another person's property.

B. Mechanical Restraint.

- i. Mechanical restraint means the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove. Mechanical restraint includes the tying down, taping, or strapping down of a student.
- ii. Mechanical restraints do not include adaptive or protective devices used as recommended by the student's health care provider or safety equipment used as intended by the general population (e.g. seatbelts).
- iii. Mechanical restraints should only be used in the case of an emergency to prevent imminent danger to the student or others when physical restraint or seclusion would not be effective or is not possible.

C. Chemical Restraint.

- i. Chemical restraint is the administration of medication for the purpose of restraint.
- ii. Chemical restraint does not include medication as prescribed by and administered in accordance with the student's health care provider.
- iii. Chemical restraints of students are not permissible under any circumstances.

### 3. **Seclusion**

A. Definition. Seclusion is the confinement of a student in a room or other space from which the student is physically prevented from or incapable of leaving. Behavior interventions and/or disciplinary methods which do not restrict the student's physical

movement or ability to leave are not considered to be seclusion. Examples of behavior interventions and/or disciplinary methods which are not considered seclusion are as follows:

- i. **Timeout:** Timeout means a behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting.
  - ii. **In-school suspension.**
  - iii. **Detention.**
- B. **When Permissible.** Seclusion is only appropriate when a student is displaying physical behavior that presents a risk of injury to the student or others and the threat could be diminished if the student is secluded in a safe environment. Seclusion should only be employed as a last resort after other methods of intervention have been attempted without success or would be inappropriate under the circumstances. Seclusion is inappropriate for students who are severely self-injurious or suicidal.
- C. **Duration.** Seclusion should only be used as long as necessary to present the risk of injury.
- D. **Supervision/Observation.** When a student is secluded a staff member or the school's resource officer shall continually monitor and supervise the student and shall immediately notify an administrator as to where and why the student is being secluded. The staff member monitoring the student in seclusion should document all observations.
- E. **Area of Seclusion.** A student in seclusion must be able to exit the room or area if the supervising adult becomes incapacitated or leaves the area. The room or area used for seclusion must have adequate space, lighting, ventilation, heating/cooling for the safety of the student and must be free of objects that could be harmfully used by the student.

#### **4. Documentation/Notices**

- A. **Reporting.** A Restraint or Seclusion Report must be completed for each incident of restraint or seclusion and shall include:
- Name of the student
  - Name of the staff member(s) administering the restraint or seclusion;
  - Date of the incident and the time the restraint or seclusion began and ended;
  - Location of the restraint or seclusion;
  - A description of the restraint or seclusion;
  - A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;

- A description of the behavior that prompted the use of restraint or seclusion;
  - Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted; and
  - Information documenting parent contact and notification.
- B. Notice to Administrators. The building principal and Superintendent shall be notified of the restraint and seclusion incident as soon as possible.
- C. Notice to Parents. The building principal, Superintendent, or their designee shall attempt notify the student's parent or guardian of the restraint or seclusion incident as soon as possible after it commences.
- D. Written Report to Parents. Within a reasonable period of time not to exceed 30 days after the incident, building principal or Superintendent shall also provide the parent or guardian with a written incident report. This report must include the following:
- i. the date, time of day, location, duration, and description of the incident and interventions;
  - ii. the events or events that led up to the incident;
  - iii. the nature and extent of any injury to the student; and
  - iv. the name of a school employee the parent or guardian can contact regarding the incident.

## 5. **Training.**

- A. Distribution of Policy. This policy shall be distributed to staff members on an annual basis.
- B. Staff Training. Staff members who are reasonably anticipated to use restraint and/or seclusion on a regular basis shall be trained in the proper and safe use of restraint and seclusion.

Adopted: 3-12-12

Revised: 10-9-17

## **DRUG FREE SCHOOL AND COMMUNITY POLICY**

Bayard Public School District is committed to providing an employment environment that is safe and provides appropriate motivation to ensure a creative and productive work force. To this end, the District unequivocally endorses the philosophy that the workplace should be free from the detrimental effects of illicit drugs and alcohol.

It is unlawful and, therefore, absolutely prohibited for any employee of the District to engage in the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of the school's activities.

### **DEFINITIONS**

As used in this policy, prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of the school's activities shall mean, but not be limited to the following:

1. The unlawful possession, use, or distribution of any substance which is declared by the State of Nebraska or any other applicable law to be an illicit substance.
2. The possession, use, or distribution of alcohol on school premises or as a part of the school's activities.

As used herein, the term "school premises" shall mean any property owned, or in the other manner under the control of the Board of Education of the District.

As used herein, the phrase "as a part of the school's activities" shall mean any activity or enterprise carried out in whole or in part under the auspices of the District when supervising students or students are present.

### **PROCEDURES**

1. All employees and each new employee will receive a copy of this policy.
2. Each employee will acknowledge receipt of this policy and will sign such form acknowledging receipt and acknowledging the District's policy of absolutely prohibiting conduct as set forth in this policy (Policy #4109), and further acknowledging that serious sanctions can and will be taken against an employee,

including termination of employment and referral for prosecution for any failure to comply with the above stated standards of conduct and further acknowledging that such compliance is mandatory, and further acknowledging that this policy is adopted pursuant to P.L. 101-226, C.F.R., Part 86, and other applicable statutes, and will further acknowledge that failure to comply with such federal requirements may be the District's receipt of federal funds in jeopardy

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### **DRUG FREE SCHOOL AND COMMUNITY POLICY**

3. In the event the employee does not understand the terms and conditions of this policy, it shall be the duty of the employee to ask for such points of clarification of the Superintendent of Schools or his/her designee at the time this policy is distributed to the employee. If no questions is directed by an employee to the Superintendent of Schools or his/her designee it shall be the legal position of the District to presume that the employee has understood and will abide by this policy.
4. In the event of any non-compliance by any employee with this policy, it shall be the duty of the Superintendent of Schools or his/her designee to inform any employee not in compliance about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to employees within fifty (50) miles of the administrative offices of the District. If no such programs are available within 50 miles, then such other programs as may exist in the State of Nebraska shall be made known to such employee. The Superintendent or his/her designee shall maintain a list of such available services and shall from time to time update such list.
5. Sanctions which may be taken against an employee for non-compliance with this policy may be any one or more of the following:
  - a. An oral reprimand.
  - b. A written reprimand.
  - c. Suspension with pay.
  - d. Suspension without pay.
  - e. Termination of employment.
  - f. Cancellation of employment.
  - g. Non-renewal of employment.
  - h. Referral to appropriate authorities for criminal prosecution.
  - i. Mandatory enrollment in in-patient care or otherwise as a term and condition to any continuing employment by the District.
  - j. Mandatory enrollment in any training programs that are may be provided by the District or others relating to any of the activities prohibited by this policy.

6. Disciplinary action sought to be imposed by the Superintendent or his/her designee shall be carried out in accordance with the established policies of the District. However, nothing in this policy shall be construed to vest any right in any employee beyond that required by law and the manner in which each case shall be handled in the sole discretion of the Superintendent or his/her Designee subject to the Superintendent's approval, provided only that such action shall be carried out within the bounds of applicable law.

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### **DRUG FREE SCHOOL AND COMMUNITY POLICY**

7. Conviction of an employee of the District of any criminal statute relating to the unlawful use, possession, or distribution, of any controlled substance or alcohol, may result in disciplinary action being taken against such employee. When such conviction shall come to the attention of the Superintendent or other official of the District, an employee convicted as above described may be disciplined in any manner provided by statute, the contract of the employee, any existing policy of the District or any other applicable body of law. As used herein "applicable body of law" shall mean, but shall not be limited to, state and federal statutes, state and federal regulations, and any applicable case law.
8. As an alternative to discipline or as a concurrent requirement to the disciplinary action less severe than the maximum disciplinary action that may be carried out against an employee as referred to in the immediately preceding paragraph, the District, by and through its Superintendent or his/her designee may require the employee to successfully finish a drug abuse program. As used herein, the term "drug abuse program" shall mean a drug abuse program sponsored by an approved private or governmental institution. The Superintendent or his/her designee has written documentation satisfactory to the Superintendent or his designee that the employee has successfully finished such program. If aftercare is recommended by such institution, then the Superintendent or his/her designee in his/her sole discretion may require the employee to enroll such aftercare program and to participate in a manner satisfactory to the provider of such aftercare program. The Superintendent or his/her designee may require an employee to participate in aftercare in the same manner and under the same terms as may be required by the Superintendent or his/her designee. The Superintendent or his/her designee may require ongoing reporting of such participation as a term and condition of continuing employment by such employee at the District.

Adopted: 8-13-90

POLICY NO. 4111

**SEXUAL/ETHNIC HARASSMENT POLICY**

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

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

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

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

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

If an individual's conduct, epithets, or jokes are so excessive, severe, or pervasive so as to create a threatening or uncomfortable working environment, and it adversely affects the ability of

another employee to accomplish their work, that employee(s) shall have created and can be responsible for creating a “Hostile Environment” when:

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

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### **SEXUAL/ETHNIC HARASSMENT POLICY**

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

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

### **RESPONSIBILITY**

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

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

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

### **PHASE I: COMPLAINT**

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

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### **SEXUAL/ETHNIC HARASSMENT POLICY**

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

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

#### **PHASE II: INVESTIGATION**

Every effort shall be made to maintain full 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/ethnic harassment; the date(s), time(s), locations(s), description of the incident(s), witness(es), and the respective signed statement(s).

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

#### **PHASE III: ACTION TAKEN**

In determining whether conduct constitutes sexual/ethnic harassment, the individual conducting the investigation will examine the record as a whole and the totality of the circumstances, such as the nature of the alleged sexual advancements and the context in which

the alleged incident occurred. The determination will be on a case-by-case basis. The individual conducting the investigation will review all information with the superintendent. The superintendent may take whatever disciplinary action is deemed appropriate. In any case where the disciplinary action of a school employee or student is subject to the due process procedures set forth in law, they will be followed as required.

POLICY NO. 4111

Page 4

### **SEXUAL/ETHNIC HARASSMENT POLICY**

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

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

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

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

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

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

Adopted: 1-11-93

POLICY NO. 4111-A

Page 1

### **HARASSMENT BY EMPLOYEES**

Harassment of employees, student, volunteers or visitors will not be tolerated in the school district. School district includes school district facilities, school district property, or property within the jurisdiction of the school district; while on school-owned or school-operated transportation; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the district.

Harassment includes, but is not limited to, racial, religious, national origin, marital status, disability and sexual harassment. Harassment by board members, administrators, employees, parents, vendors, and others doing business with the school district is prohibited. Employees whose behavior is alleged to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, discharge or other appropriate action. Other individuals whose behavior is alleged to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the superintendent or board.

Sexual harassment shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in school programs or activities;
- submission to or rejection of such conduct by an individual is used as the basis for decisions affecting such individual's employment or education; or
- such conduct has the purposes or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or learning environment.

Sexual harassment as set out above, may include, but is not limited to the following:

- verbal or written harassment or abuse, or unwelcome communication implying sexual motives or intentions;
- pressure for sexual activity; repeated remarks to a person with sexual or demeaning implications;
- unwelcoming touching;
- unwelcome and offensive public sexual display of affection
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's job, promotions, recommendations, etc.

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### **HARASSMENT BY EMPLOYEES**

Harassment on the basis of race, creed, color, religion, national origin, martial status or disability means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble individuals when:

- submission to such conduct is made either explicitly or implicitly a term or condition of a student's education or of an individual's participation in school programs, activities or employment;
- submission to or rejection of such conduct by an individual is used as the basis for decision affecting the individual; or
- such conduct has the purpose or effect of unreasonably interfering with an individual's performance or
- creating an intimidating, offensive or hostile learning or work environment.

Harassment as set forth above may include, but is not limited to the following:

- verbal, physical or written harassment or abuse;
- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, achievements, etc.;
- demeaning jokes, stories, or activities directed at an individual.

Employees, students, volunteers or visitors who believe they have suffered harassment shall report such matters to the building principal for harassment complaints. However, claims regarding harassment may also be reported to the superintendent for harassment complaints.

Upon receiving a complaint, the investigator shall confer with the complainant to obtain an understanding and a statement of the facts. It shall be the responsibility of the investigator to promptly and reasonably investigate claims of harassment and to pass the findings on to the superintendent who shall complete such further investigation as deemed necessary and take such final action as appropriate. Information regarding an investigation of harassment shall be confidential to the extent possible, and those individuals who are involved in the investigation shall not discuss information regarding the complaint outside the investigation process.

No one shall retaliate against an employee or student because they have filed a harassment complaint, assisted or participated in a harassment investigation, proceeding, or hearing regarding a harassment charge or because they have opposed language or conduct that violates this policy. This policy should be used when an employee is the alleged harasser or the alleged victim. It is strongly recommended the investigator and alternate investigator be of opposite sexes.

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### **HARASSMENT BY EMPLOYEES**

It shall also be the responsibility of the superintendent, in conjunction with the investigator and principals, to develop administrative rules regarding this policy. The superintendent or superintendent's designee shall also be responsible for organizing training programs to educate employees, students and others involved with the school district about harassment and the school district's policy prohibiting harassment. The training shall include how to recognize harassment and what to do in case an individual is harassed. The employee training will be documented in personnel files to ensure a record of training for each employee.

Legal Reference: 42 U.S.C. \*\* 2000e et seq. (1994).  
29 C.F.R. Pt. 1604.11 (1996).

### **HARASSMENT INVESTIGATING AND REPORTING**

In keeping with the language of the harassment policy, this procedure sample gives final responsibility to the superintendent.

Harassment of employees and students will not be tolerated in the school district.

Harassment is a violation of school district policies, rules and regulations and, in some cases, may also be a violation of criminal or other laws. The school district has the authority to report students violating this rule to law enforcement officials.

Employees whose behavior is alleged to be in violation of this policy will be subject to the investigation procedure which may result in discipline, up to and including, discharge or other appropriate action. Other individuals whose behavior is alleged to be in violation of this policy will be subject to appropriate sanctions as determined and imposed by the superintendent or board.

Individuals who feel that they have been harassed by employees, board members,

administrators, parents, vendors or others doing business with the school district should communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual needs assistance communicating with the harasser, he/she should ask a teacher, counselor or principal to help.

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## **HARASSMENT BY EMPLOYEES**

### **Complaint Procedure**

An employee or student who believes that they have been harassed shall notify the superintendent the designated investigator. The alternate investigator is the building principal. The investigator may request that the employee or student complete the Harassment Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. Information received during the investigation shall be kept confidential to the extent possible.

The superintendent, or the investigator with the approval of the superintendent, has the authority to initiate a harassment investigation in the absence of a written complaint.

### **Investigation Procedure**

The investigator shall reasonably and promptly commence the investigation upon receipt of the complaint. The investigator shall interview the complainant and the alleged harasser. The alleged harasser may file a written statement refuting or explaining the behavior outlined in the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator shall report to the superintendent. The investigator will outline the findings of the investigation to the superintendent.

### **Resolution of the Complaint**

The superintendent will complete the next step in the investigation reasonably and promptly upon receipt of the investigator's report. Following the investigator's report, the superintendent may investigate further, if deemed necessary, and make a determination of the appropriate next step which may include discipline, up to and including, discharge.

Prior to the determination of the appropriate remedial action, the superintendent may, at the superintendent's discretion, interview the complainant and the alleged harasser. The superintendent shall file a written report closing the case and documenting any disciplinary or other action taken in response to the complaint. The complainant, the alleged harasser and the investigator shall receive notice as to the conclusion of the investigation.

### **Points to Remember in the Investigation**

- Evidence uncovered in the investigation is confidential.

- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including discharge.

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## **HARASSMENT BY EMPLOYEES**

### **Conflicts**

If the investigator is the alleged harasser or a witness to the incident, the alternate investigator shall be the investigator.

If the alleged harasser is the superintendent, the alternate investigator shall take the superintendent's place in the investigation process. The alternate investigator shall report the findings to the board.

Approved: 8-12-02

**HARASSMENT COMPLAINT FORM**

Name of complainant: \_\_\_\_\_

Position of complainant: \_\_\_\_\_

Date of complaint: \_\_\_\_\_

Name of alleged harasser: \_\_\_\_\_

Date and place of incident or incidents: \_\_\_\_\_

\_\_\_\_\_

Description of misconduct: \_\_\_\_\_

\_\_\_\_\_

Name of witnesses (if any): \_\_\_\_\_

\_\_\_\_\_

Evidence of harassment, i.e., letters, photos, etc. (attach evidence if possible): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Any other information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

WITNESS DISCLOSURE FORM

Name of witness: \_\_\_\_\_

Position of witness: \_\_\_\_\_

Date of testimony, interview: \_\_\_\_\_

Description of instance witnessed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Any other information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I agree that all of the information of this form is accurate and true to the best of my knowledge.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

POLICY NO. 4115

**EMPLOYEE USE OF ELECTRONIC COMMUNICATIONS DEVICES**

The Board recognizes that employees may carry electronic communications devices and hereby adopts this policy.

District-Issued Communications Devices

The District may elect to issue certain communications devices to employees in order to increase the efficiency of District operations. Issuance and use of District equipment shall be subject to rules promulgated by the Superintendent.

Personally Owned Communications Devices

Employees may carry and use personally owned cellular telephones or pagers/beepers on school property subject to rules and regulations promulgated by the Superintendent.

Visible possession of all cell phones is prohibited in any area where there is an expectation of privacy.

Adopted: 4-10-2006

**PROFESSIONAL BOUNDARIES BETWEEN EMPLOYEES AND STUDENTS**

All employees (which for purposes of this policy includes student teachers and interns) are expected to observe and maintain professional boundaries between themselves and students. A violation of professional boundaries will be regarded as a form of misconduct and may result in disciplinary action.

The following non-exclusive list of actions which the board deems unacceptable and will be regarded as a violation of the professional boundaries that employees are expected to maintain with a student:

- Using e-mail, text messaging, instant messaging, social networking sites, or any other type of personal communication system to discuss with a student a matter that does not pertain to school-related activities, such as the student's homework, class activity, school sport or club, or other school-sponsored activity. Electronic communications with students are to be sent simultaneously to multiple recipients, not to just one student, except where the communication is clearly school-related and inappropriate for persons other than the individual student to receive (for example, e-mailing a message about a student's grades).
- Engaging in social-networking friendships with a student on social networking sites. Material that employees post on social networks that is publicly available to those in the school community must reflect the professional image applicable to the employee's position and not impair the employee's capacity to maintain the respect of students and parents or impair the employee's ability to serve as a role model for children. Employees shall not friend or follow students on any social networking site.
- Engaging in sexual activity, a romantic relationship, or dating a student or a former student within one year of the student graduating or otherwise leaving the District.
- Making any sexual advance - verbal, written, or physical - towards a student.
- Showing sexually inappropriate materials or objects to a student.
- Discussing with a student sexual topics that are not related to a specific curriculum.
- Telling sexual jokes to a student.

- Invading a student's physical privacy (e.g., walking in on the student in a restroom).
- Hugging or other physical contact with a student that is initiated by the employee when the student does not seek or want this attention.
- Being overly "touchy" with a specific student.
- Allowing a specific student to get away with misconduct that is not tolerated from other students, except as appropriate for students with an IEP or 504 Plan.
- Discussing with the student the employee's problems that would normally be discussed with adults (e.g., marital problems).
- 
- Giving a student a ride in the employee's personal vehicle without express permission of the student's parent or school administrator unless another adult is in the vehicle.
- Taking a student on an outing without obtaining prior express permission of the student's parent or school administrator.
- Inviting a student to the employee's home without prior express permission of the student's parent and school administrator.
- Going to the student's home when the student's parent or a proper chaperone is not present.
- Giving gifts of a personal nature to a specific student.
- Discussing alcohol, tobacco or other illicit drugs in a non-instructional setting, such as describing a party that the employee attended.
- Discussing another student's or employee's personal matters when it is not appropriate outside of the instructional setting.
- "Grooming," which includes building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student's life the sexual contact or sexual penetration would take place.

Appropriate exceptions are permitted to the foregoing for legitimate health or educational purposes and for reasons of family relationships between employees and their children who are

students in the District. A staff member seeking an exception must receive advance approval from his or her administrator. If a staff member is unable to communicate with an administrator in advance (such as in the event of an emergency), the staff member must notify the administrator as soon as possible, but not later than 24 hours immediately following the event.

Any person who suspects a District employee of engaging in any prohibited conduct under this policy, including grooming, should contact the Superintendent or other administrator immediately.

An employee who violates this policy may face discipline, up to and including termination of employment, and may be referred to the appropriate certification or credentialing agencies for further discipline.

A violation of this policy will result in referral to the Department of Health and Human Services, law enforcement, or both.

Each school year, all employees shall sign a certification verifying that this policy was received and understood.

Legal Reference: LB 1080 (2020)

Adopted: 10-12-09

Revised: 1-11-21

Reviewed: 5-10-10

### **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 21<sup>st</sup> Century Act.

Bayard Public Schools will educate all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and

cyberbullying awareness and response. The plan shall be for all students to be provided education on these subjects. The Superintendent or the Superintendent's designee shall be responsible for identifying educational materials, lessons, and/or programs suitable for the age and maturity level of the students and for ensuring the delivery of such materials, lessons, and/or programs to students.

**Disclaimers:**

- Bayard Public Schools and its individual schools, administrators, faculty, and staff thereof, make no warranties of any kind for the service provided and will not be held responsible for any damage suffered by users. This includes the loss of data resulting from delays, non-deliveries, and intrusion by computer virus, or service interruption.
- Use of any information obtained via network access is at the risk of the user, and Bayard Public Schools specifically denies any responsibility for the accuracy or quality of the information obtained.
- Bayard Public Schools cannot guarantee complete protection from inappropriate material. Furthermore, it is impossible for the district or content filter to reflect each individual or family's opinions of what constitutes "inappropriate material." If a student mistakenly accesses inappropriate information, he/she should immediately notify a district staff member.
- Bayard Public Schools is not liable for an individual's inappropriate use of district's electronic communications systems or violations of copyright restrictions or other laws, or other costs incurred by users through use of Bayard Public Schools' electronic communication systems.
- The district will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the district's electronic communication systems.

**CIPA Definition of Terms:**

**Minor:** The term "minor" means any individual who has not attained the age of 17 years.

**Technology Protection Measure:** The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. **Obscene**, as that term is defined in section 1460 of title 18, United States Code;
2. **Child Pornography**, as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors.

**Harmful to Minors:** The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

**Sexual Act; Sexual Contact:** The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

**Bayard Public Schools**  
**Network Acceptable Use and Internet Safety Policy**  
**Employee's Agreement**

By signing this form, I acknowledge receipt of, understand, and agree to abide by the rules and standards set forth in the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that to gain or retain access to the Bayard Public Schools computer network systems, I must sign and submit this form as directed. I further understand that any violation of the Policy is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, monetary liability may be incurred, school disciplinary and/or appropriate legal action may be taken. I as a staff member agree to abide by the rules and standards addressed in this policy as it pertains to me and to help ensure that students also abide by these rules and standards as well. I understand that this agreement will be in effect for the duration of my employment with the district or until the policy is revised.

(Printed) Staff Member Name \_\_\_\_\_

Staff Member Signature \_\_\_\_\_

Date \_\_\_\_\_

**Bayard Public Schools****Network Acceptable Use and Internet Safety Policy****Student's Agreement**

By signing this form, I acknowledge receipt of, understand, and agree to abide by the rules and standards set forth in the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that to gain access to the Bayard Public Schools computer network systems, I must return this form signed by me and my parent or legal guardian. I further understand that any violation of the Policy is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, monetary liability may be incurred, school disciplinary and/or appropriate legal action may be taken. I understand that this agreement will be in effect for one school year and must be re-signed in subsequent years.

Teachers or media specialists who are exploring digital content with a class do not need special parental permission for such activity if the teacher or media specialist is in control of the navigation to known educational sites. A student accessing digital content at the constant direction of the teacher is not working independently. This circumstance does not require special parental permission. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting.

In addition, this form, when completed below and on file with the district, will constitute consent for our schools to provide personal identifying information for your child consisting of first name, last name, school email address and username (for educational use only) to the following web operators: Teach TCI, Big Ideas Math, Amplify Science, Google Apps for Education, Clever, Remind, MobyMax, Pearson, Khan Academy and to the operators of any additional web-based educational programs and services which our schools may add during the upcoming academic year.

(Printed) Student Name \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

**Bayard Public Schools**

**Network Acceptable Use and Internet Safety Policy****Parent or Legal Guardian's Agreement**

I have read, understand, and agree with the Bayard Public Schools Network Acceptable Use and Internet Safety Policy. I understand that by signing this form I give permission for Bayard Public Schools to grant access to district electronic communication systems, including the Internet. I understand that this access is designed for educational purposes. I understand that Bayard Public Schools has taken reasonable precautions to eliminate access to inappropriate material and I will not hold the district or staff members responsible if inappropriate material is inadvertently accessed. I understand that this agreement will be in effect for one school year and must be re-signed in subsequent years.

Teachers or media specialists who are exploring digital content with a class do not need special parental permission for such activity if the teacher or media specialist is in control of the navigation to known educational sites. A student accessing digital content at the constant direction of the teacher is not working independently. This circumstance does not require special parental permission. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting.

In addition, this form, when completed below and on file with the district, will constitute consent for our schools to provide personal identifying information for your child consisting of first name, last name, school email address and username (for educational use only) to the following web operators: Teach TCI, Big Ideas Math, Amplify Science, Google Apps for Education, Clever, Remind, MobyMax, Pearson, Khan Academy and to the operators of any additional web-based educational programs and services which our schools may add during the upcoming academic year.

(Printed) Parent Name \_\_\_\_\_

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

Adopted: 2-10-97

Reviewed: 7-12-10

Revised: 6-11-12, 6-8-20