

**Board of Education Regular Meeting
Monday, March 3, 2025 7:00 PM**

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

Notice is hereby given that a Board of Education Regular Meeting of the School District of Bayard in the Counties of Morrill, Scotts Bluff, Box Butte, and Banner in the State of Nebraska will be held on Monday, March 3, 2025 at 7:00 PM in the Bayard High School Library located at 726 4th Avenue, Bayard, NE 69334, which meeting shall be open to the public. An agenda for such meeting, kept continuously current is available for public inspection during normal business hours at the office of the Superintendent, located at 726 4th Avenue, Bayard, NE 69334.

AGENDA

- I. Opening the Meeting
 - I.A. Call to Order
 - I.B. Open Meetings Act
 - I.C. Notice of Meeting
 - I.D. Roll Call
 - I.E. Status of Absent Board Members
 - I.F. Pledge of Allegiance
- II. Approval of Agenda
- III. Introduction of Guests
- IV. Public Comments
- V. Student Board Representative Report
- VI. Invited Presentations and Discussions with Presenters
 - VI.A. Presentation with Carl Dietz, Northland Securities, Regarding Multi-Year Financial Planning
- VII. Principals and District Administrators
- VIII. Curriculum and Instruction
- IX. Superintendent
- X. Board Committee Reports and Recommendations
- XI. Discussion Items
 - XI.A. Review and Discussion of Policies 5084 through 5095 in the 5000 series.
 - XI.B. Discussion Regarding the Five-year Facilities Plan
- XII. Action Items
 - XII.A. Discuss, Consider, and Take All Necessary Action in Approval of the Ed Rising to Attend National Ed Rising June 26-29th 2025 in Orlando Florida.
 - XII.B. Discuss, Consider, and Take All Necessary Action on Adopting Resolution Pertaining to Non-Resident Students
 - XII.C. Discuss, Consider, and Take All Necessary Action to the Approval of the 2025-2026 Course Catalog
 - XII.D. Discuss, Consider, and Take All Necessary Action in Regards to Certificated Staff Resignations.
 - XII.E. Discuss, Consider, and Take All Necessary Action in Regards to Administrator Compensation.
- 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"> * Oath of Office * Board Officer Elections * Designate Depository of the District * Designate Legal Firm for the District * Designate Auditors for the District * Designate Official to Apply for Grants and Testify Before Legislature * Board Code of Ethics * Discuss Board Committees * Approve Policy Manual * Review of Accountability and Disclosure Commission Conflict of Interest Reporting Form * NASB Legislative Issues Conference 	<ul style="list-style-type: none"> * Committee on American Civics Meeting * Policy Committee Meeting * Board Committee Assignments * Review Draft of School Calendar * Curriculum Review and Approve Course Catalog * Approve Negotiated Agreement with BEA * Update on State Standards Requirements * Discuss and Take Action on Compensation of Principals and Directors * NASB President's Retreat * NASB Budget and Finance Workshop * NSBA Advocacy Institute 	<ul style="list-style-type: none"> * Curriculum Committee Meeting * Building Committee Meeting * Approve School Calendar * Adopt Resolution Pertaining to Non-Resident Students * Tour of School Buildings, Facilities, Bus Barn * Review 5 Year Facilities Plan * Consider Curriculum Proposals * Discuss Compensation of Superintendent * NASB Membership Renewal * NAEP State Convention 	<ul style="list-style-type: none"> * Board Workshop * Board Self-Assessment And Board Goals * Approve FFA Trip to National FFA Convention * Review Strategic Plan Progress Report * Take Action on Compensation of Superintendent * NASB Spring Legal Workshop * NRCSA Conference * NSBA Annual Conference and Exposition 	<ul style="list-style-type: none"> * Review Extra-Duty Assignments * Approve Classified Staff Handbook, Preschool Handbook, and Pathfinders Program Handbook * Finalize Plan for District Summer Improvements * Review Pathfinders Program * Distribute Superintendent Evaluation (Long Form) * Attend Graduation Ceremony * Attend Staff Retirement Recognition 	<ul style="list-style-type: none"> * NSAA Related Activities Budget * Approve Activities Handbook for Head Coaches and Sponsors, Student and Parent Activity Handbook, and Student and Parent Handbook * Review State Aid Certification * Transportation Director Report * Evaluate Superintendent (Long Form) and Superintendent Goals * NASB School Law Seminar

Bayard School Board of Education Annual Calendar

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

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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Nebraska Department of Education
2025/26 PROPERTY TAX AUTHORITY

DRAFT **MODEL** February 19, 2025 DRAFT

Agency/D	District Name	SECTION A										SECTION B				SECTION C		SECTION D				SECTION E	SECTION F	SECTION G		
		General Fund Tax Asking (2024/25 LC-2)	Special Bldg Tax Asking (2024/25 LC-2)	2024/25 TOTAL Property Tax Request	General Fund Non-Property Tax Revenue (2022/23 AFR)	Special Bldg Non-Property Tax Revenue (2022/23 AFR)	2022/23 TOTAL Non-Property Tax Revenue	2023/24 TOTAL SPED Reimbursement (2023/24 AFR)	2024/25 TEOSA	TOTAL REVENUE (Total Tax Request + NonProperty \$ + SPED + TEOSA)	Base Growth %	Basic Growth % for Membership	Basic Growth % for LEP	Basic Growth % for Poverty	TOTAL BASE GROWTH RATE %	REVENUE CAP (Total Revenue X Total Base Growth %)	General Fund Non-Property Tax Revenue (2023/24 AFR)	Special Bldg Non-Property Tax Revenue (2023/24 AFR)	2023/24 TOTAL Non-Property Tax Revenue	2024/25 SPED Estimated (SPEDFRS Nov 2024)	2025/26 TEOSA (as of 1.30.25)	Prior Years Unused Property Tax Authority (2024/25 LC-2)	2025/26 PROPERTY TAX AUTHORITY SECTION C - Total NonProperty \$ - SPED Est - TEOSA + PY Unused PTAuthority)	Additional Base Growth % Allowed Approval	Additional Property Tax Authority Allowed if Board Approved (Section A Total Revenue X Section E)	2025/26 Property Tax Request Authority Including Board Approved Amount
01-0003-000	KENESAW PUBLIC SCHOOLS	3,951,222	313,131	4,264,353	366,398	3,046	369,444	335,194	593,917	5,662,908	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	5,729,795.24	437,514	3,201	440,715	426,373	579,558	531,875	4,815,024	7%	389,404	5,204,428
01-0018-000	HASTINGS PUBLIC SCHOOLS	17,678,000	-	17,678,000	3,291,569	-	3,291,569	19,768,000	20,546,908	47,409,674	3.0000%	0.0000%	0.1716%	0.0000%	3.1716%	48,513,335.84	3,399,493	1,655,471	3,399,493	6,094,440	21,665,471	1,392,448	19,273,023	5%	2,370,484	21,516,863
01-0090-000	ADAMS CENTRAL PUBLIC SCHOOLS	13,212,817	707,071	13,919,888	1,536,720	7,048	1,543,768	1,613,280	2,245,985	19,322,921	3.0000%	1.2043%	0.0968%	0.0000%	4.3011%	20,154,014.38	1,616,600	2,301	1,618,341	1,832,153	2,307,798	347,697	14,738,419	6%	1,159,375	15,897,794
01-0123-000	SILVER LAKE PUBLIC SCHOOLS	4,007,564	68,503	4,076,067	762,187	24,259	591,548	4,076,067	4,771,980	7,260,560	3.0000%	1.6410%	0.0769%	0.0000%	4.7949%	6,048,739.04	720,560	25,160	745,720	6,475,600	6,475,600	-	4,292,332	7%	404,039	4,699,371
02-0009-000	NELIGH-OAKDALE SCHOOLS	4,393,939	505,051	4,898,990	588,500	18,437	606,937	815,483	519,965	6,841,375	3.0000%	1.6000%	0.0000%	0.0000%	4.6000%	7,156,078	816,218	28,683	844,901	818,572	544,276	922,056	5,870,385	7%	478,896	6,349,281
02-0018-000	ELGIN PUBLIC SCHOOLS	3,434,343	202,020	3,636,363	670,632	29,775	700,407	4,151,567	633,556	6,361,473	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	5,574,250	879,561	19,623	816,233	415,633	473,712	77,317	3,845,399	7%	378,833	4,224,232
02-0115-000	SUMMERLAND PUBLIC SCHOOLS	5,873,486	123,382	5,996,868	579,681	11,515	591,196	770,347	672,583	8,030,994	3.0000%	1.1864%	0.0000%	0.0000%	4.1864%	8,367,207	732,712	42,482	775,194	902,766	693,949	652,813	6,648,111	7%	562,170	7,210,281
03-0500-000	ARTHUR COUNTY SCHOOLS	2,352,525	35,354	2,387,879	117,200	13,058	130,258	187,508	3,152,051	3,000,000	1.0811%	0.0000%	0.0000%	0.0000%	4.0811%	3,280,689	113,181	12,319	125,500	184,822	120,811	887	2,450,437	7%	220,644	2,671,081
04-0001-000	BANNER COUNTY PUBLIC SCHOOLS	2,571,540	246,044	2,817,584	191,805	15,483	207,288	288,936	520,490	3,834,298	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	3,949,327	241,732	15,623	257,355	315,256	494,096	-	2,882,620	7%	268,401	3,151,021
05-0071-000	SANDHILLS PUBLIC SCHOOLS	2,765,962	132,980	2,898,942	142,920	10	142,930	128,256	199,939	3,573,064	3.0000%	0.0000%	0.0000%	0.1786%	3.1786%	3,463,717	115,042	346	115,388	126,242	138,954	-	3,257,048	7%	234,994	3,492,042
06-0001-000	BENT CENTRAL SCHOOLS	6,698,891	606,061	7,304,952	1,159,253	48,082	1,208,007	800,952	1,466,116	10,780,027	3.0000%	0.0000%	0.0000%	0.0000%	3.0518%	11,109,013	1,280,750	60,990	1,341,740	819,707	1,462,548	516,489	8,001,507	6%	646,802	8,648,309
06-0011-000	ST EDWARD PUBLIC SCHOOLS	3,162,020	37,354	3,199,374	236,697	443	237,140	463,561	281,586	4,181,661	3.0000%	0.0000%	0.1840%	0.0000%	3.1840%	4,314,807	236,924	748	237,672	505,055	254,572	60,510	3,877,019	7%	292,716	4,169,735
06-0075-000	RIVERSIDE PUBLIC SCHOOLS	4,232,024	452,034	4,719,818	291,668	434	292,102	336,288	379,585	5,178,939	3.0000%	0.0000%	0.0000%	0.0000%	3.8255%	6,011,280	366,268	1,992	371,260	405,266	376,906	40,745	4,824,268	7%	405,266	5,229,534
07-0006-000	ALLIANCE PUBLIC SCHOOLS	10,786,149	1,212,121	11,998,270	1,260,590	8,102	1,268,611	1,673,366	2,618,800	17,599,407	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	18,085,818	1,232,400	8,141	1,240,541	2,440,944	1,931,161	7,953	12,481,125	6%	1,053,543	13,534,668
07-0010-000	HEMINGFORD PUBLIC SCHOOLS	6,313,131	303,030	6,616,161	363,823	1,555	365,378	510,582	1,247,107	8,739,228	3.0000%	0.0000%	0.0000%	0.0000%	3.7735%	9,069,001	400,859	1,781	402,640	384,355	1,223,985	160,875	7,218,896	7%	611,746	7,830,642
08-0051-000	BOYD COUNTY SCHOOLS	5,010,278	79,798	5,090,076	390,608	600	391,208	566,353	553,580	6,601,217	3.0000%	0.0000%	0.3443%	0.0000%	3.3443%	6,821,979	393,405	267	393,672	629,135	470,249	-	5,328,223	7%	462,085	5,790,308
09-0010-000	AINSWORTH COMMUNITY SCHOOLS	5,616,497	566,667	6,183,164	639,903	6,628	646,531	859,628	594,190	8,283,513	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	8,532,018	713,943	11,129	725,072	867,309	1,090,611	-	7,427,211	7%	579,846	8,007,057
10-0002-000	GIBBON PUBLIC SCHOOLS	6,783,738	324,995	7,108,733	649,882	6,516	656,398	686,006	910,844	9,361,981	3.0000%	0.2230%	0.0000%	0.0000%	3.2230%	9,663,722	641,557	5,895	647,452	692,208	869,361	888,322	8,343,024	6%	561,719	8,904,743
10-0007-000	KEARNEY PUBLIC SCHOOLS	43,356,559	5,490,334	48,846,893	7,166,257	10,917	7,177,174	8,665,379	12,661,643	72,661,643	3.0000%	0.0000%	0.0990%	0.0000%	3.1204%	74,929,033	7,906,622	1,952	7,908,574	7,740,849	9,869,846	1,397,683	50,807,427	5%	3,633,082	54,400,509
10-0009-000	ELM CREEK PUBLIC SCHOOLS	4,236,900	243,500	4,480,400	363,118	2,017	365,135	468,926	852,523	6,166,984	3.0000%	1.5190%	0.0000%	0.0000%	4.5190%	6,445,669	358,591	1,164	359,755	389,696	245,398	-	5,072,891	7%	431,689	5,504,580
10-0019-000	SHELTON PUBLIC SCHOOLS	4,240,350	101,010	4,341,360	274,219	546	274,765	466,157	464,132	5,546,414	3.0000%	0.0000%	0.0600%	0.0000%	3.0600%	5,716,134	304,099	160	304,259	541,238	413,403	-	4,457,235	7%	389,646	4,846,484
10-0069-000	RAVENNA PUBLIC SCHOOLS	4,489,575	1,137,247	5,626,822	583,669	22,374	605,743	981,380	591,978	7,805,941	3.0000%	1.0084%	0.1261%	0.0000%	4.1345%	8,128,674	578,225	22,146	600,371	1,067,134	610,226	789,379	6,640,682	7%	546,416	7,187,098
10-0105-000	PLEASANTON PUBLIC SCHOOLS	3,883,838	-	3,883,838	375,329	952	376,481	434,800	878,731	5,573,850	3.0000%	0.0000%	0.0000%	0.0000%	3.2658%	5,755,880	415,945	974	416,919	479,711	618,514	1,685	4,222,421	7%	390,170	4,612,591
10-0119-000	WINNETKA PUBLIC SCHOOLS	2,803,030	40,404	2,843,434	391,057	1,646	392,703	477,003	1,673,924	5,517,327	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	5,548,074	409,674	1,623	409,674	507,650	654,454	-	3,405,896	7%	302,900	3,708,796
11-0001-000	TEKAMHA-HERMAN COMMUNITY SCHS	6,816,210	600,000	7,416,210	624,463	4,298	628,761	868,572	839,726	9,753,659	3.0000%	0.2434%	0.0000%	0.0000%	3.2434%	10,069,607	652,042	7,643	659,685	1,082,789	838,220	208,700	7,697,611	6%	585,196	8,282,807
11-0014-000	OAKLAND CRAIG PUBLIC SCHOOLS	5,574,372	265,949	5,840,321	773,213	451,942	825,155	850,321	612,393	8,680,954	3.0000%	0.0000%	0.0000%	0.0000%	3.5014%	8,888,150	542,484	1,477	543,961	616,515	788,087	544,785	6,484,372	7%	537,667	7,022,039
11-0020-000	LYONS-DECATUR NORTHEAST SCHS	4,463,636	-	4,463,636	377,492	4,470	377,962	763,763	474,830	6,080,191	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	6,262,597	360,844	-	360,855	761,620	442,592	-	5,084,905	7%	425,613	5,510,518
12-0056-000	DAVID CITY PUBLIC SCHOOLS	1,443,687	-	1,443,687	1,139,044	8,640	1,108,111	1,332,910	1,099,471	2,432,959	3.0000%	0.1288%	0.0000%	0.0000%	3.1288%	15,607,371	1,241,688	8,020	1,249,708	1,782,238	1,116,929	598,529	12,057,025	6%	908,032	12,965,057
12-0502-000	EAST BUTLER PUBLIC SCHOOLS	6,542,341	906,989	7,449,330	457,179	3,744	460,923	651,608	501,247	9,063,108	3.0000%	0.4033%	0.0542%	0.1083%	3.7058%	9,716,175	505,816	4,082	509,898	614,830	543,718	807,962	8,855,691	7%	634,418	9,490,109
13-0001-000	PLATTSMOUTH COMMUNITY SCHOOLS	11,337,374	-	11,337,374	1,631,414	-	1,631,414	2,820,379	4,285,688	20,074,855	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	20,577,676	2,023,246	-	2,023,246	2,871,829	4,491,772	519,924	11,809,753	6%	1,204,491	13,014,244
13-0022-000	WEeping WATER PUBLIC SCHOOLS	4,426,977	78,535	4,505,512	608,650	647	609,297	319,342	442,638	5,876,789	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	6,053,093	512,745	1,332	514,077	392,418	434,029	297	4,712,865	7%	411,375	5,124,240
13-0033-000	LOUISVILLE PUBLIC SCHOOLS	7,320,200	202,375	7,522,575	779,277	2,903	782,180	1,137,099	1,050,738	9,572,917	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	10,815,760	784,537	2,356	786,893	818,470	1,396,791	35,942	7,849,549	6%	630,044	8,479,593
13-0056-000	CONESTOGA PUBLIC SCHOOLS	4,322,960																								

Nebraska Department of Education
2025/26 PROPERTY TAX AUTHORITY

DRAFT **MODEL** February 19, 2025 DRAFT

AgencyID	District Name	SECTION A							SECTION B				SECTION C		SECTION D					SECTION E	SECTION F	SECTION G					
		General Fund Asking (2024/25 LC-2)	Special Policy Asking (2024/25 LC-2)	2024/25 TOTAL Property Tax Request	General Fund Non-Property Tax Revenue (2022/23 AFR)	Special Policy Non-Property Tax Revenue (2022/23 AFR)	2022/23 TOTAL Non-Property Tax Revenue	2024/25 TOTAL SPED REIMBURSEMENT (2023/24 AFR)	2024/25 TEOSA	TOTAL REVENUE (Total Tax Request + NonProperty \$ + SPED + TEOSA)	Base Growth %	Basic Growth % Membership	Basic Growth % for LEP	Basic Growth % for Poverty	TOTAL BASE GROWTH RATE %	REVENUE CAP (Total Revenue for 2023/24 AFR)	General Fund Non-Property Tax Revenue (2023/24 AFR)	Special Policy Non-Property Tax Revenue (2023/24 AFR)	2023/24 TOTAL Non-Property Tax Revenue	2024/25 SPED Estimated (Nov 2024)	2025/26 TEOSA (as of 1.30.25)	Prior Years Unused Property Tax Authority (2024/25 LC-2)	2025/26 PROPERTY TAX AUTHORITY Section C - Total NonProperty \$ - SPED Est - TEOSA + PY Unused (TaxAuthority)	Additional Base Growth % Allowed Approval	Additional Property Tax Authority Allowed if Board Approved (Section A x Section E)	2025/26 Property Tax Request Authority including Board Approved Amount	
30-0001-000	EXETER-MILLIGAN PUBLIC SCHOOLS	3,936,082	555,556	4,491,638	408,972	39,882	448,854	577,098	274,169	5,791,759	3.0000%	0.0000%	0.0000%	0.3169%	3.3169%	5,983,866	439,464	38,503	477,967	559,678	275,318	281,060	4,951,963	7%	405,423	5,357,386	
30-0002-000	FILLMORE CENTRAL PUBLIC SCHS	6,775,789	636,364	7,412,153	1,627,073	19,105	1,646,178	1,387,774	936,735	11,213,912	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	11,724,263	1,541,533	20,443	1,561,976	1,457,621	940,926	120,085	7,883,826	6%	682,967	8,566,793	
30-0004-000	SHICKLEY PUBLIC SCHOOLS	3,928,028	310,724	4,238,752	319,817	752	320,569	263,644	365,306	5,188,271	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	5,343,919	323,623	7,997	324,420	413,503	383,341	362,266	4,584,921	7%	363,179	4,948,100	
31-0506-000	FRANKLIN PUBLIC SCHOOLS	3,738,374	706,854	4,445,228	287,727	1,318	289,045	542,354	623,834	5,900,461	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	6,077,475	307,379	2,046	309,425	609,129	493,850	498,432	5,163,503	7%	413,032	5,576,535	
32-0046-000	MAYWOOD PUBLIC SCHOOLS	3,294,885	40,404	3,335,289	188,651	2	188,653	192,057	851,336	4,567,335	3.0000%	0.0000%	0.0852%	0.0000%	3.0852%	4,708,248	94,959	-	94,959	260,086	753,898	147,710	3,801,014	7%	319,713	4,120,727	
32-0095-000	EUSTIS-FARNAM PUBLIC SCHOOLS	3,333,333	515,152	3,848,485	219,864	4,418	224,282	275,355	275,369	4,623,491	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	4,762,196	235,876	4,608	240,484	306,798	753,898	20,750	3,959,330	7%	323,644	4,282,974	
32-0125-000	MEDICINE VALLEY PUBLIC SCHOOLS	3,632,828	50,505	3,683,333	179,819	319	180,138	280,197	647,485	4,791,153	3.0000%	0.6522%	0.0000%	0.0000%	3.6522%	4,966,134	206,739	245	206,984	348,912	560,413	272,642	4,122,467	7%	335,381	4,457,848	
33-0018-000	ARAPAHOE PUBLIC SCHOOLS	3,820,180	-	3,820,180	351,647	398	352,045	513,950	542,210	5,133,975	3.0000%	2.3860%	0.0026%	0.0000%	5.4386%	5,413,191	370,918	567	371,485	485,515	542,769	5,890	4,019,312	7%	359,378	4,378,690	
33-0021-000	CAMBRIDGE PUBLIC SCHOOLS	3,595,960	166,667	3,762,627	284,522	738	285,260	335,409	762,473	5,145,679	3.0000%	0.6400%	0.0000%	0.0000%	3.6400%	5,333,075	311,693	1,132	312,825	450,439	809,853	469,698	4,229,566	7%	360,204	4,589,860	
33-0540-000	SOUTHERN VALLEY SCHOOLS	6,606,061	202,020	6,808,081	422,796	1,473	422,269	744,283	601,554	8,576,187	3.0000%	0.3955%	0.0000%	0.0000%	3.3955%	8,867,390	454,889	1,576	456,465	817,731	454,889	3	6,970,554	7%	600,333	7,570,887	
34-0001-000	SOUTHERN SCHOOL DISTRICT 1	4,596,723	368,354	4,965,077	374,446	982	375,428	709,455	1,986,753	8,036,713	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	8,277,814	352,119	1,965	354,079	648,553	1,848,630	5,426,547	7%	562,570	5,989,117		
34-0015-000	BEATRICE PUBLIC SCHOOLS	14,029,000	2,160,596	16,489,596	2,395,190	9,664	2,404,256	3,374,181	6,035,877	28,309,365	3.0000%	0.0000%	0.2848%	0.0000%	3.2848%	29,233,685	2,675,087	10,892	2,685,979	3,930,250	4,947,581	563,881	1,699,237	19,931,993	6%	1,999,237	21,931,230
34-0034-000	FREMONT PUBLIC SCHOOLS	4,356,328	671,039	5,027,367	454,880	442,848	411,142	1,696,686	7,575,043	10,560,000	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	10,855,000	2,885,411	410,393	303,485	1,739,810	1,274	530,463	5,164,148	7%	530,463	5,694,611	
34-0100-000	DILLER-ODELL PUBLIC SCHOOLS	3,903,271	505,051	4,408,322	530,076	45,945	576,021	377,513	673,320	6,035,762	3.0000%	0.0000%	0.0000%	0.6438%	3.6438%	6,255,084	457,570	32,530	490,100	426,217	603,470	547,864	5,283,162	7%	422,462	5,705,624	
35-0001-000	GARDEN COUNTY SCHOOLS	3,626,060	25,253	3,651,313	320,138	879	320,884	380,058	4,773,272	3,000,000	0.4082%	0.0000%	0.0000%	0.0000%	3.4082%	4,935,951	359,038	399	359,437	481,695	345,284	4,714	3,754,251	7%	334,129	4,088,380	
36-0100-000	BURWELL PUBLIC SCHOOLS	4,570,002	395,960	4,965,962	249,812	1,005	250,817	321,686	626,954	3,000,000	0.0000%	0.0000%	0.0000%	0.0000%	3.0000%	6,485,863	277,589	1,014	278,603	348,409	587,805	464,004	5,735,050	7%	440,787	6,175,837	
37-0030-000	ELWOOD PUBLIC SCHOOLS	3,311,913	525,299	3,837,212	357,086	1,806	358,892	290,623	318,314	4,805,181	3.0000%	2.7311%	0.0000%	0.0000%	5.7485%	5,081,409	447,002	2,017	449,019	280,423	317,962	561,814	4,955,819	7%	336,363	5,292,182	
38-0011-000	HYANNIS AREA SCHOOLS	2,502,681	303,030	2,805,711	192,314	661	192,975	217,815	287,964	3,504,465	3.0000%	2.0438%	0.0000%	0.0000%	5.0438%	3,681,223	221,655	636	222,291	223,094	381,672	48,555	2,902,721	7%	245,313	3,148,034	
39-0060-000	CENTRAL VALLEY PUBLIC SCHOOLS	7,075,312	198,858	7,274,170	319,946	1,279	319,946	897,311	486,715	8,978,142	3.0000%	0.5498%	0.1546%	0.0000%	3.7045%	9,310,734	399,073	560	399,633	934,270	524,035	6,009,637	7%	628,430	6,638,067		
40-0002-000	GRAND ISLAND PUBLIC SCHOOLS	45,171,676	1,456,239	46,627,915	7,135,965	1,279	7,137,244	12,488,275	69,430,179	135,683,613	3.0000%	0.0000%	0.4438%	0.0000%	3.4438%	140,356,306	8,547,370	3,243	8,550,613	12,738,977	76,845,089	4,776,812	46,998,439	5%	6,784,181	53,282,620	
40-0082-000	NRST WEST PUBLIC SCHOOLS	5,737,903	941,825	6,679,728	6,679,728	1,798	858,717	1,175,212	10,353,012	19,066,669	3.0000%	0.5425%	0.0323%	0.0000%	3.5755%	19,748,774	1,008,420	3,767	964,657	1,319,920	10,372,730	1,008,420	8,099,887	6%	1,144,000	9,243,887	
40-0083-000	WOOD RIVER PUBLIC SCHOOLS	6,891,397	258,586	8,123,758	685,999	5,398	687,366	877,665	794,900	10,887,700	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	10,802,331	785,615	3,825	789,440	883,849	399,233	395,215	8,774,920	7%	734,139	9,509,059	
40-0126-000	DONIPHAN-TRUMBULL PUBLIC SCHS	6,552,799	423,624	6,976,423	614,451	4,823	619,274	850,560	749,849	8,996,106	3.0000%	0.0000%	0.0000%	0.0000%	3.4444%	9,665,816	1,726,764	1,134	1,727,898	732,763	934,618	681,244	6,951,781	7%	629,727	7,581,508	
41-0000-000	GILTNER PUBLIC SCHOOLS	2,776,275	200,000	2,976,275	182,825	12,942	201,227	336,660	1,428,540	4,942,702	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	5,090,983	248,809	15,961	264,770	377,643	1,201,807	3,246,756	7%	345,989	3,592,745		
41-0001-000	HAMPTON PUBLIC SCHOOLS	2,484,200	126,353	2,610,553	165,302	291,506	784,770	3,852,041	3,000,000	6,854,011	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	7,151,011	168,920	303,485	733,346	-	70,349	2,832,216	7%	269,643	3,101,860		
41-0504-000	AURORA PUBLIC SCHOOLS	14,620,291	229,083	14,849,374	1,821,019	7,381	1,828,400	10,988,176	20,465,475	3,000,000	0.1735%	0.0130%	0.0000%	0.0000%	3.1865%	21,120,697	1,937,975	3,631	1,941,606	1,952,145	2,000,636	23,209	15,249,518	6%	1,228,109	16,477,627	
42-0002-000	ALMA PUBLIC SCHOOLS	4,053,078	415,700	4,468,778	286,716	11,071	297,787	488,956	1,534,568	6,800,109	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	7,004,112	386,333	6,592	392,925	745,293	1,285,477	319,551	4,899,978	7%	476,008	5,375,986	
43-0079-000	HAYES CENTER PUBLIC SCHOOLS	2,803,030	90,909	2,893,939	193,367	7,000	193,367	181,459	218,546	3,487,311	3.0000%	4.6324%	0.0000%	0.0000%	8.7353%	3,791,938	233,085	13,865	246,950	159,610	228,439	408,235	3,565,174	7%	244,112	3,809,286	
44-0070-000	HITCHCOCK CO SCH SYSTEM	4,090,909	50,505	4,141,414	334,357	7,964	342,321	397,634	446,467	5,327,836	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	5,487,671	379,272	2,280	381,552	459,114	432,275	138,087	4,352,817	7%	372,949	4,725,766	
45-0007-000	O'NEILL PUBLIC SCHOOLS	8,936,955	1,883,838	10,820,793	1,861,057	158,499	2,019,556	15,449,967	1,287,215	15,449,967	3.0000%	0.0000%	0.2362%	0.0000%	3.2362%	15,949,962	1,885,879	156,560	2,042,439	1,375,548	1,268,556	224,194	11,416,613	6%	926,998	12,414,611	
45-0044-000	STUART PUBLIC SCHOOLS	1,918,232	-	1,918,232	192,338	129	192,467	266,106	1,554,402	3,930,847	3.0000%	0.0000%	0.0000%	0.0000%	3.0000%	4,048,772	189,948	-	189,948	251,583	1,590,119	31,135	2,048,257	7%	275,159	2,323,416	
45-0137-000	CHAMBERS PUBLIC SCHOOLS	2,437,276	45,455	2,482,731	122,140	120	122,140	193,375	240,800	3,039,046	3.0000%	0.0000%	0.0000%	0.1202%	3.1202%	3,133,924	153,355	117	153,472	199,655	215,623	158,117	2,723,291	7%	212,733	2,936,024	
45-0239-000	WEST HOLT PUBLIC SCHOOLS	5,924,473	599,536</																								

Nebraska Department of Education
2025/26 PROPERTY TAX AUTHORITY
DRAFT **MODEL** February 19, 2025 DRAFT

AgencyID	District Name	General Fund Tax Asking (2024/25 LC-2)	Special Bldg Tax Asking (2024/25 LC-2)	SECTION A					SECTION B					SECTION C		SECTION D					SECTION E	SECTION F	SECTION G			
				2024/25 TOTAL Property Tax Request	General Fund Non-Property Tax Revenue (2022/23 AFR)	Non-Property Tax Revenue (2022/23 AFR)	2022/23 TOTAL Non-Property Tax Revenue	2023/24 TOTAL SPED Reimbursement (2023/24 AFR)	2024/25 TEOSA	TOTAL REVENUE (Total Tax Request + Non-Property + TEOSA + SPED + TEOSA)	Base Growth 3%	Basic Growth % for Membership	Basic Growth % for LEP	Basic Growth % for Poverty	TOTAL BASE GROWTH RATE %	REVENUE CAP (Total Revenue X Total Base Growth %)	General Fund Non-Property Tax Revenue (2023/24 AFR)	Special Bldg Non-Property Tax Revenue (2023/24 AFR)	2023/24 TOTAL Non-Property Tax Revenue	2024/25 SPED Estimated (SPEDFRS Nov 2024)				2025/26 TEOSA (as of 1.30.25)	Prior Years Unused Property Tax Authority (2024/25 LC-2)	2025/26 PROPERTY TAX AUTHORITY (Section C - Total Non-Property + SPED - TEOSA + PY Unused PT Authority)
66-0501-000	PALMYRA DISTRICT OR R 1	4,838,017	201,106	5,039,123	737,656	1,105	738,761	794,927	3,675,685	10,248,496	3.0000%	0.0000%	0.0000%	0.0000%	0.0000%	10,555,951	708,465	1,024	709,489	996,887	3,074,899	532,602	6,307,278	6%	6,922,188	
67-0001-000	PAWNEE CITY PUBLIC SCHOOLS	3,286,874	60,606	3,347,480	293,268	819	294,087	622,206	968,190	5,231,963	3.0000%	0.0000%	0.0000%	0.0000%	0.0000%	5,588,922	360,816	888	361,704	593,065	1,004,227	800,362	6,320,287	7%	6,922,188	
67-0069-000	LEWISTON CONSOLIDATED SCHOOLS	6,626,263	651,515	7,277,778	181,470	3,405	184,875	255,539	672,463	4,390,655	3.0000%	0.0000%	0.0000%	0.0000%	0.0000%	4,522,375	195,934	4,752	200,686	246,062	591,574	243,200	3,727,253	7%	4,034,599	
68-0029-000	PERKINS COUNTY SCHOOLS	2,895,960	404,040	3,300,000	3,100,000	4,451	766,409	497,774	680,989	9,245,172	3.0000%	0.2014%	0.2296%	0.0000%	0.0000%	3,433,771	93,555,754	6,512	759,305	607,940	659,133	7,330,476	7%	7,963,638		
69-0044-000	HOLDREGE PUBLIC SCHOOLS	11,052,615	454,545	11,507,160	1,295,622	48,078	1,343,700	1,652,339	1,723,255	6,226,454	3.0000%	0.0414%	0.0932%	0.0000%	0.0000%	3,134,661	16,735,084	1,561,662	41,441	1,603,103	2,015,270	1,720,406	11,441,439	6%	12,415,636	
69-0054-000	BERTRAND PUBLIC SCHOOLS	4,525,252	606,061	5,131,313	295,444	3,633	299,077	470,881	379,664	6,280,935	3.0000%	0.0000%	0.0000%	0.0000%	0.0000%	6,469,963	327,512	3,320	331,432	538,416	382,852	10,604	5,227,267	7%	5,666,932	
69-0055-000	LOOMIS PUBLIC SCHOOLS	3,324,961	202,202	3,527,163	223,536	-	223,536	295,809	1,236,648	5,283,156	3.0000%	0.0000%	0.0588%	0.0000%	0.0000%	3,058,881	5,444,758	241,022	361	241,383	1,229,054	32	3,677,492	7%	4,047,313	
70-0002-000	PIERCE PUBLIC SCHOOLS	7,428,946	500,000	7,928,946	746,993	2,251	749,244	853,374	1,579,312	11,110,876	3.0000%	0.0626%	0.0000%	0.0000%	0.0000%	3,062,661	11,451,157	779,854	427	780,281	918,553	1,345,311	8,407,102	6%	9,073,665	
70-0005-000	PLAINVIEW PUBLIC SCHOOLS	5,216,534	207,441	5,423,975	448,837	2,233	451,070	569,811	593,638	7,038,494	3.0000%	0.0000%	0.0000%	0.0000%	0.0000%	7,249,649	460,716	4,355	465,071	619,666	563,083	683,031	6,284,860	7%	6,772,555	
70-0542-000	OSMOND COMMUNITY SCHOOLS	3,242,374	76,535	3,318,909	292,221	-	292,331	521,590	344,343	4,477,173	3.0000%	2.1557%	0.0000%	0.4491%	5.6048%	4,728,109	303,458	286	303,744	591,010	435,042	228,350	3,626,663	6%	3,940,665	
71-0001-000	COLUMBUS PUBLIC SCHOOLS	26,894,682	1,085,859	27,980,541	3,793,801	110	3,793,801	5,275,397	16,417,109	53,466,848	3.0000%	0.1743%	0.4730%	0.0000%	0.0000%	3,647,331	55,416,928	114,141	42,953	4,800,512	6,133,174	18,156,653	26,470,730	5%	29,114,072	
71-0005-000	LAKEVIEW COMMUNITY SCHOOLS	9,117,671	851,188	9,968,859	1,438,543	7,021	1,445,474	1,316,346	2,446,086	15,176,765	3.0000%	4.5285%	0.1480%	0.0000%	0.0000%	7,676,551	16,341,815	1,447,583	4,773	1,452,356	1,478,922	2,834,796	16,676,110	10,742,456	6%	11,653,602
71-0067-000	HUMPHREY PUBLIC SCHOOLS	3,787,692	200,000	3,987,692	648,150	8,686	656,836	720,870	952,640	6,318,308	3.0000%	0.0000%	0.0000%	0.0000%	0.0000%	6,507,579	737,369	6,469	743,838	821,764	1,081,466	630,030	4,490,541	7%	4,924,804	
72-0015-000	CROSS COUNTY COMMUNITY SCHOOLS	5,606,061	116,284	5,722,345	431,703	18,986	450,689	538,603	726,122	7,437,759	3.0000%	0.0000%	0.0000%	0.0000%	0.0000%	7,660,892	456,484	51,473	507,957	582,586	623,551	464,019	6,410,816	7%	6,931,459	
72-0019-000	OSCEOLA PUBLIC SCHOOLS	4,154,263	100,000	4,254,263	374,876	1,584	376,460	437,461	385,741	5,459,925	3.0000%	0.2273%	0.2045%	0.0000%	0.0000%	5,431,881	5,750,127	999	339,228	437,989	530,110	155,582	4,988,427	7%	5,300,210	
72-0032-000	SHELBY - RISING CITY PUBLIC SCHOOLS	5,489,909	46,732	5,536,641	453,603	571	454,174	611,593	1,130,930	7,733,338	3.0000%	0.0000%	0.1600%	0.0000%	0.0000%	3,160,000	7,977,711	509,160	4,275	509,585	614,290	1,230,348	218,493	5,941,981	7%	6,383,315
72-0035-000	HIGH PLAINS COMMUNITY SCHOOLS	11,359,091	808,081	12,167,172	348,743	3,813	352,556	519,700	943,742	7,045,109	3.0000%	0.0000%	0.0000%	0.0000%	0.0000%	7,237,922	389,138	4,858	393,996	424,081	328,151	76,393	6,168,077	7%	6,659,979	
73-0017-000	MC COOK PUBLIC SCHOOLS	9,413,131	-	9,413,131	1,635,015	15,690	1,650,705	2,172,885	5,612,651	18,849,372	3.0000%	0.0000%	0.0000%	0.0000%	0.0000%	3,000,000	19,414,853	1,762,384	6,728	1,769,162	2,458,785	926,416	10,677,040	6%	11,390,962	
73-0179-000	SOUTHWEST PUBLIC SCHOOLS	3,888,889	-	3,888,889	511,142	621	511,763	340,209	534,957	5,275,818	3.0000%	2.5455%	0.0000%	0.0000%	0.0000%	5,545,551	5,568,386	629,669	465	630,124	435,058	573,504	1,093,332	5,023,032	7%	5,392,339
74-0056-000	FALLS CITY PUBLIC SCHOOLS	8,088,828	404,040	8,492,868	1,249,506	1,645	1,251,295	1,456,096	1,456,096	13,211,598	3.0000%	0.0000%	0.0000%	0.0000%	0.0000%	13,211,598	1,131,042	1,902	1,132,944	1,735,554	1,420,286	8,922,813	6%	9,521,621		
74-0070-000	HUMBOLDT TABLE ROCK STEINAUER	5,851,628	202,020	6,053,648	639,252	5,760	645,012	947,885	467,650	8,114,195	3.0000%	2.1132%	0.0000%	0.0000%	0.0000%	5,113,321	8,529,091	699,335	8,084	707,419	961,722	484,002	6,233,603	7%	6,767,544	
75-0100-000	RIOCK CITY PUBLIC SCHOOLS	3,301,490	453,084	3,754,574	258,772	1,019	257,891	359,307	538,606	4,910,378	3.0000%	0.0000%	0.0000%	0.0000%	0.0000%	3,000,000	5,057,689	429,688	3,072	432,760	402,896	501,719	4,678,778	7%	5,191,918	
76-0002-000	CRETE PUBLIC SCHOOLS	13,009,111	1,147,828	14,156,939	1,810,895	6,620	1,817,515	2,656,236	12,525,835	31,156,252	3.0000%	0.0000%	0.0000%	0.0000%	0.0000%	3,000,000	32,091,221	1,851,353	7,020	1,858,373	2,771,160	11,057,402	16,666,142	6%	17,820,428	
76-0044-000	DORCHESTER PUBLIC SCHOOL	3,106,061	-	3,106,061	297,449	-	297,449	315,282	509,470	3,156,262	3.0000%	0.4072%	0.0000%	0.0000%	0.0000%	3,407,231	4,456,089	320,476	10	320,486	434,523	508,321	190,605	3,685,012	6%	3,940,618
76-0068-000	FRIEND PUBLIC SCHOOLS	3,247,212	196,970	3,444,182	418,090	1,114	419,204	281,421	362,057	4,506,864	3.0000%	0.0718%	0.0000%	0.0000%	0.0000%	3,071,881	4,645,305	368,790	1,947	370,737	341,193	369,471	5,051	3,568,955	7%	3,844,435
76-0082-000	WILBER-CATONIA PUBLIC SCHOOLS	6,208,636	909,091	7,117,727	832,796	24,946	857,742	1,230,403	1,037,056	10,037,056	3.0000%	0.1829%	0.0000%	0.0000%	0.0000%	3,182,938	10,356,528	657,095	45,313	702,408	973,135	1,227,778	6,922,745	6%	7,384,523	
77-0001-000	BELLEVUE PUBLIC SCHOOLS	51,363,938	-	51,363,938	6,880,939	98,474	6,979,413	14,418,117	50,478,429	123,239,897	3.0000%	0.1735%	0.1251%	0.0000%	0.0000%	3,298,771	127,305,269	8,097,640	144,700	8,242,340	15,378,055	50,124,722	53,600,051	5%	59,226,064	
77-0027-000	PAPILLION LA VISTA COMMUNITY SCHOOLS	86,996,784	1,600,000	88,596,784	14,300,867	64,510	14,365,377	17,406,547	21,261,221	141,629,929	3.0000%	0.2274%	0.0000%	0.0000%	0.0000%	3,299,771	146,303,278	15,156,376	131,004	15,287,380	19,355,161	21,632,916	9,027,821	4%	9,993,018	
77-0037-000	GRETA PUBLIC SCHOOLS	54,340,787	500,000	54,840,787	7,991,570	114,889	8,106,459	7,788,901	16,966,115	87,702,262	3.0000%	3.4980%	0.0885%	0.0000%	0.0000%	6,578,861	93,471,801	9,369,966	72,442	9,442,408	9,523,971	14,624,471	59,880,952	5%	64,266,065	
77-0046-000	SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOL	11,359,091	4,750,000	16,109,091	3,425,839	335,808	3,761,748	1,674,082	3,215,648	24,760,569	3.0000%	0.0000%	0.0000%	0.0000%	0.0000%	3,000,000	25,563,386	3,510,966	402,169	3,912,169	1,963,238	3,187,068	461	16,441,372	6%	17,277,006
78-0001-000	ASHLAND-GREENWOOD PUBLIC SCHOOLS	8,000,839	-	8,000,839	1,312,368	395,654	1,708,022	1,717,022	1,792,481	10,841,338	3.0000%	0.0000%	0.0000%	0.0000%	0.0000%	4,793,441	14,060,271	1,493,936	444,993	1,878,929	1,705,423	1,945,882	6,300,036	6%	6,805,028	
78-0009-000	YUTAN PUBLIC SCHOOLS	4,086,088	202,020	4,288,108	582,191	2,380	584,571	658,456	2,249,749	7,780,884	3.0000%	0.2559%	0.0000%	0.0000%	0.0000%	3,259,991	8,034,219	663,000	3,520	666,550	685,212	1,932,075	5,181,090	7%	5,666,125	
78-0039-000	WAHOO PUBLIC SCHOOLS	10,306,578	1,969,697	12,276,275	1,230,522	6,907	1,237,429	2,026,318	1,817,362	17,357,384	3.0000%	0.2705%	0.1304%													

1. The lynchpin for most of our decisions falls upon our financial projections based on current and anticipated information originating from: 1) the Governor's Office including projections from his Economic Forecasting Advisory Board; 2) Unicameral actions; and 3) NED Directives. Now that we have NDE data for all schools concerning state aid, tax levies, general fund expenditures, average per student costs and formula student count we have a fairly good idea what we can anticipate our cash flow and costs to be. Currently the biggest unknown concerns Federal funds stemming to schools either directly or indirectly in the form of conditional or categorical grants and block grants.
2. The aforementioned variables highlight the importance of having a financial safety net in place i.e., the ability to access short term loans from a bank, should we not receive State or Federal funds when requested. While we will most likely get the aforementioned funds a 30 to 90 day delay could prove catastrophic to schools, further heightening the current difficulties schools face in the recruitment of quality educators and support staff.
3. Jobs for American Graduates (JAG).
Good news we can make all concerns work to implement a JAG program. The bad news is there is no longer funding for new programs.
4. We are currently advertising for a Secondary Math and a Speech Language Pathology position. As the hiring season progresses we may be looking to fill other possible openings should the need arise.
5. We have a revised roof top recirculation unit bid from Johnson Controls and have started to receive bids concerning HVAC completion in the Elementary. We have also started to contact contractors concerning the Elementary plumbing. We are also getting prices for stump grinding and significant tree trimming at the High School.
6. By the April Board Meeting we should have things in place to accept sealed bids for both the school parcel just west of the High School parking lot and the storage building down town. In both cases we may want to place a minimum bid or notification that any and all bids may be declined.

POLICY NO. 5084 - VEHICLES ON SCHOOL PROPERTY

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

The school assumes no liability for pupils driving motor vehicles.

It shall be the responsibility of all faculty and school employees to report any violation of traffic laws or any improper conduct of student drivers to the principal.

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

Parking

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

Driving/Vehicles

1. All vehicles on School District property must be licensed, registered, and insured according to law. The Administration may report to law enforcement any vehicle suspected to be unlicensed, unregistered or uninsured according to law.
2. Anyone operating a vehicle on School District property must hold the requisite license to operate such vehicle and be covered by insurance as required by law. The Administration may report to law enforcement any suspected violations.
3. No ATVs, UTVs, golf carts, dirt bikes, or similar vehicles may be operated on School District property, unless they meet all of the requirements in item 1 above except by

school employees in the course of their employment or as specifically authorized in advance by the Superintendent.

4. Operating a vehicle beyond the established parking lots and driveways of the school is prohibited.
5. Operating a vehicle in an unsafe or reckless manner is prohibited.
6. Anyone operating a vehicle on School District property shall follow all general traffic and driving laws and regulations.
7. Vehicles driven or parked on School District property shall not display images or messages that contain profanity, that are sexual in nature, or that are obscene, vulgar, or offensive. This shall include, but not be limited to decals, bumper stickers, flags, accessories, and license plates.

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

Adopted: 8-17-76

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

Reviewed: 6-14-10, 3-8-21

POLICY NO. 5085 - RESPONSIBILITY FOR SCHOOL PROPERTY

All property for use of the pupils, including books, desks, furniture and equipment of all kinds and buildings, shall be used and handled with reasonable care. Any pupils who intentionally, willfully, or maliciously loses, damages, defaces, or destroys property of the school shall pay the cost of replacement or repair of such property. All teachers and employees shall at once report any such loss, damage, destruction, or defacement of school property to the Principal and/or Superintendent, who shall investigate the matter and require any pupil, or pupils, responsible to make payment. A deposit may be required from the student prior to using school equipment or materials. If equipment or materials are not returned in good condition the student will forfeit their deposit and pay the additional cost required to replace the item.

Adopted: 8-17-76

Revised: 8-12-85

Reviewed: 6-14-10, 7-13-20

POLICY NO. 5086 - TOBACCO, ALCOHOLIC BEVERAGES, DRUG AND CONTROLLED SUBSTANCES

Any Bayard School student engaging in the selling, using, possessing or dispensing of alcoholic beverages, tobacco, narcotics, drugs, drug paraphernalia, controlled substance, inhalant or being under the influence of any of the above; will be subject to the following disciplinary actions, providing the incident has been reported in one of the following ways:

1. ADMISSION by the participant involved.
2. WRITTEN STATEMENT of the violation from a school employee.
3. WRITTEN STATEMENT of the violation from a parent/guardian of the participant.
4. CHARGED WITH OR CITED by law enforcement personnel or accepting a diversion program in lieu of charges being filed.

Note: The term “under the influence” for school purposes has a less strict meaning than it does under criminal law. For school purposes, the term means any level of impairment and includes even the odor of alcohol on the breath or person of a student. Also, it includes being impaired by reason of the abuse of any material used as a stimulant. In addition, “possession” of alcohol or drugs will be considered to have occurred for purposes of school rules if the student is in such close proximity to alcohol or drug (for example, a student being in a car where alcohol is in the back seat and no adults are present in the car) or to others who are consuming alcohol or drugs (for example, being at a student party at which other students are drinking) that school officials may reasonably determine that the student was in “possession” of the items as well).

The following disciplinary actions for violations occurring while not on school property are based on self-reporting. The student must self-report any violations/possible violations within a 48-hour period from the time of violation to the administration, athletic director, or coach. If a student fails to self-report such violation and it is later learned that the violation took place, the discipline for the action will be doubled.

Violations occurring while not on school property – Violations not occurring on school property will result in the following discipline. The student shall not be allowed to participate in, but must still attend practice for the activity with the team or group, or attend any school sponsored activity for fourteen (14) calendar days from the date of written notification and must complete a minimum of eight (8) hours of professional alcohol and or drug education and counseling. (The education course and or counseling will be the parents or students expense).

The eight (8) hours of professional education/counseling must be completed before the student can again begin participation in the activities program. Suspensions for violations occurring during the summer shall commence with the beginning of the next school year.

Violations occurring while on school property - Violations occurring on school property or while attending or participating in school related activities will result in the student being suspended from school for five (5) school days. After the suspension, the student shall not be allowed to participate in, but must still practice for the activity with the team or group, or attend any school sponsored activity for fourteen (14) calendar days from the date of written notification and must complete a minimum of eight (8) hours of professional alcohol and or drug education and counseling. (The education course and or counseling will be the parents or students expense). The eight (8) hours of professional education/counseling must be completed before the student can again begin participation in the activities program.

If the disciplinary actions from any violation of this policy, are not completed during the current school term the following will apply. The number of days that remain to complete the suspension from activities will be completed during the next school term. The 8 hours of professional alcohol and or drug education must also be completed before the student can begin participation in the activities program the following year. Forfeiture of the right to hold honorary positions will not be carried forward to the next school term. In the case of violations occurring on school property, days suspended from school will not carry forward to the next school year.

A second violation of these rules and regulations during any one year period, whether occurring on or off school property, will result in the student being ineligible to compete in or participate in or attend any extracurricular activity for the remainder of the school year.

Any student who is suspended under this policy will forfeit their right to hold any of the following honorary positions during the year in which the suspension occurred. This includes: homecoming king or queen, winter royalty king or queen, prom king or queen, Citizenship Award, Book of Knowledge, Class Yoke, School Spirit Award, Athletic Letter Award, current standing in the National Honor Society, prom server, class officer, student council officer, and nomination for any post season athletic awards including all conference, all district, all regional, and all state.

Any transfer student, who is under suspension at their previous school for alcohol and/or drug policy violations, may be required to complete their period of suspension prior to becoming

eligible at Bayard Public Schools at the discretion of the superintendent.

Notice of the suspension hereunder shall be given to the student and the student's parents and the student and his or her parent shall have an opportunity to present his or her version, however, the suspension shall take effect upon the delivery of the notice of suspension to the student.

This policy is in effect 12 months of the year, including both the school term and the summer months. The 12 months is in effect beginning with the date of the first violation. These consequences will carry over from one school year to the next.

Adopted 8-17-76

Revised: 8-14-78; 1-14-80; 7-13-81; 2-10-97; 8-11-97; 8-14-00; 8-11-03, 5-09-05, 6-11-07
7-11-11, 10-08-12

Reviewed: 6-14-10, 7-13-20

POLICY NO. 5087 - CHARGED WITH OR CONVICTED OF A CRIME

Any student charged with or convicted of a violation of the law may be suspended from all extra curricular activities. This suspension will be discontinued if the charges are dropped or if found innocent of the charges. If convicted the suspension may become permanent. However, after ninety (90) school days and upon a request by the student's parent(s) or guardian(s) the suspension may be reviewed by a committee. This committee may, (1) vote to continue the suspension for another ninety (90) school days; (2) vote to discontinue the suspension and the student could begin to take part in extra curricular activities at once, or (3) vote to continue the suspension for a period of time less than ninety (90) school days. (Committee members would be the building principal, the sponsors of the activities from which the student had been suspended and the Superintendent.)

The decision of the committee could be appealed to the Bayard Board of Education. The appeal request must be presented to the superintendent of schools within the (10) calendar days from the date that the committee's decision was given to the parents or guardian. The Board of Education would hear the case at their next regularly scheduled meeting.

The suspension will begin with the first day of classes if the action occurred during the summer, the first day after a vacation if the action occurred during a vacation, or the first day of school after the action if the action occurred during the school year.

Adopted: 8-12-85

Revised: 8-11-86

Reviewed: 6-14-10, 7-13-20

POLICY NO. 5089 - STUDENT DISCIPLINE - SUSPENSION AND EXPULSION

A. Development of Uniform Discipline System. It shall be the responsibility of the Superintendent to develop and maintain a system of uniform discipline. The discipline which may be imposed includes actions which are determined to be reasonably necessary to aid the student, to further school purposes, or to prevent interference with the educational process, such as (without limitation) counseling and warning students, parent contacts and parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling upon written consent of the parent or guardian, or in-school suspension. The discipline may also include out-of-school suspension (short-term or long-term) and expulsion.

1. Short-Term Suspension: Students may be excluded by the Principal or the Principal's designee from school or any school function for a period of up to five school days (short-term suspension) on the following grounds:

- a. Conduct that constitutes grounds for expulsion, whether the conduct occurs on or off school grounds; or
- b. Other violations of rules and standards of behavior adopted by the Board of Education or the administrative or teaching staff of the school, which occur on or off school grounds, if such conduct interferes with school purposes or there is a nexus between such conduct and school.

The following process will apply to short-term suspensions:

- a. The Principal or the Principal's designee will make a reasonable investigation of the facts and circumstances. A short-term suspension will be made upon a determination that the suspension is necessary to help any student, to further school purposes, or to prevent an interference with school purposes.
- b. Prior to commencement of the short-term suspension, the student will be given oral or written notice of the charges against the student. The student will be advised of what the student is accused of having done, an explanation of the evidence the authorities have, and be afforded an opportunity to explain the student's version of the facts.

- c. Within 24 hours or such additional time as is reasonably necessary following the suspension, the Principal or administrator will send a written statement to the student and the student's parent or guardian describing the student's conduct, misconduct or violation of the rule or standard and the reasons for the action taken.
- d. An opportunity will be given to the student, and the student's parent or guardian, to have a conference with the Principal or administrator ordering the short-term suspension before or at the time the student returns to school. The Principal or administrator shall determine who in addition to the parent or guardian is to attend the conference.
- e. A student who on a short-term suspension shall not be permitted to be on school grounds without the express permission of the Principal.

2. Long-Term Suspension: A long-term suspension means an exclusion from school and any school functions for a period of more than five school days but less than twenty school days. A student who on a long-term suspension shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends a long-term suspension. The notice will include a description of the procedures for long-term suspension; the procedures will be those set forth in the Student Discipline Act.

3. Expulsion:

- a. Meaning of Expulsion. Expulsion means exclusion from attendance in all schools, grounds and activities of or within the system for a period not to exceed the remainder of the semester in which it took effect unless the misconduct occurred (a) within ten school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or (b) within ten school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the

following school year, or (c) unless the expulsion is for conduct specified in these rules or in law as permitting or requiring a longer removal, in which case the expulsion shall remain in effect for the period specified therein. Such action may be modified or terminated by the school district at any time during the expulsion period. A student who has been expelled shall not be permitted to be on school grounds without the express permission of the Principal. A notice will be given to the student and the parents/guardian when the Principal recommends an expulsion. The notice will include a description of the procedures for expulsion; the procedures will be those set forth in the Student Discipline Act.

- b. Suspensions Pending Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the superintendent, the student may be suspended by the principal until the date the long-term suspension, expulsion, or mandatory reassignment takes effect if no hearing is requested or, if a hearing is requested, the date the hearing examiner makes the report of his or her findings and a recommendation of the action to be taken to the superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of (a) interference with an educational function or school purpose or (b) a personal injury to the student himself or herself, other students, school employees, or school volunteers.
- c. Summer Review. Any expulsion that will remain in effect during the first semester of the following school year will be automatically scheduled for review before the beginning of the school year in accordance with law.
- d. Alternative Education: Students who are expelled may be provided an alternative education program that will enable the student to continue academic work for credit toward graduation. In the event an alternative education program is not provided, a conference will be held with the parent, student, the Principal or another school representative assigned by the Principal, and a representative of a community organization that assists young people or that is involved with juvenile justice to develop a plan for the student in accordance with law.

- e. Suspension of Enforcement of an Expulsion: Enforcement of an expulsion action may be suspended (i.e., “stayed”) for a period of not more than one full semester in addition to the balance of the semester in which the expulsion takes effect. As a condition of such suspended action, the student and parents will be required to sign a discipline agreement.

- f. Students Subject to Juvenile or Court Probation. Prior to the readmission to school of any student who is less than nineteen years of age and who is subject to the supervision of a juvenile probation officer or an adult probation officer pursuant to the order of the District Court, County Court, or Juvenile Court, who chooses to meet conditions of probation by attending school, and who has previously been expelled from school, the Principal or the Principal’s designee shall meet with the student’s probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school (including conduct on school grounds and conduct during an educational function or event off school grounds) as well as educational objectives that must be achieved. If the guidelines, consequences, and objectives provided by the Principal or the Principal’s designee are agreed to by the probation officer and the student, and the court permits the student to return to school under the agreed to conditions, the student may be permitted to return to school. The student may with proper consent, upon such return, be evaluated by the school for possible disabilities and may be referred for evaluation for possible placement in a special education program. The student may be expelled or otherwise disciplined for subsequent conduct as provided in Board policy and state statute.

4. Other Forms of Student Discipline: Administrative and teaching personnel may also take actions regarding student behavior, other than removal of students from school, which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but are not be limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in

school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation. The actions may also include in-school suspensions. When in-school suspensions, after-school assignments, or other disciplinary measures are assigned, the student is responsible for complying with such disciplinary measures. A failure to serve such assigned discipline as directed will serve as grounds for further discipline, up to expulsion from school.

B. Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well being or rights of other students, staff or visitors.

C. Grounds for Short-Term Suspension, Long-Term Suspension, Expulsion or Mandatory Reassignment. The following conduct has been determined by the Board of Education to have the potential to seriously affect the health, safety or welfare of students, staff and other persons or to otherwise seriously interfere with the educational process. Such conduct constitutes grounds for long-term suspension, expulsion, or mandatory reassignment, and any other lesser forms of discipline. The conduct is subject to the consequence of long-term suspension, expulsion, or mandatory reassignment where it occurs on school grounds, in a vehicle owned, leased, or contracted by the school and being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or an employee's designee, or at a school-sponsored activity or athletic event.

1. Willfully disobeying any reasonable written or oral request of a school staff member, or the voicing of disrespect to those in authority.
2. Use of violence, force, coercion, threat, intimidation, harassment, or similar conduct in a manner that constitutes a substantial interference with school purposes or making any communication that reasonable recipient would interpret as a serious expression of an intent to harm or cause injury to another.
3. Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property of substantial value,

repeated damage or theft involving property, or setting or attempting to set a fire of any magnitude.

4. Causing or attempting to cause personal injury to any person, including any school employee, school volunteer, or student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this subdivision.
5. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student or making a threat which causes or may be expected to cause a disruption to school operations.
6. Knowingly possessing, handling, or transmitting any object or material that is ordinarily or generally considered a weapon or that has the appearance of a weapon or bringing or possessing any explosive device, including fireworks. .
7. Engaging in selling, using, possessing or dispensing of alcohol, tobacco, narcotics, drugs, controlled substance, or an inhalant; being under the influence of any of the above; possession of drug paraphernalia, or the selling, using, possessing, or dispensing of an imitation controlled substance as defined in section 28-401 of the Nebraska statutes, or material represented to be alcohol, narcotics, drugs, a controlled substance or inhalant. Use of a controlled substance in the manner prescribed for the student by the student's physician is not a violation. The term "under the influence" has a less strict meaning than it does under criminal law; for school purposes, the term means any level of impairment and includes even the odor of alcohol or illegal substances on the breath or person of a student; also, it includes being impaired by reason of the abuse of any material used as a stimulant.
8. Public indecency or sexual conduct.
9. Sending, sharing, viewing, or possessing pictures, text messages, emails or other material of a sexual nature in electronic or any other form on a computer, cell phone or other electronic device or on paper or other digital or physical media format.

10. Engaging in bullying, which includes any ongoing pattern of physical, verbal, or electronic abuse on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or a school employee's designee, or at school-sponsored activities or school-sponsored athletic events.
11. Sexually assaulting or attempting to sexually assault any person. This conduct may result in an expulsion regardless of the time or location of the offense if a complaint alleging such conduct is filed in a court of competent jurisdiction.
12. Engaging in any activity forbidden by law which constitutes a danger to other students or interferes with school purposes. This conduct may result in an expulsion regardless of the time or location of the offense if the conduct creates or had the potential to create a substantial interference with school purposes, such as the use of the telephone or internet off-school grounds to threaten.
13. A repeated violation of any rules established by the school district or school officials if such violations constitute a substantial interference with school purposes.
14. Truancy or failure to attend assigned classes or assigned activities; or tardiness to school, assigned classes or assigned activities.
15. The use of language, written or oral, or conduct, including gestures, which is profane or abusive to students or staff members. Profane or abusive language or conduct includes, but is not limited to, that which is commonly understood and intended to be derogatory toward a group or individual based upon race, gender, disability, national origin, or religion.
16. Dressing or grooming in a manner which is dangerous to the student's health and safety or a danger to the health and safety of others or repeated violations of the student dress and grooming standards; dressing, grooming, or engaging in speech that is lewd or indecent, vulgar or plainly offensive; dressing, grooming, or engaging in speech that school officials reasonably conclude will materially and substantially disrupt the work and discipline of the school; dressing,

grooming, or engaging in speech that a reasonable observer would interpret as advocating illegal drug use.

17. Willfully violating the behavioral expectations for riding school buses or vehicles.
18. A student who engages in the following conduct shall be expelled for the remainder of the school year in which it took effect if the misconduct occurs during the first semester, and if the expulsion for such conduct takes place during the second semester, the expulsion shall remain in effect for the first semester of the following school year, with the condition that such action may be modified or terminated by the school district during the expulsion period on such terms as the administration may establish:
 - a. The knowing and intentional use of force in causing or attempting to cause personal injury to a school employee, school volunteer, or student, except if caused by accident, self-defense, or on the reasonable belief that the force used was necessary to protect some other person and the extent of force used was reasonably believed to be necessary, or
 - b. The knowing and intentional possession, use, or transmission of a dangerous weapon other than a firearm.

19. Knowingly and intentionally possessing, using, or transmitting a firearm on school grounds, in a school-owned or utilized vehicle, or during an educational function or event off school grounds, or at a school-sponsored activity or athletic event. This conduct shall result in an expulsion for one calendar year. "Firearm" means a firearm as defined in 18 U.S.C. 921, as that statute existed on January 1, 1995. That statute includes the following statement: "The term 'firearm' means (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device." The Superintendent may modify such one year expulsion requirement on a case-by-case basis, provided that such modification is in writing.

Bringing a firearm or other dangerous weapon to school for any reason is discouraged; however, a student will not be subject to disciplinary action if the item is brought or possessed under the following conditions:

- a. Prior written permission to bring the firearm or other dangerous weapon to school is obtained from the student's teacher, building administrator and parent.
- b. The purpose of having the firearm or other dangerous weapon in school is for a legitimate educational function.
- c. A plan for its transportation into and from the school, its storage while in the school building and how it will be displayed must be developed with the prior written approval by the teacher and building administrator. Such plan shall require that such item will be in the possession of an adult staff member at all times except for such limited time as is necessary to fulfill the educational function.
- d. The firearm or other dangerous weapon shall be in an inoperable condition while it is on school grounds.

D. Additional Student Conduct Expectations and Grounds for Discipline. The following additional student conduct expectations are established. Failure to comply with such rules is grounds for disciplinary action. When such conduct occurs on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, the conduct is grounds for long-term suspension, expulsion or mandatory reassignment.

1. Student Appearance: Students are expected to dress in a way that is appropriate for the school setting. Students should not dress in a manner that is dangerous to the health and safety of anyone or interferes with the learning environment or teaching process in our school. Following

is a list of examples of attire that will not be considered appropriate, such list is not exclusive and other forms of attire deemed inappropriate by the administration may be deemed inappropriate for the school setting:

- a. Clothing that shows an inappropriate amount of bare skin or underwear (midriffs, spaghetti straps, sagging pants) or clothing that is too tight, revealing or baggy, or tops and bottoms that do not overlap or any material that is sheer or lightweight enough to be seen through, or otherwise of an appropriate size and fit so as to be revealing or drag on the ground.
- b. Shorts, skirts, or skorts that do not reach mid-thigh or longer.
- c. Clothing or jewelry that advertises or promotes beer, alcohol, tobacco, or illegal drugs.
- d. Clothing or jewelry that could be used as a weapon (chains, spiked apparel) or that would encourage "horse-play" or that would damage property (e.g. cleats).
- e. Head wear including hats, caps, bandannas, and scarves.
- f. Clothing or jewelry which exhibits nudity, makes sexual references or carries lewd, indecent, or vulgar double.
- g. Clothing or jewelry that is gang related.
- h. Visible body piercing (other than ears).

Consideration will be made for students who wear special clothing as required by religious beliefs, disability, or to convey a particularized message protected by law. The final decision regarding attire and grooming will be made by the Principal or Superintendent. In the event a student is uncertain as to whether a particular item or method of grooming is consistent with the school's guidelines, the student should contact the Principal for approval, and may also review

such additional posting of prohibited items or grooming which may be available in the Principal's office.

Coaches, sponsors or teachers may have additional requirements for students who are in special lab classes, students who are participants in performing groups or students who are representing the school as part of an extracurricular activity program.

On a first offense of the dress code, the student may call home for proper apparel. If clothes cannot be brought to school, the student will be assigned to in-school suspension for the remainder of the day. Students will not be allowed to leave campus to change clothes. Continual violations of the dress code will result in more stringent disciplinary actions, up to expulsion. Further, in the event the dress code violation is determined to also violate other student conduct rules (e.g., public indecency, insubordination, expression of profanity, and the like), a first offense of the dress code may result in more stringent discipline, up to expulsion.

2. Academic Integrity.

a. Policy Statement: Students are expected to abide by the standards of academic integrity established by their teachers and school administration. Standards of academic integrity are established in order for students to learn as much as possible from instruction, for students to be given grades which accurately reflect the student's level of learning and progress, to provide a level playing field for all students, and to develop appropriate values.

Cheating and plagiarism violate the standards of academic integrity. Sanctions will be imposed against students who engage in such conduct.

b. Definitions: The following definitions provide a guide to the standards of academic integrity:

(1) "Cheating" means intentionally misrepresenting the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such

misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. Cheating includes, but is not limited to:

(a) Tests (includes tests, quizzes and other examinations or academic performances):

- (1) Advance Information: Obtaining, reviewing or sharing copies of tests or information about a test before these are distributed for student use by the instructor. For example, a student engages in cheating if, after having taken a test, the student informs other students in a later section of the questions that appear on the test.
- (2) Use of Unauthorized Materials: Using notes, textbooks, pre-programmed formulae in calculators, or other unauthorized material, devices or information while taking a test except as expressly permitted. For example, except for “open book” tests, a student engages in cheating if the student looks at personal notes or the textbook during the test.
- (3) Use of Other Student Answers: Copying or looking at another student’s answers or work, or sharing answers or work with another student, when taking a test, except as expressly permitted. For example, a student engages in cheating if the student looks at another student’s paper during a test. A student also engages in cheating if the student tells another student answers during a test or while exiting the testing room, or knowingly allows another student to look at the student’s answers on the test paper.
- (4) Use of Other Student to Take Test. Having another person take one's place for a test, or taking a test for another student, without the specific knowledge and permission of the instructor.
- (5) Misrepresenting Need to Delay Test. Presenting false or incomplete information in order to postpone or avoid the taking of a test. For example, a student engages in cheating if the student misses class on the day of a test, claiming to be sick, when the student’s real reason for missing class was because the student was not prepared for the test.

(b) Papers (includes papers, essays, lab projects, and other similar academic work):

- (1) Use of Another’s Paper: Copying another student’s paper, using a paper from an essay writing service, or allowing another student to copy a paper, without the specific knowledge and permission of the instructor.

(2) Re-use of One's Own Papers: Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented.

(3) Assistance from Others: Having another person assist with the paper to such an extent that the work does not truly reflect the student's work. For example, a student engages in cheating if the student has a draft essay reviewed by the student's parent or sibling, and the essay is substantially re-written by the student's parent or sibling. Assistance from home is encouraged, but the work must remain the student's.

(4) Failure to Contribute to Group Projects. Accepting credit for a group project in which the student failed to contribute a fair share of the work.

(5) Misrepresenting Need to Delay Paper. Presenting false or incomplete information in order to postpone or avoid turning in a paper when due. For example, a student engages in cheating if the student misses class on the day a paper is due, claiming to be sick, when the student's real reason for missing class was because the student had not finished the paper.

(c) Alteration of Assigned Grades. Any unauthorized alteration of assigned grades by a student in the teacher's grade book or the school records is a serious form of cheating.

(2) "Plagiarism" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. Plagiarism includes, but is not limited to:

(a) Failure to Credit Sources: Copying work (words, sentences, and paragraphs or illustrations or models) directly from the work of another without proper credit. Academic work frequently involves use of outside sources. To avoid plagiarism, the student must either place the work in quotations or give a citation to the outside source.

(b) Falsely Presenting Work as One's Own: Presenting work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers or use of another student's paper.

(3) “Contributing” to academic integrity violations means to participate in or assist another in cheating or plagiarism. It includes but is not limited to allowing another student to look at your test answers, to copy your papers or lab projects, and to fail to report a known act of cheating or plagiarism to the instructor or administration.

c. Sanctions: The following sanctions will occur when a student engages in cheating, plagiarism, or contributing to an academic integrity offense:

(1) Academic Sanction. The instructor will refuse to accept the student’s work in which the academic integrity offense took place, assign a grade of "F" or zero for the work, and require the student to complete a test or project in place of the work within such time and under such conditions as the instructor may determine appropriate. In the event the student completes the replacement test or project at a level meeting minimum performance standards, the instructor will assign a grade which the instructor determines to be appropriate for the work.

(2) Report to Parents and Administration. The instructor will notify the Principal of the offense and the instructor or Principal will notify the student’s parents or guardian.

(3) Student Discipline Sanctions. Academic integrity offenses are a violation of school rules. The Principal may recommend sanctions in addition to those assigned by the instructor, up to and including suspension or expulsion. Such additional sanctions will be given strong consideration where a student has engaged in serious or repeated academic integrity offense or other rule violations, and where the academic sanction is otherwise not a sufficient remedy, such as for offenses involving altering assigned grades or contributing to academic integrity violations.

3. Electronic Devices

a. Philosophy and Purpose. The District strongly discourages students from bringing and/or using electronic devices at school. The use of electronic devices can be disruptive to the educational process and are items that are frequently lost or stolen. In order to maintain a secure and orderly learning environment, and to promote respect and courtesy regarding the use of electronic devices, the District hereby establishes the following rules and regulations governing student use of electronic devices, and procedures to address student misuse of electronic devices.

b. Definitions. “Electronic devices,” include, but are not limited to, cell phones, Mp3 players, iPods, personal digital assistants (PDAs), compact disc players, portable game consoles,

cameras, digital scanners, lap top computers, and other electronic or battery powered instruments which transmit voice, text, or data from one person to another.

c. Possession and Use of Electronic Devices.

(1) Students are not permitted to possess or use any electronic devices during class time or during passing time except as otherwise provided by this policy. Cell phone usage is strictly prohibited during any class period; including voice usage, digital imaging, or text messaging.

(2) Students are permitted to possess and use electronic devices before school hours, at lunch time, and after school hours, provided that the student not commit any abusive use of the device (see paragraph (4)(a). Administrators have the discretion to prohibit student possession or use of electronic devices on school grounds during these times in the event the administration determines such further restrictions are appropriate; an announcement will be given in the event of such a change in permitted use.

(3) Electronic devices may be used during class time when specifically approved by the teacher or a school administrator in conjunction with appropriate and authorized class or school activities or events (i.e., student use of a camera during a photography class; student use of a lap top computer for a class presentation).

(4) Students may use electronic devices during class time when authorized pursuant to an Individual Education Plan (IEP), a Section 504 Accommodation Plan, or a Health Care Plan, or pursuant to a plan developed with the student's parent when the student has a compelling need to have the device (e.g., a student whose parent is in the hospital could be allowed limited use of the cell phone for family contacts, so the family can give the student updates on the parent's condition).

d. Violations

(1) Students shall not use electronic devices at any time or place for: (a) activities which disrupt the educational environment; (b) illegal activities in violation of state or federal laws or regulations; (c) unethical activities, such as cheating on assignments or tests; (d) immoral or pornographic activities; (e) activities in violation of Board or school policies and procedures relating to student conduct and harassment; or (f) activities which invade the privacy of others. Such student misuses will be dealt with as serious school violations, and immediate and appropriate disciplinary action will be imposed, including, but not limited to, suspension and expulsion from school.

(2) Electronic devices used in violation of this policy may be confiscated by school personnel and returned to the student or parent/guardian at an appropriate time. If an electronic device is confiscated, the electronic device shall be taken to the school's main office to be identified, placed in a secure area, and returned to the student and/or the student's parent/guardian in a consistent and orderly way.

(3) **First Violation:** Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student personally comes to the school's main office and retrieves the electronic device.

(4) **Second Violation:** Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration and a conference between the student and his/her parent/guardian and the school principal or assistant principal. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

(5) **Third Violation:** Depending upon the nature of the violation and the imposition of other appropriate disciplinary action, consequences at a minimum may include a relinquishment of the electronic device to the school administration, a conference between the student and his/her parent/guardian and the school principal or assistant principal, and suspension of the student from school. The electronic device shall remain in the possession of the school administration until such time as the student's parent/guardian personally comes to the school's main office and retrieves the electronic device.

(6) **Subsequent Violations:** Students who are repeat offenders of this policy shall be subject to the imposition of any appropriate disciplinary action, which may include suspension and expulsion from school.

e. **Responsibility for Electronic Devices.** Students or their parents/guardians are expected to claim a confiscated electronic device within ten (10) days of the date it was relinquished. The school shall not be responsible, financially or otherwise, for any unclaimed electronic devices. By bringing such devices to school, students and parents authorize the school to dispose of unclaimed devices at the end of each semester. The District is not responsible for the security and

safekeeping of students' electronic devices and is not financially responsible for any damage, destruction, or loss of electronic devices.

E. Inappropriate Public Displays of Affection (IPDA): Students are not to engage in inappropriate public displays of affection on school property or at school activities. Such conduct includes kissing, touching, fondling or other displays of affection that would be reasonably considered to be embarrassing or a distraction to others. Students will face the following consequences for IPDA:

1. 1st Offense: Student will be confronted and directed to cease.
2. 2nd Offense: Student will be confronted, directed to cease, and parents will be notified.
3. 3rd Offense: Student will be suspended from school for a minimum of 1 day, and parents and student will need to meet with Administrator(s) and/or counselor.

If this type of behavior continues, or if the IPDA is lewd or constitutes sexual conduct, the student could face long-term suspension or expulsion.

F. Specific Rule Items: The following conduct may result in disciplinary action which, in the repeated violations, may result in discipline up to expulsion:

1. Students are not given locker passes, restroom passes or telephone passes to leave a classroom or study hall unless special circumstances arise.
2. Students in the hallway during class time must have a pass with them.
3. Gum, candy, seeds, etc. are not allowed in the school building or classrooms. The pop machine is closed until after school and pop is to be drunk outside.
4. Students are expected to bring all books and necessary materials to class. This includes study halls.
5. Assignments for all classes are due as assigned by the teacher.
6. Students are not to operate the mini-blinds or the windows.

7. Classes are ended by the teacher. Students are not to begin to pack up or leave the class until the dismissal bell has rung or the teacher has dismissed the class.
8. Students are to be in their seats and ready for class on the tardy bell.
9. Special classes such as Industrial Technology, Art, P.E., and computers courses will have other safety or clean-up rules that will be explained to you by that teacher which must be followed.
10. Students are not to bring "nuisance items" to school. A nuisance item is something that is not required for educational purposes and which would cause a distraction to the student or others.
11. Students are to stand back from the entry steps and doors in the mornings before school and at noon before the bell so that others may pass in and out of the entry doors.
12. Snow handling is prohibited.

G. Law Violations

1. Cases of law violations or suspected law violations by students will be reported to the police and to the student's parents or guardian as soon as possible.
2. When a principal or other school official releases a minor student to a peace officer (e.g., police officer, sheriff, and all other persons with similar authority to make arrests) for the purpose of removing the minor from the school premises, the principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse, in which case the principal or other school official shall provide the peace officer with the address and telephone number of the minor's parents or guardian.
3. In an effort to demonstrate that student behavior is always subject to possible legal sanctions regardless of where the behavior occurs it is the District's policy to notify the proper legal authorities when a student engages in any of the following behaviors on school grounds or at a school sponsored event:

- (a) Knowingly possessing illegal drugs or alcohol.
- (b) Aggravated or felonious assault.
- (c) Vandalism resulting in significant property damage.
- (d) Theft of school or personal property of a significant nature.
- (e) Automobile accident.
- (f) Any other behavior which significantly threatens the health or safety of students or other persons, and such other offenses which are required to be reported by law.

When appropriate, it shall be the responsibility of the referring administrator to contact the student's parent of the fact that the referral to legal authorities has been or will be made.

Legal Source: Neb. Rev. Stat. Sections 79-254 to 79-296

Adopted: 8-17-1976

Revised: 1-14-1980, 12-11-1995, 7-14-2008

Reviewed: 6-14-10, 6-11-18, 7-13-20

Revised: 3-12-12

POLICY NO. 5090 - CORPORAL PUNISHMENT

This policy outlines when it may be appropriate for an employee to physically restrain a student.

Corporal punishment is defined as the intentional physical punishment of a student and is prohibited. It includes the use of unreasonable or unnecessary physical force or physical contact made with the intent to harm or cause pain. The use of corporal punishment by an employee is grounds for termination or cancellation. No employee is prohibited from:

1. Using reasonable and necessary force, not designed or intended to cause pain, in order to accomplish any of the following:
 - a. To quell a disturbance or prevent an act that threatens physical harm to any person.
 - b. To obtain possession of a weapon or other dangerous objects within a pupil's control.
 - c. For the purpose of self-defense or defense of others as provided for in Nebraska Statute 28-1409 and 1410.
 - d. For the protection of property as provided for in Nebraska Statute 28-1411.
 - e. To remove a disruptive pupil from class or any area of school premises or from school-sponsored activities off school premises.
 - f. To protect a student from the self-infliction of harm.
 - g. To protect the safety of others.

2. Using incidental, minor, or reasonable physical contact to maintain order and control.

Reasonable physical force should be commensurate with the circumstances of the situation. The following factors should be considered in using reasonable physical force for the reasons stated in this policy:

1. The size and physical, mental, and psychological condition of the student;
2. The nature of the student's behavior or misconduct provoking the use of physical force;
3. The method used in applying the physical force.
4. The extent and nature of resulting injury to the student, if any;
5. The motivation of the school employee using physical force.

Upon request, the student's parents shall be given an explanation of the reasons for physical force.

Adopted: 8-17-76

Revised: 8-14-89; 11-11-13

Reviewed: 8-12-02; 6-14-10, 7-13-20

POLICY NO. 5091 - EDUCATIONAL TRIPS AND COMPETITIVE CONTESTS

The Board of Education has adopted a policy that there shall not be a senior educational trip, senior trip, and/or, senior sneak day.

Adopted: 8-17-76

Revised: 1-14-80; 7-12-10

Reviewed: 6-14-10, 7-13-20

POLICY NO. 5092 -STUDENT ACTIVITY TRIPS

Student activity trips will be divided into three classes:

CLASS I: Activities that are sponsored by the Nebraska Schools Activity Association and that are earned by qualifying at a local or district level competition. The District will provide financial support of these trips.

CLASS II: Trips that are earned or taken by groups or individuals that are related to classroom experience. The District will provide some financial support for these trips. (Examples are FFA and FCCLA).

CLASS III: Trips taken by groups where their activity is not related to NSAA sponsored activities or classroom related. These trips will only be taken during the summer and only one group per year will be allowed to go. The District will provide no financial support for these trips.

Individuals who desire to take part in individual activities at the state or national level must adhere to NSAA regulations. The District will provide no financial support for these trips.

All trips with a one-way distance exceeding 500 miles must be approved by the Board of Education.

Adopted: 8-17-76

Revised: 2-10-97, 8-13-12

Reviewed: 6-14-10, 7-13-20

POLICY NO. 5093 - 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 or 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, see through blouses, muscle shirts, hats, caps, headbands, any clothing in reference to membership gangs, bandannas, sagging clothes, or tagging with gang signs or letters. Any type of shorts worn to school will reach to the middle of the thigh and gym shorts are not to 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.

The students participating in extra-curricular activities or school sponsored activities, their dress or appearance will be the responsibility of the coach or sponsors.

Adopted: 8-17-76

Revised: 1-14-80; 8-12-85; 8-10-87; 8-14-89; 12-11-95

Reviewed: 6-14-10, 7-13-20

POLICY NO. 5095 - NONDISCRIMINATION ON THE BASIS OF SEX IN EDUCATION PROGRAMS AND ACTIVITIES

General. Title IX of the Education Amendments of 1972 declares, in part, that:

No person in the United State shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program of activity receiving Federal financial assistance.

This district receives Federal financial assistance. In order to continue receiving such Federal financial assistance, this district must comply with Title IX and the regulations promulgated through the U.S. Department of Health, Education and Welfare by the Department's Office for Civil Rights interpreting Title IX. If any program of activity of this district fails to comply with Title IX, or the Federal administrative regulations implementing Title IX, public hearings would be held by the Federal government which could result in the termination of Federal funds to this district.

In addition to the sanction of non-receipt of Federal funds, however, the board of education is of the general view that discrimination on the basis of sex in any education program or activity of this district is not to be permitted except where necessary to accomplish a specific purpose that does not impinge upon essential equality or fundamental fairness in the treatment of students or employees of this district. Accordingly, employees of this district are required by this policy to comply with the provisions of:

1. This policy as in the case of any rule or regulation adopted by the board of education of this district; and,
2. Title IX of the Education Amendments of 1972 and the regulations promulgated thereunder by the U.S. Department of Health, Education and Welfare, as Part 86, Title 45, U.S. Code, printed also in U.S. Federal Register, Vol. 40, No. 108, Wednesday,

June 4, 1975, as amended, as Title IX and as such regulations are applicable to this district.

Application to Specific Education Programs and Activities. This policy's prohibition against action by employees or other persons acting in the name and on the behalf of this district which bases any exclusion from participation in, denial of benefits from, or discrimination in, any educational program or activity because of the sex of a student or employee, applies to all education programs and activities conducted by this district, including, but not limited to, the following:

1. Educational Programs.

- a. *Course Offerings.* Applies to all course offerings, except that with respect to physical education classes and activities at the elementary and secondary school levels, compliance shall be attained as expeditiously as possible but in no event later than July 21, 1976 at the elementary school level and July 21, 1978 at the secondary level. This policy's prohibition does not prohibit:
1. grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex;
 2. separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball and other bodily contact sports;
 3. separation of students by sex in classes dealing exclusively with human sexuality; and,
 4. separation of persons based on vocal range or quality even though such separation may result in chorus or choruses of one or predominately one sex.
- b. *Athletics.* Applies to all athletic programs or activities, except that separate teams for members of each sex may be operated:

1. when the sport involved is a contact sport; or
2. where selection for the separate teams is based upon competitive skill, provided that where there is now and has been no such team for the excluded sex, members of the excluded sex must be allowed to tryout for the team unless the sport involved is a contact sport, as defined in paragraph 1.a.(2) of this policy, above.

Moreover, equal athletic opportunity shall be provided for members of both sexes, including equal provision for equipment, supplies, coaching, facilities, services and publicity, except that unequal aggregate expenditure of funds for members of each sex or male and female teams will not in and of itself constitute a violation of this policy.

Full compliance with this shall be attained as expeditiously as possible but in no event later than July 21, 1976, at the elementary school level and July 21, 1978, at the secondary school level.

- c. *Counseling*. Applies to all counseling and guidance activities at the elementary and secondary school levels.
 - d. *Textbooks*. Nothing in this policy shall be interpreted as requiring or prohibiting or abridging in any way the use of particular textbooks or curricular materials.
2. Other Activities or Facilities.
- a. *Financial Assistance*. Applies to offering scholarship or other aid or assisting non-school organizations in the offering of scholarships or other aid to students of this district.
 - b. *Employment Assistance*. Applies to all efforts to place students in employment. The district shall, as part of any employment assistance program for students, ensure that all employment opportunities are made available without

discrimination on the basis of sex and refuse participation in its student employment program to employers who would practice such discrimination.

- c. *Health and Insurance.* Applies to all health or insurance policies offered to students which may be used by a difference proportion of students of one sex than of the other, including family planning. If full coverage is provided, such coverage must include gynecological care.
- d. *Housing.* Nothing in this policy shall be interpreted as prohibiting the separation of students by sex in housing for field trips or other reasons. Such separate housing must be comparable in quality and availability.
- e. *Toilet, Locker and Shower Facilities.* Separate toilet, locker, and shower facilities may be provided on the basis of sex. Such facilities shall be comparable to similar facilities provided for students of the other sex.

No rule on marital, family or parental status that treats one sex different from the other sex shall be applied or enforced.

- 3. *District Employment Activities.* Applies to all aspects of the district's employment programs, including but not limited to, recruitment, advertising, process of application for employment, promotion, granting of tenure, termination, layoffs, wages, job assignments, leaves of absence of all types, fringe benefits, training programs, employer sponsored programs, including social or recreational programs and any other term, condition or privilege of employment. Specifically, the following personnel employment practices are prohibited:

- a. *Tests.* Administration of any test or other criterion which has a disproportionately adverse effect on persons on the basis of sex unless it is a

valid predictor of job success and alternative test or criterion are unavailable;

- b. *Recruitment.* Recruitment of employees from entities which furnish as applicants only or predominately members of one sex, if such action has the effect of discriminating on the basis of sex;
 - c. *Compensation.* Establishment of rates of pay on the basis of sex;
 - d. *Job Classification.* Classification of jobs as being for males or females;
 - e. *Fringe Benefits.* Provision of fringe benefits on basis of sex; all fringe benefit plans must treat males and females equally;
 - f. *Marital and Parental Status.* Any action based on marital or parental status; pregnancies are considered temporary disabilities for all job-related purposes and shall be accorded the same treatment by the district as are all other temporary disabilities. No inquiry shall be made by the district in job applications as to the marriage status of an applicant, including whether such applicant is "Miss or Mrs." But, inquiry may be made as to the sex of a job applicant for employment if made of all applicants and is not a basis for discrimination.
 - g. *Employment Advertising.* Any expression of preference, limitation, or specification based on sex, unless sex is a bona fide occupation qualification for the particular job in question.
4. Policy Enforcement. To ensure compliance with this policy, the Superintendent shall:

- a. designate a member of the administrative staff;
 1. to coordinate efforts of the district to comply with this policy;
 2. to develop, and ensure the maintenance of a filing system to keep all records required under this policy;
 3. to investigate any complaints of violations of this policy;
 4. to administer the grievance procedure established in this policy; and
 5. to develop affirmative action programs, as appropriate; and

 - b. provide for the publication of this policy on an ongoing basis to students, parents, employees, prospective employees, and district employee unions or organization, such publication to include the name, office address and telephone number of the compliance administrator designated pursuant to this policy in paragraph C.1., above.
5. Grievance Procedure. Any student or employee of this district who believes he or she has been discriminated against, denies a benefit, or excluded from participation, in any district education program or activity, on the basis of sex in violation of this policy, may file a written complaint with the compliance administrator designated in paragraph C.1., of this policy, above. The compliance administrator shall cause a review of the written complaint to be conducted and a written response mailed to the complainant within ten working days after receipt of the written complaint. A copy of the written complaint and the compliance administrator's response shall be provided to each member of the Board of Education. If the complainant is not satisfied with such response, he or she may submit a written appeal to the Board of Education indicating with particularity the nature of disagreement with the response and his or her reasons underlying such disagreement.

The Board of Education shall consider the appeal at its next regularly scheduled Board meeting following receipt of the response.

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

6. Evaluation. The Superintendent shall present a report to the Board of Education in a public meeting on or about July 21, 1976, and in a public meeting to be held on or about the anniversary of that date each year thereafter, describing this district's compliance with this policy during the previous year, which report can be the basis of an evaluation of the effectiveness of this policy by the Board of Education and a determination as to whether or not additional affirmative action is necessary in light of all the facts.

Adopted: 8-17-76

Reviewed: 6-14-10, 7-13-20

POLICY NO. 5095-A - STUDENT RIGHT PROCEDURE

EXPLANATION:

A grievance is a difference of opinion raised by a student or group of students involving:

- 1) the meaning, interpretation or application of established policies;
- 2) difference of treatment; or
- 3) application of the legal requirements of civil rights legislation.

This procedure is not intended to limit the option of the district and a grievant(s) to resolve any grievance mutually and informally. Hearings and conferences under this procedure shall be conducted at a time and place which will afford a fair and equitable opportunity for all persons.

The grievance procedure is not required if the grievant(s) prefers other alternatives such as the Office of Civil Rights (OCR) or the courts. Due process shall exist throughout the procedure with the right to: 1) representation; 2) present witnesses and evidence; 3) confidentiality; 4) review relevant records; and 5) proceed without harassment and/or retaliation.

More information is available in the offices of: Superintendent of Schools and building principals. Inquiries may also be directed to the Director of Region VII Office for Civil Rights, 10220 North Executive Hills Boulevard, 8th Floor, Kansas City, Missouri 64153 or call (818) 891-8026.

Time limits refer to days when school is in session.

STEP I. The student(s) and/or parent(s) should discuss the matter with the person(s) directly responsible for the grievance issue within fourteen (14) days of the time when a reasonably alert person should have been aware of the event giving rise to a grievance. An oral response must be made within five (5) days.

STEP II. If the problem is not resolved, the grievance should be referred informally to the Elementary Principal. A meeting must be held within five (5) days from notification of referral and an oral response made within five (5) days.

STEP III. If the grievance is still not resolved, it should be submitted in writing within ten (10) days to the Secondary Principal, Bayard High School. The grievance should be described as specifically and completely as possible. A thorough investigation of the issue will be documented. Extra time, if needed, can be mutually agreed upon. A meeting must be held between the grievant and district representative within ten (10) days and a written response made within five (5) days.

STEP IV. If a satisfactory solution is not reached, the grievant(s) may appeal the issue in writing to the office of the Superintendent or designees within ten (10) days from the receipt of the response on Step III. A meeting between parties will be held within ten (10) days and a written response made within five (5) days. A complete record of this meeting shall be kept and signed by both parties for possible future reference.

STEP V. If the issue is not satisfactorily resolved in Step IV, the grievant(s) may appeal the grievance in writing to the School Board within five (5) days from the receipt of the written response. The Board shall consider the appeal within sixty (60) days and a written response shall be given within five (5) days.

Adopted: 8-8-94

Reviewed: 6-14-10, 7-13-20

POLICY NO. 5095-B - EXPLANATIONS - DUE PROCESS DIRECTIONS FOR STUDENT GRIEVANCE PROCEDURE

The grievance procedure for students is published in the district student handbook and publications that reach all students including those in special education. The procedure, a long with explanations, due process and directions are available for inspection in the following offices: Superintendent of Schools and building principals. Inquires can also be directed to the Director of Region VII Office for Civil Rights, 10220 North Executive Hills Boulevard, 8th Floor, Kansas City, Missouri 64153 or call (816) 891-8026.

It is the policy of this district that all grievances be resolved quickly and at the lowest step possible.

EXPLANATIONS:

1. *Grievance* – A grievance is a difference of opinion raised by a student or a group of students involving: 1) the meaning, interpretation or application of established policies; 2) difference of treatment; or 3) application of the legal requirements of civil rights legislation.
2. *Grievant* – Any student or group of students submitting a grievance in their own behalf.
3. *Days* – Days when school is in session.

DUE PROCESS:

1. *Right to Representation* – A grievant(s) may choose to be represented by an attorney other persons of their choosing, such as relative or advocate. Issues of ordinary school operation should however, be resolved as informally as possible.

2. *Right to Present Witness and Evidence* – Grievant(s) shall be allowed to present the grievance with relevant evidence and pertinent witnesses. Both parties shall have the opportunity for hearing and questioning witnesses.

3. *Time Limits* – All participants shall adhere to the time limits prescribed for each level. Failure by the administration at any step of the procedure to communicate the decision on the grievance within the specified time limit shall permit the grievant(s) to proceed to the next step. Failure on the part of the grievant(s) to appeal the decision to the next step within the specified time limits shall be deemed to be an acceptance of the decision rendered at that step.

4. *Right to Information* – Unless state laws and right-to-privacy laws are violated, all relevant records with names and identifying information must be made available to the grievant(s) for use as evidence in the grievance issue.

5. *Privacy* – During the grievance procedure except at Step IV, the grievant(s) shall have the right to designate whether the procedure and meetings will be confidential, including names and related information.

6. *Reprisals / Retaliation* - Participants in a grievance submitted in this district shall not be subjected to reprisals, retaliation or different treatment because of such participation. Participation shall not be recorded in the student file(s) or used to affect equal opportunity for access and equity in educational programs and services.

DIRECTIONS

Each step of authority shall acknowledge in writing the date of receipt of the written grievance with the statement that the issue will be considered promptly.

By Step III the grievance must be submitted in writing, dated and signed with the name of the attendance center and the grade level of the grievant(s). The issue should be described as specifically and completely as possible. Include the name of anyone who will represent the grievant(s). A statement of possible relief necessary to resolve the issue should be offered.

If the issue is of the type that would require a decision from higher authority, the facts surrounding the grievance should be compiled in writing and submitted to the proper level of authority, operating through appropriate channels. All levels of authority shall give immediate attention to the grievance issue, being aware of the specified timelines. Copies of the written answers to the grievant(s) shall be submitted to the Superintendent and/or building principal. This response shall contain a summary of the evidence determined, the conclusion(s) reached with reasons and shall be delivered to each grievant(s). If hand delivery with receipt cannot be made, registered mail will be used.

Adopted: 8-8-94

Reviewed: 6-14-10, 7-13-20

Bayard Public Schools

Option Enrollment Resolution

2025-2026 School Year

Pursuant to Sec. 79-232-79-246 Rule 19, Bayard Public Schools does hereby adopt the following specific standard for acceptance and rejection.

Bayard Public Schools has determined based upon the criteria set forth in Sec. 79-238 that the maximum number of students per classroom, grade level, or program is as follows:

Regular Instruction in Elementary Grades	Per Grade	Projected Enrollment	Maximum Number of Available Seats to Option Students
Kindergarten	40	20	20
Grade 1	40	17	23
Grade 2	40	23	17
Grade 3	40	18	22
Grade 4	40	14	26
Grade 5	44	17	23
Grade 6	44	21	19

Regular Instruction in Secondary Grades	Per Grade	Projected Enrollment	Maximum Number of Available Seats to Option Students
Grade 7	50	21	29
Grade 8	50	26	24
Grade 9	50	33	17
Grade 10	50	22	28
Grade 11	50	19	31
Grade 12	50	27	23

Special Education Optimal Numbers	Per 1.0 FTE Certified Teacher or Contracted Medical Service	Projected Enrollment per Certified Teacher or Contracted Medical Service	Maximum Number of Available Seats to Option Students
Resource	10	75	0
Speech	20	28	0
Occupational Therapy	4	14	0
Physical Therapy	4	13	0

The Board specifically finds that no additional option students will be accepted due to classroom capacity. The Board directs that previous academic achievement, athletic, or other extracurricular ability, handicap conditions, proficiency in the English language, or previous disciplinary proceedings (except as provided in 79-266.01) shall not be considered in determining whether a student be accepted or rejected.

Capacity shall be determined by setting a maximum number of option students that a district will accept in any program, class, grade level, or school building, based upon available staff, facilities, projected enrollment of resident students, projected number of students with which the option school district will contract based on existing contractual arrangements, and availability of appropriate special education programs.

Donna Stuart, Board President

Date

BAYARD PUBLIC SCHOOLS

SECONDARY SCHOOL

COURSE HANDBOOK

2025-2026 SCHOOL TERM



MISSION STATEMENT

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

TABLE OF CONTENTS

Nondiscrimination in Education Policy	5
Grade Level Courses	
High School Courses Offered.....	6
Graduation Requirements	7
Board Policy on Early Graduation	8
Freshman Courses	8
Sophomore Courses.....	9
Junior Courses	10
Senior Courses.....	11
Junior High Courses Offered.....	12
 High School Course Descriptions	
Agricultural & Mechanical	
Animal Science.....	13
Farm & Business Management	13
Introduction to Agriculture.....	13
Plant & Soil Science.....	13
Power, Structure, and Technical Foundations.....	13
Business	
Principles of Accounting I.....	14
Principles of Accounting II	14
Introduction to Business	14
Personal Finance.....	14
Career & Technical Education (CTE)	
Work Based Learning.....	14
Computer Technology	
Introduction to Computer Science	15
Education	
Educational Field Experience	15
Infant/Toddler Development	15
Introduction to Early Childhood Education	15
Introduction to Professional Education	15
Teacher’s Aid Program (TAP)	15
Fine Arts	
Art I	16
Art II	16
Art III.....	16
Art IV.....	16
High School Band.....	16
Concert Choir	16
Photography.....	17
Health Sciences	
Anatomy & Physiology	17
Body Structures	17
Medical Terminology	17

Industrial Technology	
Construction Trades.....	17
Woodworking I	17
Woodworking II	18
Woodworking III.....	18
Woodworking IV.....	18
Language Arts	
English I.....	18
English II	18
English III.....	18
English IV.....	19
English Composition I.....	19
English Composition II.....	19
Journalism I	19
Journalism II.....	19
Literature	19
Public Speaking	20
Speech.....	20
Workplace Writing	20
Leadership	
Leading Self (Leadership I).....	20
Career Essentials (Leadership II)	20
Leading Others (Leadership III).....	20
College Readiness (Leadership IV).....	21
Math	
Algebra I.....	21
Algebra II.....	21
Applied Statistics.....	21
College Algebra.....	21
Geometry	21
Math IV/Pre-Calc	22
Pre-Algebra.....	22
Physical Education	
Advanced Strength Training.....	22
Introduction to Strength Training.....	22
Lifetime Sports	22
Physical Education & Health.....	22
Zero Hour Strength Training.....	22
Science	
Applied Science	23
Biology	23
Chemistry	23
General Science	23
Physical Science	23
Physics.....	23
Social Science	
American Government	23
American History	24

The Decades	24
General Economics.....	24
History of the American West.....	24
Psychology	24
Sociology	24
US History I.....	25
US History II	25
World Civilizations I	25
World Civilizations II.....	25
World Geography	25
World History	25
World Language	
Spanish I	25
Spanish II.....	26
Spanish III	26
Miscellaneous	
Edgenuity (Electives)	26
Odysseyware (Credit Recovery).....	26
Distance Learning.....	26
Anticipated 2025-2026 Offerings	
Spanish I (From Hemingford)	
Spanish II (From Hemingford)	
Spanish III (From Hemingford)	
Online Learning	26

Junior High Course Descriptions

Agriculture	
Agriculture 8.....	27
Fine Arts	
Art 7	27
JH Band	27
JH Choir.....	27
Industrial Technology	
Industrial Arts.....	27
Language Arts	
English 7	27
English 8	28
Novel Study	28
Math	
Algebra I.....	28
Math 7	28
Math 8	28
Math Interventions.....	28
Pre-Algebra.....	29
Personal Development	
Careers 8	29
Health 7	29

JH Leadership.....	29
Study Skills.....	29
Physical Education	
JH Physical Education.....	29
Science	
Science 7.....	30
Science 8.....	30
Social Studies	
History 7.....	30
History 8.....	30

Nondiscrimination in Education Programs and Activities

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

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

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

Policy Enforcement:

To ensure compliance with this policy, the superintendent shall:

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

Grievance Procedure

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

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

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

COURSES OFFERED

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

Agriculture

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

Business

~Principles of Accounting I
~Principles of Accounting II
~Introduction to Business
Personal Finance

Career & Technical Education

Work Based Learning

Computer Technology

Introduction to Computer Science

Education

Educational Field Experience
~Infant/Toddler Development
~Intro to Early Childhood Education
~Intro to Professional Education
Teacher's Aid Program (TAP)

Fine Arts

Art I
Art II
Art III
Art IV
High School Band
Concert Choir
Photography

Health Sciences

Anatomy & Physiology
~Body Structures & Functions
~Medical Terminology

Industrial Technology

Construction Trades
Woodworking I
Woodworking II
Woodworking III
Woodworking IV

Language Arts

English I
English II
English III
English IV
English Composition I
English Composition II
Journalism I
Journalism II
Literature
~Public Speaking
Speech
Workplace Writing

Leadership

Leading Self
Career Essentials
Leading Others
College Readiness

Math

Algebra I
Algebra II
~Applied Statistics
~College Algebra
Geometry
Math IV/Pre-Calc
Pre-Algebra

Physical Education

Advanced Strength
Introduction to Strength
Lifetime Sports
Physical Education & Health

Zero Hour Strength

Science

Applied Science
Biology
Chemistry
General Science
Physical Science
Physics

Social Sciences

American Government
American History
The Decades
~General Economics
~History of the American West
~Psychology
~Sociology
~US History I
~US History II
~World Civilizations I
~World Civilizations II
World Geography
World History

World Language

*Spanish I
*Spanish II
*Spanish III

Miscellaneous

Edgenuity
Odysseyware
Distance Learning:

Anticipated 2025-2026 Offerings

Spanish I
Spanish II
Spanish III
Online Learning

GRADUATION REQUIREMENTS

Graduation Requirements for Bayard High School are the successful completion of 260 hours. Each class earns 5 hours per semester.

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

English—40 semester hours

Mathematics—30 semester hours

Science—30 semester hours

Social Science—30 semester hours

American History—10 semester hours required

American Government—10 semester hours required

Physical Education—10 semester hours

Personal Finance—5 semester hours

Computer Science—5 semester hours (starting with Class of 2027)

FAFSA Completion

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

Preferred Sequence of Core and Technical Classes for Graduation Progress:

Freshman Year

English

*Math

Physical Science

World Geography/World History

PE/Health

Leadership I (Leading Self)

Sophomore Year

English II

*Math

Biology

World Geography/World History

Leadership II (Career Essentials)

Computer Science

8 hours Community Service

Junior Year

English III

American History

*Math

Science (Chemistry, General Science, or Applied Science)

~Personal Finance

Leadership III (Leading Others)

8 hours Community Service

Senior Year

English IV, College Comp., Workplace Writing

American Government

~Personal Finance

Leadership IV (College Readiness)

8 hours Community Service

*Math is required freshman, sophomore, and junior years. Students will be placed in the appropriate class as freshmen, then work their way through the sequence. The sequence is as follows:

Core: Pre-Algebra, Algebra I, Geometry, Algebra II, Upper Level Electives

Upper Level Electives: Math IV, Applied Statistics, College Algebra

(Math Electives may be taken in any order.)

~Students must take Personal Finance as either a Junior or Senior.

BOARD POLICY ON EARLY GRADUATION

A student who has earned all required credits may graduate early. Students wishing to graduate early must inform Dr. Rice, in writing, no later than six months prior to their anticipated completion date, and meet with Mrs. Rafferty to develop a personal learning plan that meets the graduation requirements. Students who graduate early may choose to have their diplomas awarded at the time of completion or the student may participate in the spring commencement activities. More details are available in the student handbook.

GRADE LEVEL COURSES AND COURSE DESCRIPTIONS

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

FRESHMAN COURSES

Required:

English I	PE/Health	World Geography/World History
Math (choose 1 listed below)	Physical Science	Leading Self (Leadership I)

Electives:

Agriculture

Introduction to Agriculture (Ag 9)

Fine Arts

Art I

High School Band

Mixed Choir

Photography

Industrial Technology

Woodworking I

Miscellaneous

^^Edgenuity

Language Arts

^*Journalism I*

Math Options (required to choose 1)

Pre-Algebra

Algebra

Geometry

Physical Education

Zero Hour Strength (does NOT take the place of PE/Health)

World Language

*Spanish I

^Because of the level of reading/writing necessary for this course, students must have permission of the instructor and/or principal to take this elective.

^^Freshmen are encouraged to take in-person classes. However, in the event a schedule cannot be filled with in-person classes listed above, students may be granted permission to take an elective in Edgenuity. Students must have demonstrated in junior high that they have the discipline and motivation to be successful in a self-paced, self-motivated class.

SOPHOMORE COURSES

*DL Course—may change without notice
~Online class from WNCC

Required:

Biology
English II
Math (choose 1 listed below)

World History/World Geography
Computer Science (1 semester)
Speech (1 semester)

Career Essentials (Leadership II)
8 Hours of Community Service

Electives:

Agriculture

Plant & Soil Science (Ag 10)

Fine Arts

Art I
Art II
High School Band
Mixed Choir
Photography

Industrial Technology

Woodworking I
Woodworking II

Language Arts

Journalism I
Journalism II
Speech

Math

Pre-Algebra
Algebra I
Algebra II
Geometry

Physical Education

Introduction to Strength

Lifesports

Zero Hour Strength

World Language

*Spanish I
*Spanish II

Miscellaneous

Online Class from WNCC
Elective in Edgenuity

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

Introduction to Education	Principles of Accounting I
Introduction to Early Childhood Education	Principles of Accounting II
General Economics	World Civilizations I
Infant/Toddler Development	World Civilizations II
Introduction to Business	Public Speaking
Introduction to Psychology	

Other courses may be available through WNCC upon request.

JUNIOR COURSES

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

Required:

American History
English III

Math (choose 1 listed)
Science (choose 1 listed)

Leading Others (Leadership III)
8 hours of Community Service

Electives:

Agriculture

Animal Science (Ag 11)

Business

~Principles of Accounting I
~Principles of Accounting II
~Introduction to Business
Personal Finance

Career & Technical Education

Work Based Learning

Education

Educational Field Experience
~Infant/Toddler Development
~Intro to Early Childhood Ed
~Introduction to Education
Teacher's Aid Program (TAP)

Fine Arts

Art I
Art II
Art III
High School Band
Mixed Choir
Photography

Health Sciences

Anatomy & Physiology
~Body Structure & Function
~Medical Terminology

Industrial Technology

Construction Trades
Woodworking I
Woodworking II
Woodworking III

Language Arts

Journalism I
Journalism II
Literature
~Public Speaking

Math

Algebra II
~Applied Statistics
~College Algebra
Geometry
Math IV

Physical Education

Advanced Strength
Introduction to Strength

Lifetime Sports

Zero Hour Strength

Science

Applied Science
Chemistry
General Science

Social Science

The Decades
~General Economics
~History of the American West
Introduction to Psychology
Sociology
~United States History I
~United States History II
~World Civilization I
~World Civilization II

World Language

*Spanish I
*Spanish II
*Spanish III

Miscellaneous

Online course from WNCC
Edgenuity

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

Introduction to Education	Principles of Accounting I
Introduction to Early Childhood Education	Principles of Accounting II
General Economics	World Civilizations I
Infant/Toddler Development	World Civilizations II
Introduction to Business	Public Speaking

Other courses may be available through WNCC upon request.

SENIOR COURSES

*DL Course—May change without notice

~Online Course from WNCC—May change without notice

Required:

English IV, English Comp., or Workplace Writing
American Government
Personal Finance

College Readiness (Leadership IV)
8 Hours Community Service

Electives:

Agriculture

Ag Business Management (Ag 12)
Power, Structural, and Technical
Foundations

Business

~Principles of Accounting I
~Principles of Accounting II
~Introduction to Business
Personal Finance

Career & Technical Education

Work Based Learning

Education

Educational Field Experience
~Intro to Early Childhood Ed
~Introduction to Education
Teacher's Aid Program (TAP)

FCS

~Infant & Toddler Development

Fine Arts

Art I
Art II
Art III
Art IV
High School Band
Mixed Choir

Photography

Health Sciences

Anatomy & Physiology
~Body Structure & Function
~Medical Terminology

Industrial Technology

Construction Trades
Woodworking I
Woodworking II
Woodworking III
Woodworking IV

Language Arts

Journalism I
Journalism II
Literature
~Public Speaking

Math

Algebra II
~Applied Statistics
~College Algebra
Geometry
Math IV

Physical Education

Advanced Strength
Introductory Strength

Lifetime Sports

Zero Hour Strength

Science

Applied Science
Chemistry
General Science
Physics

Social Science

The Decades
~General Economics
~History of the American West
Introduction to Psychology
Sociology
~United States History I
~United States History II
~World Civilization I
~World Civilization II

World Language

*Spanish I
*Spanish II
*Spanish III

Miscellaneous

Edgenuity
Online course from WNCC
Online course from Nebraska
Wesleyan Honors Program

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

Introduction to Education
Introduction to Early Childhood Education
General Economics
Infant/Toddler Development
Introduction to Business

Principles of Accounting I
Principles of Accounting II
World Civilizations I
World Civilizations II
Public Speaking

Other courses may be available through WNCC upon request.

JUNIOR HIGH COURSES OFFERED

Language Arts

English 7
English 8
Novel Study

Math

Algebra I
Math 7
Math 8
Math Interventions

Physical Education

JH PE

Personal Development

Careers 8
Health 7
Leadership
Study Skills

Science

Science 7
Science 8

Social Science

History 7 (World History)
History 8 (US History)

Exploratory Courses

Ag 8
Art 7
Band
Choir
Industrial Arts
Computer Science

7TH GRADE COURSES

Required:

English 7
*Math 7/Pre-Algebra
Science 7
History 7

~JH PE
Industrial Arts (1 semester)
Art 7 (1 semester)
Choir (1 semester)

Leadership (1 quarter)
Health 7 (1 quarter)

Electives:

JH Band

Study Skills/Novel Study/Math Interventions

8TH GRADE COURSES

Required:

English 8
*Math 8/Alg. I
Science 8
History 8

~JH PE
Ag 8 (1 semester)
Computer Science (1 semester)
Careers 8 (1 quarter)

Leadership (1 quarter)
Choir (1 semester)

Electives:

JH Band

Study Skills/Novel Study/Math Interventions

*Students will be placed in math at the appropriate level based on NSCAS scores and teacher recommendation. Qualified students may take Pre-Algebra/Alg. I in junior high for high school credit.

~JH sports practices are held during JH PE time. Students who go out for sports will receive a grade from their coach as their PE grade. Sports available are: football, volleyball, wrestling, basketball, track. JH students may also do cross country, but will practice outside of school hours with the high school team. Cross country will not take the place of JH PE.

HIGH SCHOOL COURSE DESCRIPTIONS

AGRICULTURE & MECHANICAL

ANIMAL SCIENCE

Prerequisites: Intro to Ag; Junior standing

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

Membership in FFA is required.

AG BUSINESS MANAGEMENT

Prerequisites: Introduction to Ag; Senior standing

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

Membership in FFA is required.

INTRODUCTION TO AGRICULTURE

Prerequisites: None

Description: Roughly 50% classroom, 50% shop. Classroom covers the FFA program and introduction to Ag topics. Shop covers safety and intro to arc welding, mig welding, and the Torch-Mate plasma cutter. There will be a class project, such as picnic tables. **Membership in FFA is required. The student is also responsible to purchase FFA official dress (FFA jacket, black skirt/pants, white collared shirt, black footwear and an FFA tie/scarf), as well as protective clothing for welding.**

PLANT & SOIL SCIENCE

Prerequisites: Introduction to Agriculture; Sophomore standing

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

Participation in the district landjudging contest is required. Students will also work in the school greenhouse to learn basic greenhouse procedures and practices, as well as participate in the spring sale. Shop covers more advanced arc welding and mig welding, intro to oxy-fuel and possibly tig welding. Projects are allowed if all requirements are met in a timely manner. Second semester, students will be working in the greenhouse learning about transplanting, growth stages of flowers, fertilizing, etc. **Membership in FFA is required, as well as protective clothing for welding.**

POWER, STRUCTURE, AND TECHNICAL FOUNDATIONS

Prerequisites: Senior standing

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

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

BUSINESS

PRINCIPLES OF ACCOUNTING I

Prerequisite: None

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

PRINCIPLES OF ACCOUNTING II

Prerequisite: Principles of Accounting I

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

INTRODUCTION TO BUSINESS

Prerequisites: Junior or Senior standing

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

PERSONAL FINANCE

Prerequisites: Junior or senior standing

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

CAREER & TECHNICAL EDUCATION

WORK BASED LEARNING

Prerequisite: Junior or senior standing; On track to graduate

Description: A class that provides students the opportunity to connect what they learn in school with worksite application. Students are placed in an occupation that best relates to their career interest and aptitude. The school and business community work together to plan activities that will enable each student to apply the knowledge, attitudes and skills learned in the classroom to actual business situations and positions. Students must be on track to graduate.

COMPUTER TECHNOLOGY

INTRODUCTION TO COMPUTER SCIENCE

Prerequisites: None

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

EDUCATION

EDUCATION FIELD EXPERIENCE

Prerequisite: Junior or Senior Standing; Enrolled in TAP

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

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

INFANT/TODDLER DEVELOPMENT

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

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

INTRODUCTION TO EARLY CHILDHOOD EDUCATION

Prerequisite: None

Description: *Online course.* The course provides an overview of the history, trends, and philosophy of early childhood education. Diversity, inclusion, licensing standards, current legislation, professionalism, and advocacy are examined. ***Students must pay for this dual-credit class.**

INTRODUCTION TO PROFESSIONAL EDUCATION

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

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

TEACHER'S AID PROGRAM

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

Description: This course provides students with volunteer experience related to education. Goals are cooperatively set by students and supervising teacher so that students increase their understanding about the roles and responsibilities of a teacher. Opportunities may include experiencing teaching in a controlled setting by designing learning experiences and giving presentations. Classroom instruction could include developing objectives, safety practices, and technology applications. Teacher's aids are generally not allowed in high school level classes.

FINE ARTS

ART I

Prerequisites: None

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

ART II

Prerequisites: Art I (must have passed)

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

ART III

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

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

ART IV

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

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

HIGH SCHOOL BAND

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

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

CONCERT CHOIR

Prerequisite: None

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

concert. The spring season is climaxed with the MAC Music Contest, District Music Contest and spring concert.

PHOTOGRAPHY

Prerequisite: None

Description: Photography course provides students with an understanding of photographic media, techniques, and process. 21st Century skills such as email communication, photo uploading, editing, sharing, through Google and Microsoft will be taught and utilized. Students will develop a better understanding of compositional skill as well as how to utilize elements and principles of design while developing the school's yearbook as a team. ***Limited to 6 students.**

HEALTH SCIENCES

ANATOMY & PHYSIOLOGY

Prerequisite: Junior standing or above

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

BODY STRUCTURE & FUNCTION

Prerequisite: Junior standing or above; Must qualify on the ACCUPLACER test

Description: *Online course.* This course is planned to give the practical nursing student a working knowledge of body structure and function from the cell to the body systems. (Description per the WNCC course catalog). ***Student must pay for this dual-credit course.**

MEDICAL TERMINOLOGY

Prerequisite: Junior or Senior standing

Description: *Online course.* This course gives the student a basic knowledge of medical terms used in the health profession. The format presents terminology within the context of root words and use of prefixes and suffixes. It is designed to stimulate the student thinking process including proper use and pronunciation of medical terms. (Description per the WNCC course catalog). ***Student must pay for this dual-credit course.**

INDUSTRIAL TECHNOLOGY

CONSTRUCTION TRADES

Prerequisite: Completion of Woods I, or with administrative permission

Description: Roughly 25% classroom and 75% shop. Students will partner with Aulick's Industry to produce a container building. Students will work with area contractors to learn electricity, carpentry, plumbing, and other skills to complete the project. Students must apply for, and be accepted to, the partnership. Failure to follow expectations may result in dismissal.

WOODWORKING I

Prerequisite: None

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

WOODWORKING II

Prerequisite: Woodworking I

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

WOODWORKING III

Prerequisite: Woodworking II

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

WOODWORKING IV

Prerequisite: Woodworking III

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

LANGUAGE ARTS

ENGLISH I

Prerequisite: None

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

ENGLISH II

Prerequisite: English I

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

ENGLISH III

Prerequisite: English I and II

Description: American Literature engages students in a close reading of influential and representative works of American fiction and non-fiction. This class will provide students the opportunity to expand and polish reading, writing, research, technology, listening, viewing, and speaking skills while studying a variety of genres. Active reading strategies process writing, and higher order/critical thinking skills will be utilized to analyze and interpret reading selections from specific time periods. Students will connect to their own lives while demonstrating proficiency of writing process. Along with regular reading and discussion, the course includes an extensive unit on writing a great college quality paper, and also one on writing scholarship essays. Students will demonstrate effective use of technology through a variety of presentations formats.

ENGLISH IV

Prerequisite: English I, II and III

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

ENGLISH COMPOSITION I

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

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

ENGLISH COMPOSITION II

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

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

JOURNALISM I

Prerequisite: None

Description: This course introduces students to the concept of newsworthiness and press responsibility; develops students' skills in writing and editing stories, headlines, and captions; and teaches students the basics of production design, layout, and printing of publications such as school newspaper. *** Because of the level of reading/writing necessary for this class, freshmen and sophomores must have permission from the instructor and/or the principal and have an average of a C or better in previous English classes.**

JOURNALISM II

Prerequisite: Successful completion of Journalism I

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

LITERATURE

Prerequisite: Junior or senior standing

Description: The focus of the literature class is examining elements of literature and gaining an understanding of story elements in contemporary and classic text. The majority of the class is student lead, with students presenting topics and questions for each story to use in class discussion.

PUBLIC SPEAKING

Prerequisite: None

Description: *Online course.* This course will enable students to recognize and develop the skills required of speaking in today's workplace and society. It will focus on the organization, preparation, research, and evidence needed for a presentation that is tailored to fit the audience. It will enhance the student's active and critical listening skills. ***Student must pay for this dual-credit course.**

SPEECH

Prerequisite: None

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

WORKPLACE WRITING

Prerequisite: None (If taking for dual-credit, must qualify with ACCUPLACER or ACT scores)

This course familiarizes students with writing strategies most often employed in vocational and technical fields and prepares them for entry-level workforce communication demands. Writing instruction and practice are given in areas such as the development and writing of summaries, correspondence, memoranda, job applications, and various short incident, progress, travel, or analytical reports. Evaluative emphasis is placed upon tone, content, format, grammar, and mechanics. ***Student must pay for this dual-credit course if taking for dual-credit.**

LEADERSHIP

LEADING SELF (LEADERSHIP I)

Prerequisite: None

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

CAREER ESSENTIALS (LEADERSHIP II)

Prerequisite: None

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

LEADING OTHERS (LEADERSHIP III)

Prerequisite: None

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

COLLEGE READINESS (LEADERSHIP IV)

Prerequisite: None

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

MATH

ALGEBRA I

Prerequisite: None

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

ALGEBRA II

Prerequisite: Algebra I, Geometry

Description: This class is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as sequences and functions, polynomials and rational functions, complex numbers and rational exponents, exponential functions and equations, transformations of functions and statistical inferences. This course also introduces trigonometric functions.

APPLIED STATISTICS

Prerequisite: Must qualify on the ACCUPLACER or ACT; instructor permission required

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

COLLEGE ALGEBRA

Prerequisite: Must qualify on the ACCUPLACER or ACT; instructor permission required

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

GEOMETRY

Prerequisite: Algebra I

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

MATH IV/PRE-CALCULUS

Prerequisite: Successful completion of Algebra I, II and Geometry

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

PRE-ALGEBRA

Prerequisite: None

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

PHYSICAL EDUCATION

ADVANCED STRENGTH TRAINING

Prerequisite: Intro to Strength Training; Completed a previous weights class; Educator may waive prerequisite depending on situation for each individual.

Description: Will learn the proper techniques and forms for weight lifting using all of the muscle groups. Students will explore different strength training programs and learn how to create one that fits their interests. Students will learn a variety of different lifts and the benefits of incorporating strength training into their daily lives.

INTRODUCTION TO STRENGTH TRAINING

Prerequisite: None

Description: The study of strength training and the advantages of weight lifting. Students will learn the basics of weight lifting which include but are not limited to, technique and form.

LIFETIME SPORTS

Prerequisite: Physical Education and Health 9; Sophomore, Junior or Senior standing; Educator may waive prerequisite depending on situation for each individual.

Description: Deals with all types of sports and activities that can be played after graduating from school. Some of the sports that may be played are pickleball, golf, badminton, ping-pong, bowling, kickball, wiffle ball, and dodgeball. Rules and regulations will be taught as well as techniques to play the game.

PHYSICAL EDUCATION AND HEALTH

Prerequisite: None

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

ZERO HOUR WEIGHTS

Prerequisite: None

Description: The study of strength training and the advantages of weight lifting. Students will learn the basics of weight lifting which include but are not limited to, technique and form.

SCIENCE

APPLIED SCIENCE

Prerequisite: Physical Science and Biology; Junior standing or above

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

BIOLOGY

Prerequisite: Sophomore standing or above

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

CHEMISTRY

Prerequisite: Algebra II (may be taken concurrently.) Junior standing or above.

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

GENERAL SCIENCE

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

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

PHYSICAL SCIENCE

Prerequisite: None

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

PHYSICS

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

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

SOCIAL SCIENCES

AMERICAN GOVERNMENT

Prerequisite: Senior or Junior planning to graduate early

Description: This course provides an overview of the structure and functions of the U.S. government and political institutions and examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic

participation in the democratic process. The course examines how people govern themselves at the national, state and local level. Students will take the U.S. Citizenship Test to satisfy the requirements of State Statute 79-724.

AMERICAN HISTORY

Prerequisite: Junior

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

THE DECADES (1930s-TODAY)

Prerequisite: Junior or Senior standing

Description: Special topics of “the decades” that explore the landmark eras of cultural, economical, political, and technological changes from the 1930s-today, infusing new relevance to the cultural touchstones that influence the world.

GENERAL ECONOMICS

Prerequisite: None

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

HISTORY OF THE AMERICAN WEST

Prerequisite: Junior or senior standing. Must qualify on the ACCUPLACER or ACT

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

INTRODUCTION TO PSYCHOLOGY

Prerequisite: Junior or senior standing

Description: This course is an introduction to the science of behavior and mental processes including the application of critical thinking to the study of learning theory, memory, personality, growth and development, biological and neurological aspects, abnormal behavior, therapies, intelligence, motivation, emotion, sensation, perception, and theoretical perspectives. Can be taken on Edgenuity, or as a dual-credit course through WNCC.

SOCIOLOGY

Prerequisite: Junior or senior standing

Description: Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate and seek to understand the structure of groups, organizations, and societies and how people interact within these contexts. Since most human

behavior is social, the subject matter of sociology ranges from the intimate family to the internet; from organized crime to religious traditions; and from the divisions of race, gender and social class to the shared beliefs of a common culture. Can be taken on Edgenuity, or as a dual-credit course through WNCC.

UNITED STATES HISTORY I

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

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

UNITED STATES HISTORY II

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

Description: *Online course.* This course is a survey of American history from the Age of Discovery through the Civil War and Reconstruction. Emphasis is on the political, economic, cultural, social, and technological issues that arise in the development of the American nation. ***Student must pay for this dual-credit course.**

WORLD CIVILIZATIONS I

Prerequisite: Junior or senior standing. Must qualify on the ACCUPLACER or ACT

Description: *Online course.* The social, economic, political, philosophical, and aesthetic advancement of humankind from ancient times through the medieval period is examined in this course. ***Student must pay for this dual-credit course.**

WORLD CIVILIZATIONS II

Prerequisite: Junior or senior standing. Must qualify on the ACCUPLACER or ACT

Description: *Online course.* The social, economic, political, philosophical, and aesthetic advancement of humankind from medieval times to the present is examined in this course. ***Student must pay for this dual-credit course.**

WORLD GEOGRAPHY

Prerequisite: Freshman

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

WORLD HISTORY

Prerequisite: None

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

WORLD LANGUAGE

SPANISH I

Prerequisite: None

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

SPANISH II

Prerequisite: Spanish I

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

SPANISH III

Prerequisite: Spanish II

Description: Students will continue to enhance their abilities and understanding to be able to write and converse at an advanced level.

MISCELLANEOUS

EDGENUITY (ELECTIVE)

Prerequisite: None

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

ODYSSEYWARE (CREDIT RECOVERY)

Prerequisite: Assigned by the counselor or principal.

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

DISTANCE LEARNING

Prerequisite: Varies by class

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

ONLINE LEARNING (THROUGH WNCC)

Prerequisite: Varies by course

Description: Some, but not all, classes from WNCC qualify for dual-credit or high school and college enrollment. Students interested in taking online classes during high school must have enough credits to be on track to graduate, especially if they are taking college-only credit classes. See Mrs. Rafferty for a list of what is available. Classes are semester based. ***Student must pay for this dual-credit or college credit course.**

JUNIOR HIGH COURSE DESCRIPTIONS

AGRICULTURE

AGRICULTURE 8

Description: This middle school introductory course for the Agriculture, Food and Natural Resources Career Cluster provides a knowledge base and technical skills in all aspects of the industry. Learners will be exposed to a broad range of agriculture, food and natural resources careers, cluster foundation knowledge and skills, introduction to leadership development, the FFA organization and career exploration. Classroom and laboratory activities are supplemented through supervised agricultural experiences and leadership programs and activities. ***Membership in FFA is optional.**

FINE ARTS

Art 7

Description: Students will focus on learning the Elements of art, how to identify and use them in a variety of art projects that explore the historical art masters such as: Marc Chagall, Paul Klee, Georges Seurat, Faith Ringgold, Paul Cezanne, Leonardo da Vinci, and Auguste Renoir.

JH Band

Prerequisite: Elementary Band or equivalent

Description: The study of instrumental music skills through group performance in larger ensembles of students such as concert, marching, and jazz band.

JH Choir

Description: The junior high school choir focuses on proper vocal techniques, sight singing, aural music skills, performance etiquette, responsibility to self and team, and work ethic. Singers will have the opportunity to prepare and perform a variety of different choral music genres and showcase their achievements through various projects and performances throughout the year. After school attendance at specified performances is mandatory.

INDUSTRIAL TECHNOLOGY

INDUSTRIAL ARTS

Description: Students will be actively engaged as they enhance and refine the development of their motor skills. Students will build their confidence, pay attention to detail, and have the ability to follow plans. They will learn about shop organization, tools, safety, and project construction. Interest, imagination, and perseverance are the essential ingredients needed for this course. In return, the students feel pride, confidence, and achievement. Students will be tasked with the following activities: Balsa Wood model Bridge, Mousetrap powered vehicle, CO2 Dragster, and other basic wood Projects.

LANGUAGE ARTS

ENGLISH 7

Description: This course covers all the general elements of a language arts course, with an emphasis on composition. Texts read will include, but not be limited to, short stories, informational text, and poetry. The composition portion of this course will focus on introducing students to writing a variety of essays, such as literary analysis, argumentative, and narrative pieces.

ENGLISH 8

Description: This course covers instruction emphasizing skills in listening, speaking, reading, and writing, as well as literature encompassing a variety of periods and genres. Students will engage in novel studies, fiction/nonfiction close reads, poetry, grammar, oral language skills, literary and critical analysis.

NOVEL STUDY

Description: Students enhance their reading comprehension and critical thinking skills through the exploration of high-quality literature. This course offers a dynamic and engaging alternative to traditional reading textbooks, allowing students to immerse themselves in the world of novels to practice and refine their skills aligned with academic standards. Throughout the course, students will delve into carefully selected novels that not only challenge their intellectual abilities but also ignite a passion for reading. The novel study approach provides an opportunity for students to connect with characters, analyze plot structures, and explore themes in a more immersive and enjoyable manner than conventional instructional materials. The novel study experience is designed to foster a deep appreciation for literature, encouraging students to become lifelong learners and critical thinkers.

MATH

ALGEBRA I

Prerequisites: Must have a 251 RIT score on the 7th Grade spring NSCAS math test, and/or meet the average grade requirement.

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

MATH 7

Description: This course provides experiences that include practice in numeration, computation, estimation, problem solving, geometry/special concepts and measurement. It introduces algebraic and statistical concepts and provides opportunities for students to develop understanding of the structure of mathematics.

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MATH INTERVENTIONS

Description: This course is instruction aimed at filling gaps. It is designed to help students strengthen areas of math where they may struggle.

PRE-ALGEBRA

Prerequisites: Must have a 224 RIT on the 6th Grade Spring NSCAS Math test, and/or meet the average grade requirement.

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

PERSONAL DEVELOPMENT

CAREERS 8

Description: This is a project-based course designed to help middle school students explore career options using the Nebraska Career Education Model and understand the Nebraska Career Readiness Standards. Students will define career clusters and pathways, describe examples of career readiness, utilize self-assessments to better understand interests, establish a career portfolio and create a personal learning plan to provide direction to high school and post-high school activities.

HEALTH 7

Description: The mission of health education is to motivate young people to maintain and improve their health, prevent disease, and avoid or reduce health-related risks behaviors. Course curriculum will be designed to meet the National Health Education Standards and the National Sexuality Education Standards, as both have been deemed by the State of Nebraska Department of Education as standards that schools need to address. Topics will include: Tobacco, Alcohol, and other drug prevention; Abstinence, Puberty, & Personal Health; HIV, STD, & Pregnancy Prevention.

JH LEADERSHIP

Description: This course consists of the 7 Habits of Highly Effective People by Franklin Covey. These habits include being proactive, beginning with the end in mind, putting first things first, thinking win-win, seeking first to understand, then be understood, synergizing, and sharpening the saw. JH leadership conducts assignments that deal with understanding situations and how to act in them. Students learn about compromising and understanding.

STUDY SKILLS

Description: Study Skills is a course designed to help students learn how to be successful students. Students will identify their personality tendencies and learning styles, set goals, and establish priorities in their lives. Along with that, students will learn stress and procrastination management skills. Students will also explore different strategies for taking notes and tests. Furthermore, the course will aid students in identifying attention deficits and productive learning/studying environments.

PHYSICAL EDUCATION

JH PHYSICAL EDUCATION

Description: This course is designed to provide students with opportunities to apply tactics and strategies to modified game play, demonstrate fundamental motor skills in a variety of contexts, design and implement a health-enhancing fitness program, participate in self-selected physical activity, cooperate with and encourage classmates, accept individual differences and demonstrate inclusive behaviors, and engage in physical activity for enjoyment and self-expression.

SCIENCE

SCIENCE 7

Description: Students will be introduced to life science. The course may include but is not limited to Microbiome, Metabolism, Traits and Reproduction, Populations and Resources, Matter and Energy in Ecosystems, Natural Selection, and Evolutionary History.

SCIENCE 8

Description: Students will be introduced to Physical science. The course may include but is not limited to learning about Harnessing Human Energy, Force and Motion, Magnetic Fields, Thermal Energy, Phase Change, Chemical Reactions and Light Waves. They may also work through the scientific method while participating in local or regional science fairs.

SOCIAL SCIENCES

HISTORY 7

Description: This course takes students through different time periods in history. Focus starts with the Roman Empire and Europe during the Middle Ages; the course concludes with Europe entering the Modern Age. Throughout this course students will get a chance to study different cultures, religions, countries, societies, traditions/customs of different peoples. Students will be able to show their learning and understanding through a series of activities, lessons and assessments.

HISTORY 8

Description: This course covers the history of the United States from Reconstruction through present times. Emphasis will be placed on events that have a direct correlation to modern times, as well as review of foundational ideals of the American Government in preparation for the citizenship test in accordance with the American Civics initiative from the Nebraska Department of Education. The citizenship test will be a requirement of this class. Results will be shared with parents.



Bobbie Stuart <bobbie.stuart@bayardtigers.org>

Fwd: Resignation

1 message

Candace Ehler <candace.ehler@bayardtigers.org>

Mon, Mar 3, 2025 at 9:29 AM

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

----- Forwarded message -----

From: **April Halverson** <april.halverson@bayardtigers.org>

Date: Mon, Mar 3, 2025 at 6:01 AM

Subject: Resignation

To: Candace Ehler <candace.ehler@bayardtigers.org>

Hello Candace,

This is to inform you I am resigning from the preschool teacher position for the upcoming 2025 year. Thank you for an opportunity to work for Bayard Public Schools.

April

--

April Halverson

Bayard Tiger Cub Childcare- Director