

**Board of Education Regular Meeting
Monday, April 13, 2026 6:00 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, April 13, 2026 at 6:00 PM in the Bayard High School Library located at 726 4th Avenue, Bayard, NE 69334, which meeting shall be open to the public. An agenda for such meeting, kept continuously current is available for public inspection during normal business hours at the office of the Superintendent, located at 726 4th Avenue, Bayard, NE 69334.

AGENDA

- I. Opening the Meeting
 - I.A. Call to Order
 - I.B. Open Meetings Act
 - I.C. Notice of Meeting
 - I.D. Roll Call
 - I.E. Status of Absent Board Members
 - I.F. Pledge of Allegiance
- II. Approval of Agenda
- III. Public Comments
- IV. Consent Agenda
 - IV.A. Minutes of Previous Meeting
 - IV.B. Bills
 - IV.C. Reports and Correspondence Requiring No Action
 - IV.C.1. General Reports and Financial Reports
- V. Principals and District Administrators
- VI. Superintendent Report for April, 2026
- VII. Curriculum and Instruction
 - VII.A. Discuss, consider and take all necessary action to approve purchase of Revel math curriculum grades 6-12. \$22,956.50 or \$17,560.48.
 - VII.B. Discuss, consider and take all necessary action to approve the Course Catalog for the 2026-2027 school year.
- VIII. Discussion Items
 - VIII.A. Discuss Letter of Findings for Bayard High School by the NDE Civil Rights Review Team. Date of Review: Jan 21 and Feb 24, 2026
 - VIII.B. Discuss implementing a Farm to School method of procuring items to be used and served as part of the nutrition program.
- IX. Action Items
 - IX.A. Discuss, consider and take all necessary action to reduce costs associated with activities, to aid in reducing the budget for the 2026/27 school year.
 - IX.B. Approve May 13, 2026, as an in-service day to host district track.
 - IX.C. Discuss, consider, and take all necessary action to approve an amendment to the Master Agreement, removing the Speech Language Practitioner from the negotiated list of certified employees.

- IX.D. Discuss, consider and take all necessary action to approve a contract for speech therapy services with Ellie Cummings for the 2026-27 school year.
- IX.E. Discuss, consider and take all necessary action to offer a teaching contract to Jayden Ralston for the 2026-2027 school year.
- IX.F. Discuss, consider and take all necessary action to declare parcel 100027886 and parcel 100027991 Legal Description 26 21 52 PT Tax Lot 3 (Vacant Trailer Court Lot) in Bayard as surplus property to offer for sale.
- X. Discuss, consider and take all necessary action to approve the following policies for update and adoption.
 - 4039 Employment of Classified Staff
 - 4041 Staff Dress and Appearance.
 - 4042 Employee Social Security Numbers
 - 4044 Political Activity by Staff Member.docx
 - 4045 Milk Expression
 - 4046 Internet Searches Regarding Potential Employees
 - 4048 Assessment Administration and Security
 - 4050 Overtime and Compensatory Time
 - 4051 Staff and District Social Media Use
 - 4052 Job References to Prospective Employers for Current and Former Employees
 - 4053 Conflict of Interest
 - 4054 Reporting Child Abuse or Neglect
 - 4056 Resignation of Certificated Staff
 - 4058 Confidentiality in Counseling and Guidance
 - 4059 Behavioral and Mental Health Training
 - 4060 School Vehicle Use
 - 4061 Workplace or Non-Workplace Injuries or Illness and Return to Work
 - 4062 Locker Room Supervision
 - 4064 Transporting Students in Employee Vehicles
- XI. Set Next Meeting Date. May 11, 2026 6:00 PM
- XII. Adjournment

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

Bayard School Board of Education Annual Calendar

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

Bayard School Board of Education Annual Calendar

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

2012 Board Code of Ethics

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

Each board member shall:

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

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

Adopted on: 01/12/2026

Revised on: _____

Reviewed on: _____

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.

#	Name: (Please Print)	Signature:
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Board of Education Regular Meeting

Monday, March 9, 2026 6:00 PM

Room 111 Bayard High School
726 4th Avenue
Bayard, NE 69334

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

I. Opening the Meeting

I.A. Call to Order

The regular meeting of Bayard Public Schools Board of Education was called to order by President Stuart at 06:00p.m. President Stuart noted a copy of the Board Member Code of Ethics and the Annual Calendar of the Board of Education were included with the meeting materials for board members' reference.

I.B. Open Meetings Act

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

I.C. Notice of Meeting

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

I.D. Roll Call

The following members were present: Grueber, Kim Burry, Bill Ferrero, Randy Eirich, Jessica Dankowski, Donna Stuart
Administrators present: Superintendent Lori Liggett and Director Nesbitt.

I.E. Status of Absent Board Members

I.F. Pledge of Allegiance

II. Approval of Agenda

Motion Passed: Motion to approve the agenda passed with a motion by Kim Burry and a second by Karl Grueber.

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

III. Consent Agenda

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

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

III.A. Minutes of Previous Meeting

III.B. Bills

III.C. Reports and Correspondence Requiring No Action

III.C.1. General Reports and Financial Reports

III.C.2. Reports for Information Only

IV. Public Comment Policy 2009

The public addressed the board.

V. Principals and District Administrators

The administrators provided their reports to the board

VI. Superintendent

Ms. Liggett presented her report to the board

VII. Curriculum and Instruction

VII.A. Presentation from Melanie Dalbey- Data Steward regarding progress on student growth and proficiency in preparation for spring testing.

VIII. Discussion Items

VIII.A. Discussion led by Jessica Dankowski, attending other school board meetings.

VIII.B. Discuss perpetual survey results.

VIII.C. Discuss parting recognition gifts for staff.

IX. Action Items

IX.A. Discuss, consider and take all necessary action to approve 2026-2027 School Calendar.

Motion Passed: Motion to approve the 2026-2027 School Calendar passed with a motion by Bill Ferrero and a second by Randy Eirich

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

IX.B. Discuss and take all necessary action to accept with thanks for service the resignation due to retirement of Jim Roberts effective at the end of the 2025-2026 contract.

Motion Passed: Motion to accept the resignation of Jim Roberts due to retirement and thank him for his years of service passed with a motion by Bill Ferrero and a second by Karl Grueber.

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

IX.C. Discuss, consider and take all necessary action in regard to decreasing the activity offerings for the 2026-2027 school year.

Motion Tabled: Motion to table action on decreasing activity offerings for the 2026-2027 school year until the next board meeting motioned by Bill Ferrero and a second by Kim Burry.

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

IX.D. Discuss, consider and take all necessary action in regard to approving an evaluation tool for classified heads of departments.

Motion Passed: Motion to approve the presented evaluation tools for classified heads of departments passed with a motion by Bill Ferrero and a second by Karl Grueber.

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

X. Discuss, consider and take all necessary action to approve the purchase of My World Interactive Social Science materials for grades 5-12. This includes hard copy materials as well as online enrichment components for six years. Total cost \$46,982.47

Motion Passed: Motion to approve the purchase of My World Interactive Social Science materials for grades 5-12 for a total cost of \$46,982.47 passed with a motion by Kim Burry and a second by Randy Eirich.

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

XI. Discuss, consider and take all necessary action to approve the following policies:

2006 Complaint Procedure

3016 Smoking

3021 Operation of School Business Office

3035 Chain of Command

3037 Petty Cash Policy

3039 Threat Assessment and Response

3041 Crisis Team Duties

3046 Animals at School

3047 Data Breach Response

3048 Communicable Diseases

3049 Drones and Unmanned Aircraft

3050 Technology in the Classroom

3051 Emergency Administration of Naloxone

3054 Law Enforcement

3056 Guest Speakers

3057 Title IX

3058 Naming School District Facilities and Property

3059 Audio and Video Recording

4002 Drug Free Workplace

4003 Drug Testing of Drivers

4004 Employment of Relatives, Domestic Partners and Significant Others

4005 Communication between the Board and District Employees

4006 Workers' Compensation Insurance

4007 Personnel Records

4008 Outside Employment

4009 Restrictions on Employees Receiving Gratuities

4010 Inclement Weather

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

4001.1 Employee Leave Under the Nebraska Family Military Leave Act

4012 Staff Internet and Computer Use

4013 Grievance Procedure

- 4015 Prohibition Against Employment of Board Members**
- 4016 Jury Duty or Service as Witness in Court**
- 4017 Relations with Employee Collective Bargaining Associations**
- 4018 Corporal Punishment**
- 4019 Workplace Injury Prevention and Safety Committee**
- 4020 Ownership of Copyrighted Works**
- 4022 Certification and Endorsements**
- 4023 Professional Ethics**
- 4024 Teachers' Rights, Responsibilities and Duties**
- 4028 Substitute Teachers**
- 4029 Salary Schedule for Certificated Staff**
- 4030 Evaluation of Certificated Staff**
- 4031 Evaluation of Probationary Certificated Employees**
- 4034 Teacher Handbook**

Motion Passed: Motion to approve the policies as presented passed with a motion by Kim Burry and a second by Randy Eirich

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

XII. Set Next Meeting Date

Discuss Special Meeting March 23rd for personnel
Next regular meeting April 13, 2026 at 6:00p.m.

XIII. Adjournment

Motion Passed: Motion for adjournment at 8:04p.m. passed with a motion by Kim Burry and a second by Randy Eirich.

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

Secretary

Board of Education Special Meeting

Monday, March 16, 2026 5:00 PM

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

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

I. Opening the Meeting

I.A. Call to Order

The regular meeting of Bayard Public Schools Board of Education was called to order by President Stuart at 05:02p.m. President Stuart noted a copy of the Board Member Code of Ethics and the Annual Calendar of the Board of Education were included with the meeting materials for board members' reference.

I.B. Open Meetings Act

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

I.C. Notice of Meeting

The public notice of the regular meeting of the Bayard Board of Education, Morrill County School District No. 21 was published in the Bayard Transcript in accordance with Board Policy No. 2008. The agenda remained on file at the office of the superintendent and was open for public inspection.

I.D. Roll Call

The following members were present: Karl Grueber, Kim Burry, Bill Ferrero, Randy Eirich, Jessica Dankowski, Donna Stuart Administrators present: Superintendent Liggett Principal Ehler and Director Nesbitt.

I.E. Status of Absent Board Members

I.F. Pledge of Allegiance

II. Approval of Agenda

Motion Passed: Motion to approve the agenda passed with a motion by Randy Eirich and a second by Kim Burry.

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

III. Public Comments

IV. Action Items

IV.A. Accept with appreciation for service to Bayard Public Schools the resignation of Kelley Rice at the end of the 2025-26 school year.

Motion Passed: Motion to accept with appreciation for service to Bayard Public Schools the resignation of Kelley Rice by Karl Grueber and second by Jessica Dankowski.

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

IV.B. Discuss, consider and take all necessary action to approve a contract for Kathryn Beberniss for the 2026-2027 school year.

Motion Passed: Motion to approve a contract for Kathryn Beberniss for the 2026-2027 school year passed with a motion by Randy Eirich and a second by Kim Burry.

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

IV.C. Discuss, consider and take all necessary action to approve a contract for Emily Stegman for the 2026-2027 school year.

Motion Passed: Motion to approve a contract for Emily Stegman for the 2026-2027 school year passed with a motion by Bill Ferrero and a second by Karl Grueber.

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

V. Adjournment

Motion Passed: Motion for adjournment at 5:17p.m. passed with a motion by Kim Burry and a second by Jessica Dankowski

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

Secretary

Bayard Public Schools

4/13/2026

GENERAL FUND

Vendor Name	GL Acct #	Description	Amount
20/20 TECHNOLOGIES LLC	01 2510 382 000 000 0	telephone	<u>125.00</u>
	Total		125.00
AL'S MARKET	01 1100 610 001 001 1	Cooking group	11.03
	01 3300 610 000 000	cooking club	13.88
	01 1100 610 001 001 1	Cooking club supplies	15.89
	01 3300 610 000 000	cooking club3/24	27.51
	01 3300 610 000 000	cooking club3/18	13.82
	01 3300 610 000 000	cooking club3/4	11.28
	01 3300 610 000 000	cooking club3/11	34.17
	01 1100 610 001 001 1	cooking club	<u>14.63</u>
	Total		142.21
ALARM SECURITY TECHNICIANS	01 2620 352 002 002 2	AST MONITORING	28.95
	01 2620 352 001 001 1	AST MONITORING	<u>28.95</u>
	Total		57.90
Amazon Capital Services	01 2660 610 000 000	Fire extinguisher boxes	113.46
	01 2610 610 001 001 1	Toilet repair parts HS/ELM	40.16
	01 2610 610 002 002 2	miscellaneous	23.32
	01 2710 610 000 000 0	PGSONIC CR2450 Batteries, 3 Volt	8.99
	01 2710 610 000 000 0	SHIPPING	6.99
	01 2410 610 002 002 2	2026-2027 Academic Planner	11.71
	01 2410 610 002 002 2	White cardstock	23.98
	01 2410 610 002 002 2	shipping	6.99
	01 2410 610 002 002 2	discount	(10.59)
	01 1190 610 000 000 0	https://www.amazon.	16.46
	01 2510 610 000 000 0	Seagate Portable 2TB External Hard Drive	99.99
	01 1100 610 001 001 1	vacuum bags for dust collection	23.68
	01 2610 610 001 001 1	Light fixture fuses	152.49
	01 1100 610 001 001 1	3D Printer	2,351.02
	01 1100 610 001 001 1	Laptop	599.98
	01 1100 610 001 001 1	Filament	<u>429.24</u>
	Total		3,897.87
APPLE INC.	01 6992 610 004 000 0	13-inch MacBook Air	<u>4,995.00</u>
	Total		4,995.00
APPSEVENTS USA LLC	01 1100 810 001 001 1	google	<u>1,575.00</u>
	Total		1,575.00
Austin, Brooke	01 1100 591 001 001 1	accompanist	1,565.00
	01 1100 591 001 001 1	mileage	<u>225.00</u>
	Total		1,790.00
BAYARD AUTOMOTIVE	01 2710 610 000 000 0	Suburban #09 - Tires	441.90
	01 2710 610 000 000 0	Tire Balance	75.00
	01 2710 610 000 000 0	Tire Pressure Sensor Replacement	184.38
	01 2710 610 000 000 0	Quaker State 5W-30 Oil	41.76
	01 2710 610 000 000 0	WIX Oil Filter	9.00
	01 2710 610 000 000 0	WIX Air Filter	21.11
	01 2710 610 000 000 0	Washer Fluid - Gallon	3.49
	01 2730 352 000 000 0	Oil Change Labor - Christopher Buskirk	15.00
	01 2710 610 000 000 0	Prime Guard	4.80
	01 2710 610 000 000 0	Propane Cylinder	7.97
	01 2730 352 000 000 0	Shop Labor/Christopher Buskirk/Exhaust	375.00
	01 2710 610 000 000 0	Bus #09c - flat tire fix	25.00
	01 2710 610 000 000 0	Battery Cable	19.61
	01 2710 610 000 000 0	Jumper Cable 2/0	11.01
	01 2710 610 000 000 0	36MM FWD Axle Nut	14.58
	01 2710 610 000 000 0	5 pack bungee cords	7.32
	01 2710 610 000 000 0	Suburban #13 - Flat Tire Fix	25.00
	BAYARD AUTOMOTIVE		25.80
	01 2710 610 000 000 0	Bus #20 Radiator Hose	25.80
	01 2710 610 000 000 0	19 inch Force Beam Wiper	20.20
	01 2710 610 000 000 0	24 inch Force Beam Wiper	<u>21.27</u>
	Total		1,349.20
BAYARD PUBLIC SCHOOLS - LUNCH	01 1160 610 000 000	adult meals nov 25	1,163.00
	01 1160 610 000 000	adult meals feb 26	1,076.00
	01 1200 610 003 002 2	iep mealss nov 25	90.00
	01 1200 610 003 002 2	iep meals feb 26	96.00
	01 1200 610 003 002 2	iep meals mar 26	90.00
	01 1160 610 000 000	adult meals mar 26	736.00
	01 1370	prek meals	<u>1,525.90</u>
	Total		4,776.90

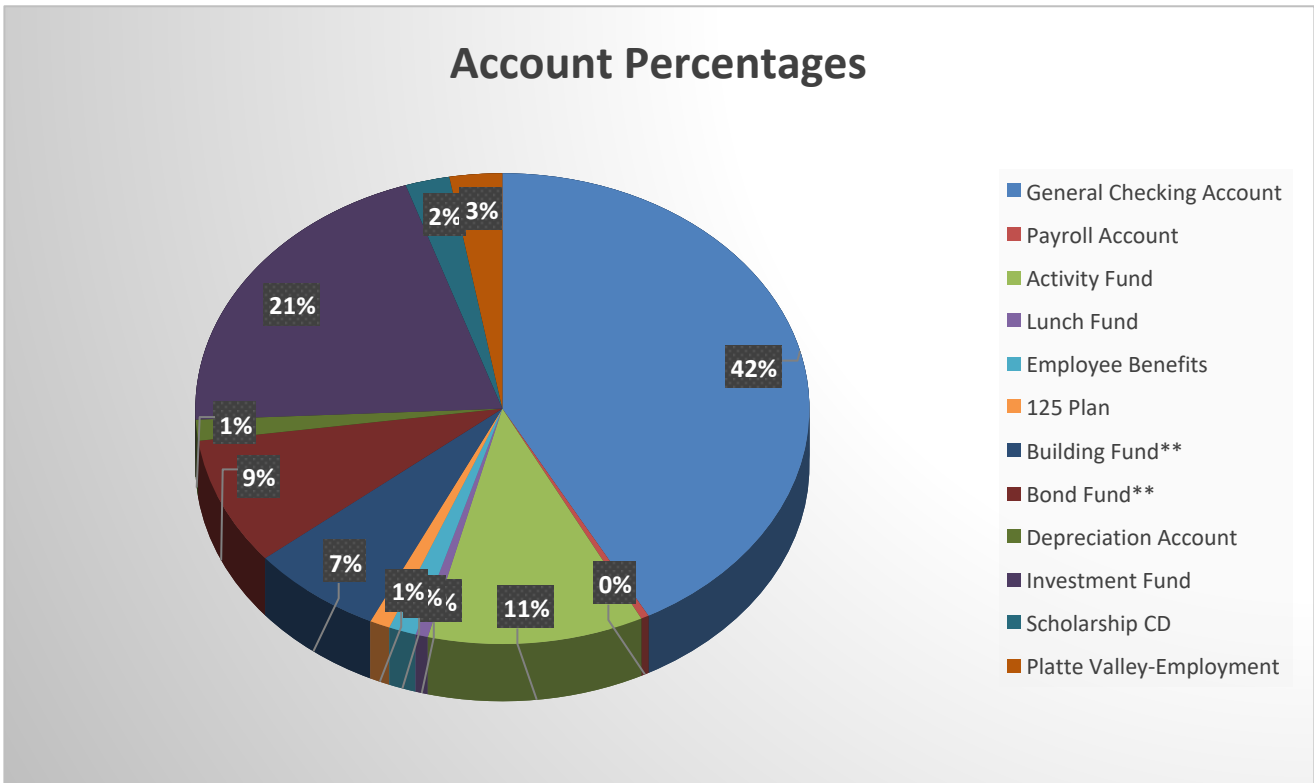
BENZEL PEST CONTROL	01 2620 352 001 001 1	pest control	121.86
	01 2620 352 002 002 2	pest control	<u>121.85</u>
	Total		243.71
BLACK HILLS ENERGY	01 2610 621 002 002 2	#462419 heating fuels	<u>1,752.32</u>
	Total		1,752.32
BRIDGEPORT PUBLIC SCHOOLS	01 1100 330 001 001 1	chad carqill act prep	<u>280.00</u>
	Total		280.00
CANNON FINANCIAL SERVICES	01 1100 352 001 001 1	copier rental	142.45
	01 1100 352 002 002 2	copier rental	142.45
	01 1100 610 000 000 0	copier rental	<u>284.90</u>
	Total		569.80
CARDMEMBER SERVICE	01 2510 810 000 000 0	canva	<u>12.99</u>
	Total		12.99
CENTURY LINK	01 2510 382 000 000 0	telephone	<u>164.81</u>
	Total		164.81
CITY OF BAYARD	01 2610 621 000 000 0	#31200 electric	39.00
	01 2610 621 001 001 1	#75400 electric	4,860.16
	01 2610 410 001 001 1	#75400 utilities	618.45
	01 2610 621 002 002 2	#75600 electric	430.12
	01 2610 410 002 002 2	#75600 utilities	<u>952.90</u>
	Total		6,900.63
CONNECTING POINT	01 1100 352 001 001 1	copier service contract	929.26
	01 1100 352 002 002 2	copier service contract	<u>929.26</u>
	Total		1,858.52
CULLIGAN WATER CONDITION	01 2610 610 001 001 1	r/o	90.00
	01 2610 610 002 002 2	r/o	<u>29.50</u>
	Total		119.50
DAS STATE ACCOUNTING - CENTRAL	01 1100 382 000 000 0	FEB 26 NETWORK	<u>317.87</u>
	Total		317.87
EAKES OFFICE SOLUTIONS	01 2610 610 002 002 2	supplies	531.53
	01 2610 610 002 002 2	trash can	<u>201.61</u>
	Total		733.14
EDUCATIONAL SERVICE UNIT #13	01 2190 591 000 000 0	mips	240.00
	01 1100 330 001 001 1	new teacher academy	50.00
	01 1160 591 000 000 0	valts 2nd quarter	4,250.00
	01 2120 591 001 001 1	non sped psych secondary	1,386.00
	01 1100 382 000 000 0	dl	754.00
	01 1100 382 000 000 0	erate	300.00
	01 1160 591 000 000 0	neva	708.33
	01 2161 591 003 002 2	elem ot	1,679.00
	01 2162 591 003 000 0	3-5 ot	260.36
	01 2182 591 003 000 0	3-5 low vision	410.55
	01 2183 591 003 000 0	0-2 low vision	219.30
	01 1292 591 003 000 0	0-2 low vision sup	17.54
	01 1292 591 003 000 0	0-2 sped sup	7.36
	01 2163 591 003 000 0	0-2 ot	92.00
	01 2151 591 003 002 2	elem speech	363.12
	01 2171 591 003 002 2	elem pt	37.80
	01 2171 591 003 001 1	secondary pt	135.00
	01 2181 591 003 001 1	secondary low vision	559.30
	01 2181 591 003 002 2	elem low vision	311.95
	01 2181 591 003 002 2	elem o&m	155.55
	01 1200 330 003 000 0	sped inservice	64.40
	01 1200 591 003 002 2	elem ot sup	134.32
	01 1200 591 003 001 1	secondary low vision sup	44.74
	01 1200 591 003 002 2	sup esu programs	226.91
	01 1200 591 003 000 0	sped consult	1,300.00
	01 1200 591 003 002 2	elem low vision sup	24.96
	01 1200 591 003 001 1	panhandle beginnings	4,662.00
	01 1200 591 003 001 1	lifelinks	2,300.00
	01 1200 591 003 002 2	meridian a	920.00
	01 1200 591 003 002 2	elem o&m sup	12.44
	01 1200 591 003 002 2	elem speech sup	29.05
	01 1200 591 003 002 2	elem pt sup	3.02
	01 1200 591 003 001 1	secondary pt sup	10.80
	01 1200 591 003 002 2	additional elem psych sup	439.56
	01 1200 591 003 001 1	additional secondary psych sup	17.82
	01 1291 591 003 000 0	3-5 ot sup	20.83
	01 1291 591 003 000 0	3-5 low vision sup	32.84
	01 2141 591 003 001 1	secondary psych	368.16
	01 2141 591 003 002 2	elem psych	2,403.84
	01 2141 591 003 002 2	additional elem psych	5,494.50
	01 2141 591 003 001 1	additional secondary psych	<u>222.75</u>
	Total		30,670.10

FNBO CARD	01 2510 531 000 000 0	postage	3.56	
	01 1100 610 001 001 1	food for cooking class.	19.42	
	01 1100 810 001 001 1	grammarly	144.00	
	01 2610 610 001 001 1	lumber for bleachers	280.00	
	01 1160 610 000 000	meals for capstone interviewees	16.87	
	01 2510 531 000 000 0	mailchimp	13.00	
	01 2410 610 002 002 2	staples calendar	39.99	
	01 1100 810 001 001 1	edpuzzle reoccurring	13.50	
	01 2510 531 000 000 0	postage	10.48	
	01 2510 531 000 000 0	postage	21.25	
	01 2510 810 000 000 0	fees	251.75	
	Total		813.82	
	FOLLETT SOFTWARE LLC	01 2220 810 002 002 2	48206P DISTRICT MEMBER LM -	758.40
		01 2220 810 002 002 2	67059P RPS ONLINE FOR LEXILES	213.93
		01 2220 810 002 002 2	67058P TITLEPEEK ONLINE SERVICE	175.20
		01 2220 810 001 001 1	48206P DISTRICT MEMBER LM -	758.40
		01 2220 810 001 001 1	67058P TITLEPEEK ONLINE SERVICE	175.20
Total			2,081.13	
FRANK PARTS COMPANY	01 2710 610 000 000 0	Heater Hose	10.76	
	Total		10.76	
IDEAL LINEN SUPPLY	01 2610 610 001 001 1	mats mops rags	352.87	
	01 2610 610 002 002 2	mats mops raqs	698.33	
	Total		1,051.20	
IDEAL/BLUFFS FACILITY SOLUTIONS	01 2610 610 001 001 1	restroom supplies	776.04	
	01 2610 610 002 002 2	paper products	624.95	
	Total		1,400.99	
J W PEPPER & SON INC.	01 1100 610 002 002 2	Fly away home accomp. recording for spr	27.99	
	Total		27.99	
JONES SCHOOL SUPPLY CO. INC.	01 1100 610 002 002 2	b field day ribbons	307.91	
	Total		307.91	
JOSTENS	01 2310 610 000 000 0	diplomas	222.55	
	Total		222.55	
KSB SCHOOL LAW	01 2330 317 000 000 0	LEGAL FEES	829.50	
	Total		829.50	
KUSKIE STATION LLC	01 2610 626 001 001 1	custodial fuel	350.44	
	Total		350.44	
MCI COMM SERVICE	01 2510 382 000 000 0	telephone	39.32	
	Total		39.32	
MENARDS	01 1100 610 001 001 1	glue sticks for class-rebate card	0.00	
	01 1100 610 001 001 1	50' air hose- rebate card	0.00	
	01 2610 610 002 002 2	Restroom toilet repairs	108.80	
	01 1100 610 001 001 1	Material for 8th grade stools	249.32	
	Total		358.12	
MID-AMERICAN RESEARCH CHEMICA	01 2610 610 001 001 1	M277 Uronic Salt Remover	137.00	
	01 2610 610 001 001 1	FREIGHT	28.66	
	Total		165.66	
MORRILL COUNTY HOSPITAL	01 1200 591 003 002 2	visual audiometry test	207.00	
	Total		207.00	
NE SAFETY CENTER	01 2710 330 000 000 0	coolidge class b	270.00	
	Total		270.00	
NEBRASKA ASSOCIATION OF SCHOO	01 2310 352 001 001 1	sup search final payment	2,400.00	
	Total		2,400.00	
NIPPON SANZO MATHESON INC	01 3599 610 000 000 0	metal signs	500.00	
	01 3551 610 000 000 0	plasma cutter state cte funds	7,500.00	
	01 1100 610 001 001 1	plasma cutter	5,160.00	
	01 1100 610 001 001 1	CNC machine supplies	421.17	
	Total		13,581.17	
NORTHWEST PIPE FITTINGS, INC OF	01 2610 610 002 002 2	plumbing	40.20	
	Total		40.20	
QUADIENT FINANCE USA, INC	01 2510 531 000 000 0	postage	491.59	
	01 2510 531 000 000 0	postage	552.63	
	Total		1,044.22	
SCHOLASTIC INC.	01 1100 610 001 001 1	science world	52.80	
	Total		52.80	
SIGN GLASSES LLC	01 1200 591 003 000	remote interpreting	84.00	
	01 1200 591 003 002 2	remote interpreting	336.00	
	01 1200 591 003 002 2	remote interpreting	84.00	
	01 1200 591 003 002 2	remote interpreting	84.00	
	Total		588.00	
SIMMONS OLSEN LAW FIRM P.C.	01 2330 317 000 000 0	legal fees	120.00	
	Total		120.00	
SOAR PEDIATRIC THERAPY, LLC	01 2153 591 003 000 0	0-2 pt	27.33	
	01 2152 591 003 000 0	3-5 pt	389.50	

	01 2151 591 003 002 2	elem pt	<u>1,469.00</u>
	Total		1,885.83
Stuart, Bobbie	01 2510 580 000 000 0	mileage reimb	<u>116.00</u>
	Total		116.00
TIME MANAGEMENT SYSTEMS	01 2510 315 000 000 0	timeclock	<u>182.85</u>
	Total		182.85
TREMAIN, KURT	01 2710 330 000 000 0	Sara Jimenez-Flores 1/9/26 Testinq Date.	700.00
	01 2710 330 000 000 0	Dan Coolidge 1/12/26 Testinq Date. Class	<u>450.00</u>
	Total		1,150.00
Trevino, Ricky	01 1100 352 002 002 2	interpret parent /teacher 20 minutes	<u>10.00</u>
	Total		10.00
VEX ROBOTICS INC	01 1100 610 001 001 1	Classroom Bundle Robotics with one Cart	<u>9,149.98</u>
	Total		9,149.98
WPCI	01 2710 340 000 000 0	Breath Alcohol	40.00
	01 2710 340 000 000 0	Drug Screen	32.00
	01 2710 340 000 000 0	Review Data Management	6.00
	01 2710 340 000 000 0	Urine Collection	<u>30.00</u>
	Total		108.00
WEATHERCRAFT COMPANIES	03 4700 720 000 000	roof repairs	3,427.00
	Total	General Fund Total	\$100,897.91
		Building Fund	\$3,427.00
		Payroll	\$438,732.97

BAYARD PUBLIC SCHOOL
 TREASURER REPORT
 BANK STATEMENT BALANCES as of Mar 31, 2026

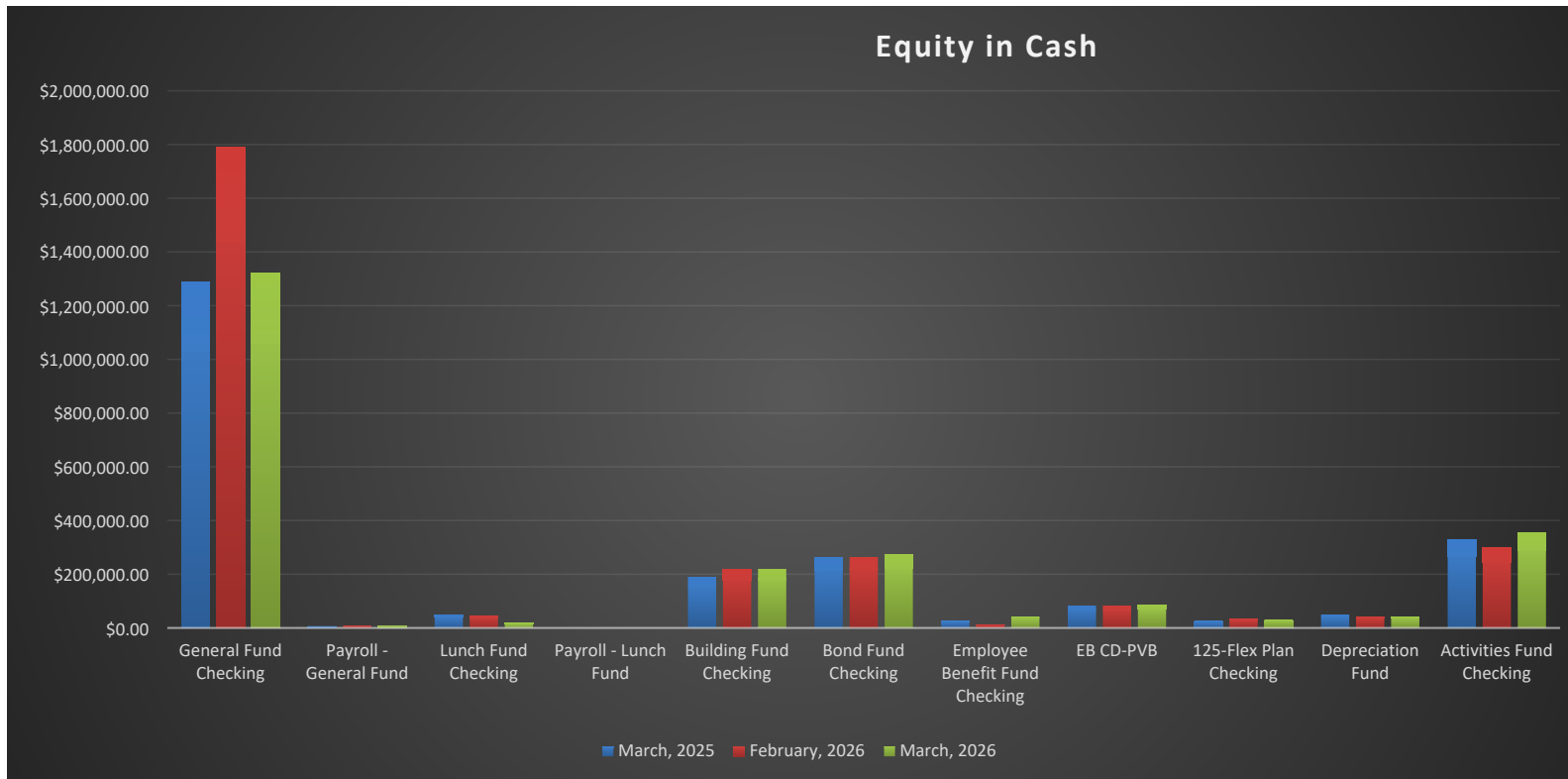
General Checking Account	\$	1,325,740.30	
Payroll Account	\$	13,104.89	
Activity Fund	\$	358,212.71	
Lunch Fund	\$	20,684.69	
Employee Benefits	\$	45,504.77	
125 Plan	\$	33,434.69	
Building Fund**	\$	219,818.52	
Bond Fund**	\$	275,940.08	
Depreciation Account	\$	45,439.47	
Investment Fund	\$	650,000.00	
Scholarship CD	\$	73,370.30	
Platte Valley-Employment	\$	87,123.16	
	\$		3,148,373.58



Bayard Public Schools

Equity in Cash
March 31, 2026

Fund	Fund #	March, 2025 PRIOR YEAR BALANCE	February, 2026 PRIOR MONTH BALANCE	March, 2026 REVENUES	March, 2026 EXPENSES	March, 2026 ENDING BALANCE
General Fund Checking	01-101	\$1,289,255.78	1,794,181.11	382,032.33	(850,473.14)	\$1,325,740.30
Payroll - General Fund	01-104	\$10,634.00	\$ 13,104.89	419,603.26	(419,603.26)	\$ 13,104.89
Lunch Fund Checking	02-101	\$50,395.26	48,249.46	29,553.61	(57,118.38)	\$20,684.69
Payroll - Lunch Fund	02-104	\$0.00	0.00	12,274.67	(12,274.67)	\$0.00
Building Fund Checking	03-101	\$191,553.82	222,479.67	1,474.24	(4,135.39)	\$219,818.52
Bond Fund Checking	04-101	\$266,942.79	265,793.72	10,146.36	0.00	\$275,940.08
Employee Benefit Fund Checking	05-101	\$29,957.08	15,107.08	30,397.69	0.00	\$45,504.77
EB CD-PVB	05-106-1000	\$84,567.12	85,825.20	1,297.96	0.00	\$87,123.16
125-Flex Plan Checking	05-107	\$28,411.43	36,023.51	6,238.30	(8,827.12)	\$33,434.69
Depreciation Fund	06-101	\$51,438.98	45,439.47	38.59	0.00	\$45,478.06
Activities Fund Checking	07-101	\$332,907.32	304,417.19	95,256.19	(41,460.67)	\$358,212.71
Scholarship CD	07-114	\$54,243.15	73,370.30	0.00	0.00	\$73,370.30
Investment Fund	06-105	\$0.00	400,000.00	250,000.00	0.00	\$650,000.00
TOTAL		\$2,390,306.73	\$ 3,303,991.60	\$ 1,238,313.20	\$ (1,393,892.63)	\$3,148,412.17





Legislative Update

FRIDAY, APRIL 10, 2026

Welcome to this week's NRCSA Legislative Update. This will be the last Legislative Update for this year. I hope that has been helpful to all of you. I believe my successor, Paul Sheffield, plans to continue this moving forward (if not, now I've put the pressure on him!)

In the NRCSA Member Update that went out yesterday (Thursday), I reported on four bills that we followed very closely the past couple of weeks. A thumbnail report on these bills:

- **LB 1050:** LB1050, the “Nebraska Reading Improvement Act”, was introduced as a way to ensure students are reading at grade level. The bill would have required the retention of students at the end of their 3rd grade year if they were not reading at grade level. Many supports and assessments were to be required to help students get to grade level. A few amendments were introduced to try and make the bill better, with one by Sen. Jana Hughes getting quite a bit of discussion. The Education community was against the bill, mainly because of the 3rd grade retention issue and the fact that the bill would create a substantial unfunded mandate. On Wednesday, April 8, the bill failed on a Cloture vote.
- **LB 803** was originally a “shell bill”, but was amended by parts from several bills. There are several sections to the bill, but the sections directly relating to schools would deal with “pink postcard” hearings and budget increases. All school districts would be required to participate in the “pink postcard” hearing, which would be held between July 1 and July 15. The County would also advise property owners to the dates and times of each entity’s budget hearing. Finally, when voting to increase the property tax request at least a $\frac{2}{3}$ majority vote of the members of the Board shall take place. This bill was placed on Final Reading on Wednesday, April 8 and passed on Final Reading today (Friday, April 10).
- **LB 937** is a “Christmas tree” bill as several other bills were attached to it. Sen. Rountree attempted to attach LB81 to LB 937 through AM2965. This would have given the parent/guardian last say on a possible change in placement or services in an IEP. Currently the parent/guardian is part of the IEP team that makes such decisions. NRCSA, along with the rest of the Education community, was opposed to the amendment (in yesterday’s Member Update, I mistakenly had us as SUPPORTING the amendment). AM2965 failed to be adopted on Tuesday, April 7.
- **LB 1219** (Brant, priority bill of Hansen) was a bill that would set a hard cap of 2% increase in property tax request placed on governmental subdivisions, including school districts. There were several changes that were rumored to possibly be introduced to make the bill better, but still not good at all for school districts. The bill needed to be placed on the Unicameral’s daily agenda by last Thursday. Yesterday, Sen. Hansen unsuccessfully attempted to attach LB1219 to another bill that was on Final Reading. We can now breath a sigh of relief on the failure of LB1219 to gain legs.



I maintained a bill summary that I have used to track legislation, as well as to provide information on bills to NRCSA's Legislative and Executive Committees. The Bill Summary provided below is in a slightly different form than the previous bill summaries I've provided during the session. This summary is a "final" version. That means, bills from 2025 that did not move this session were deleted. 2026 bills have been updated to today. I will put out a final form later that just includes bills that were enacted into law. A few things to notice: (a) Carryover bills from the 2025 session appear first in the document, with those introduced in the 2026 session listed after, and (b) bills may be accessed directly to the Unicameral website by clicking on the bill number listed in the first cell.

That bill summary accessed here:

[NRCSA Bill Summaries 2026](#)

If you find a need to contact a Senator, especially your own Senator, you may access the list below. You will find each Senator's office phone number and email address.

[Senator List 2026](#)



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QUOTE PREPARED FOR:

Bayard Pub School District 21
726 4TH AVE
BAYARD, NE 69334
ACCOUNT NUMBER: 321430

SUBSCRIPTION/DIGITAL CONTACT:

Kelley Rice
kelley.rice@bayardtigers.org
3085861700

CONTACT:

Kelley Rice
kelley.rice@bayardtigers.org
3085861700

SALES REP INFORMATION:

Amanda Kelly
amanda.kelly@mheducation.com
(720) 601-3265

Section Summary	Value of All Materials	Free Materials	Product Subtotal
Reveal Math © 2020- Course 1 (4 Year)	\$2,675.20	(\$451.63)	\$2,223.57
Reveal Math © 2020- Course 2 (4 Year)	\$1,621.93	(\$451.63)	\$1,170.30
Reveal Math © 2020- Course 3 (4 Year)	\$1,621.93	(\$451.63)	\$1,170.30
Reveal Math Accelerated © 2021, Grades 7-8 (4 Year)	\$2,765.86	(\$447.46)	\$2,318.40
Reveal Math © 2020 - Algebra 1 (4 Year)	\$3,226.44	(\$453.84)	\$2,772.60
Reveal Math © 2020 - Geometry (4 Year)	\$4,155.93	(\$449.37)	\$3,706.56
Reveal Math © 2020 - Algebra 2 (4 Year)	\$2,371.29	(\$449.37)	\$1,921.92
Miller, Precalculus, High School Edition, ©2024, 1e	\$1,255.62	(\$279.57)	\$976.05
PRODUCT TOTAL*	\$19,694.20	(\$3,434.50)	\$16,259.70
ESTIMATED S&H**			\$1,300.78
ESTIMATED TAX**			\$0.00
GRAND TOTAL*			\$17,560.48

* Price firm for 120 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

Aleks - 5mo. only Diagnostic Only would still need IXL for math

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McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 04/06/2026

ACCOUNT NAME: Bayard Pub School District 21

EXPIRATION DATE: 08/04/2026

QUOTE NUMBER: SSAMA99-04062026100657-001

ACCOUNT #: 321430

PAGE #: 1



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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Reveal Math © 2020- Course 1 (4 Year)					
REVEAL MATH COURSE 1 STUDENT BUNDLE WITH MH 4YR SUBSCRIPTION Includes: 4-Years of the Student Digital Center, 4-Years of Volumes 1 and 2 Interactive Student Editions (Years 2-4 ship annually), MH Plus, and 5-Month ALEKS Assessment Tool	978-1-26-654873-4	19	\$117.03	\$0.00	\$2,223.57
Teacher Materials					
REVEAL MATH MIDDLE SCHOOL COURSE 1 TEACHER EDITION VOLUME 1	978-0-07-899720-4	1	\$121.71	\$121.71	*Free Materials
REVEAL MATH MIDDLE SCHOOL COURSE 1 TEACHER EDITION VOLUME 2	978-0-07-899175-2	1	\$121.71	\$121.71	*Free Materials
REVEAL MATH COURSE 1 TEACHER DIGITAL LICENSE 4 YR SUBSCRIPTION	978-0-07-703754-3	1	\$177.27	\$177.27	*Free Materials
Required - ALEKS 6-12 ADD-ON VIA MY.MHEDUCATION.COM 5 MONTH TEACHER SUBSCRIPTION	978-0-07-697171-8	1	\$15.97	\$15.97	*Free Materials
LANGUAGE DEVELOPMENT HANDBOOK COURSE 1 TEACHER EDITION	978-0-07-697589-1	1	\$14.97	\$14.97	*Free Materials
Teacher Materials Subtotal:				\$451.63	\$0.00
Reveal Math © 2020- Course 1 (4 Year) Subtotal:				\$451.63	\$2,223.57

Reveal Math © 2020- Course 2 (4 Year)					
REVEAL MATH COURSE 2 STUDENT BUNDLE WITH MH 4YR SUBSCRIPTION Includes: 4-Years of the Student Digital Center, 4-Years of Volumes 1 and 2 Interactive Student Editions (Years 2-4 ship annually), MH Plus, and 5-Month ALEKS Assessment Tool	978-1-26-643522-5	10	\$117.03	\$0.00	\$1,170.30
Teacher Materials					
REVEAL MATH MIDDLE SCHOOL COURSE 2 TEACHER EDITION VOLUME 1	978-0-07-899723-5	1	\$121.71	\$121.71	*Free Materials
REVEAL MATH MIDDLE SCHOOL COURSE 2 TEACHER EDITION VOLUME 2	978-0-07-899176-9	1	\$121.71	\$121.71	*Free Materials
REVEAL MATH COURSE 2 TEACHER DIGITAL LICENSE 4 YR SUBSCRIPTION	978-0-07-703757-4	1	\$177.27	\$177.27	*Free Materials
Required - ALEKS 6-12 ADD-ON VIA MY.MHEDUCATION.COM 5 MONTH TEACHER SUBSCRIPTION	978-0-07-697171-8	1	\$15.97	\$15.97	*Free Materials
LANGUAGE DEVELOPMENT HANDBOOK COURSE 2 TEACHER EDITION	978-0-07-697590-7	1	\$14.97	\$14.97	*Free Materials
Teacher Materials Subtotal:				\$451.63	\$0.00
Reveal Math © 2020- Course 2 (4 Year) Subtotal:				\$451.63	\$1,170.30

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 Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 04/06/2026

ACCOUNT NAME: Bayard Pub School District 21

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QUOTE NUMBER: SSAMA99-04062026100657-001

ACCOUNT #: 321430

PAGE #: 2



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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Reveal Math © 2020- Course 3 (4 Year)					
REVEAL MATH COURSE 3 STUDENT BUNDLE WITH MH 4YR SUBSCRIPTION Includes: 4-Years of the Student Digital Center, 4-Years of Volumes 1 and 2 Interactive Student Editions (Years 2-4 ship annually), MH Plus, and 5-Month ALEKS Assessment Tool	978-1-26-644236-0	10	\$117.03	\$0.00	\$1,170.30
Teacher Materials					
REVEAL MATH MIDDLE SCHOOL COURSE 3 TEACHER EDITION VOLUME 1	978-0-07-899724-2	1	\$121.71	\$121.71	*Free Materials
REVEAL MATH MIDDLE SCHOOL COURSE 3 TEACHER EDITION VOLUME 2	978-0-07-899177-6	1	\$121.71	\$121.71	*Free Materials
REVEAL MATH COURSE 3 TEACHER DIGITAL LICENSE 4 YR SUBSCRIPTION	978-0-07-703758-1	1	\$177.27	\$177.27	*Free Materials
Required - ALEKS 6-12 ADD-ON VIA MY.MHEDUCATION.COM 5 MONTH TEACHER SUBSCRIPTION	978-0-07-697171-8	1	\$15.97	\$15.97	*Free Materials
LANGUAGE DEVELOPMENT HANDBOOK COURSE 3 TEACHER EDITION	978-0-07-697591-4	1	\$14.97	\$14.97	*Free Materials

Teacher Materials Subtotal: \$451.63 \$0.00

Reveal Math © 2020- Course 3 (4 Year) Subtotal: \$451.63 \$1,170.30

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ACCOUNT #: 321430

PAGE #: 3



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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Reveal Math Accelerated © 2021, Grades 7-8 (4 Year)					
REVEAL MATH ACCELERATED STUDENT BUNDLE WITH MH 4 YEAR SUBSCRIPTION	978-1-26-657740-6	20	\$115.92	\$0.00	\$2,318.40
Teacher Materials					
REVEAL MATH ACCELERATED TEACHER EDITION VOLUME 1	978-0-07-899725-9	1	\$120.54	\$120.54	*Free Materials
REVEAL MATH ACCELERATED TEACHER EDITION VOLUME 2	978-0-07-899178-3	1	\$120.54	\$120.54	*Free Materials
REVEAL MATH ACCELERATED TEACHER DIGITAL LICENSE 4YR SUBSCRIPTION	978-0-07-681453-4	1	\$175.59	\$175.59	*Free Materials
LANGUAGE DEVELOPMENT HANDBOOK REVEAL MATH ACCELERATED TEACHER EDITION	978-0-07-681957-7	1	\$14.82	\$14.82	*Free Materials
RequiredALEKS SEC ADD-ON VIA MY.MHEDUCATION.COM 5 MONTH TEACHER SUBSCRIPTION	978-0-07-697171-8	1	\$15.97	\$15.97	*Free Materials

Teacher Materials Subtotal: \$447.46 \$0.00
Reveal Math Accelerated © 2021, Grades 7-8 (4 Year) Subtotal: \$447.46 \$2,318.40

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QUOTE DATE: 04/06/2026

ACCOUNT NAME: Bayard Pub School District 21

EXPIRATION DATE: 08/04/2026

QUOTE NUMBER: SSAMA99-04062026100657-001

ACCOUNT #: 321430

PAGE #: 4



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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Reveal Math © 2020 - Algebra 1 (4 Year)					
REVEAL ALGEBRA 1 STUDENT BUNDLE WITH MH 4YR SUBSCRIPTION (Interactive Student Edition (Ships Annually) + Student Digital License + MH Plus + ONE 5-Month ALEKS Assessment Tool)	978-1-26-667133-3	20	\$138.63	\$0.00	\$2,772.60
Teacher Materials					
REVEAL ALGEBRA 1 TEACHER GUIDE VOLUME 1	978-0-07-899745-7	1	\$124.83	\$124.83	*Free Materials
REVEAL ALGEBRA 1 TEACHER GUIDE VOLUME 2	978-0-07-899746-4	1	\$124.83	\$124.83	*Free Materials
Digital Only - REVEAL ALGEBRA 1 TEACHER DIGITAL LICENSE 4YR SUBSCRIPTION	978-0-07-703784-0	1	\$189.63	\$189.63	*Free Materials
LANGUAGE DEVELOPMENT HANDBOOK ALGEBRA 1 TEACHER EDITION	978-0-07-690092-3	1	\$14.55	\$14.55	*Free Materials
Teacher Materials Subtotal:				\$453.84	\$0.00
Reveal Math © 2020 - Algebra 1 (4 Year) Subtotal:				\$453.84	\$2,772.60

Reveal Math © 2020 - Geometry (4 Year)					
REVEAL GEOMETRY STUDENT BUNDLE WITH MH 4YR SUBSCRIPTION (Interactive Student Edition (Ships Annually) + Student Digital License + MH Plus + ONE 5-Month ALEKS Assessment Tool)	978-1-26-671405-4	27	\$137.28	\$0.00	\$3,706.56
Teacher Materials					
REVEAL GEOMETRY TEACHER GUIDE VOLUME 1	978-0-07-899750-1	1	\$123.60	\$123.60	*Free Materials
REVEAL GEOMETRY TEACHER GUIDE VOLUME 2	978-0-07-899751-8	1	\$123.60	\$123.60	*Free Materials
Digital Only - REVEAL GEOMETRY TEACHER DIGITAL LICENSE 4YR SUBSCRIPTION	978-0-07-703790-1	1	\$187.77	\$187.77	*Free Materials
LANGUAGE DEVELOPMENT HANDBOOK GEOMETRY TEACHER EDITION	978-0-07-690098-5	1	\$14.40	\$14.40	*Free Materials
Teacher Materials Subtotal:				\$449.37	\$0.00
Reveal Math © 2020 - Geometry (4 Year) Subtotal:				\$449.37	\$3,706.56

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QUOTE NUMBER: SSAMA99-04062026100657-001

ACCOUNT #: 321430

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Reveal Math © 2020 - Algebra 2 (4 Year)					
REVEAL ALGEBRA 2 STUDENT BUNDLE WITH MH 4YR SUBSCRIPTION (Interactive Student Edition (Ships Annually) + Student Digital License + MH Plus + ONE 5-Month ALEKS Assessment Tool)	978-1-26-678808-6	14	\$137.28	\$0.00	\$1,921.92
Teacher Materials					
REVEAL ALGEBRA 2 TEACHER GUIDE VOLUME 1	978-0-07-899755-6	1	\$123.60	\$123.60	*Free Materials
REVEAL ALGEBRA 2 TEACHER GUIDE VOLUME 2	978-0-07-899756-3	1	\$123.60	\$123.60	*Free Materials
Digital Only - REVEAL ALGEBRA 2 TEACHER DIGITAL LICENSE 4YR SUBSCRIPTION	978-0-07-703788-8	1	\$187.77	\$187.77	*Free Materials
LANGUAGE DEVELOPMENT HANDBOOK ALGEBRA 2 TEACHER EDITION	978-0-07-690094-7	1	\$14.40	\$14.40	*Free Materials
Teacher Materials Subtotal:				\$449.37	\$0.00
Reveal Math © 2020 - Algebra 2 (4 Year) Subtotal:				\$449.37	\$1,921.92

Miller, Precalculus, High School Edition, ©2024, 1e					
MILLER PRECALC HS EDITION 1E 2024 SE PRNT DIGTL BNDL SE WITH ONLINE SE 4YR SUBSC	978-1-26-566497-8	5	\$195.21	\$0.00	\$976.05
Teacher Materials					
MILLER PRECALCULUS HIGH SCHOOL EDITION 1E 2024 TEACHER MANUAL	978-1-26-565888-5	1	\$47.28	\$47.28	*Free Materials
MILLER PRECALCULUS HIGH SCHOOL EDITION 1E 2024 ONLINE TE 4YR SUBSCRIPTION	978-1-26-567172-3	1	\$232.29	\$232.29	*Free Materials
Teacher Materials Subtotal:				\$279.57	\$0.00
Miller, Precalculus, High School Edition, ©2024, 1e Subtotal:				\$279.57	\$976.05

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QUOTE PREPARED FOR:

Bayard Pub School District 21
726 4TH AVE
BAYARD, NE 69334
ACCOUNT NUMBER: 321430

CONTACT:

Kelley Rice
kelley.rice@bayardtigers.org
3085861700

VALUE OF ALL MATERIALS	\$19,694.20
FREE MATERIALS	(\$3,434.50)
PRODUCT TOTAL*	\$16,259.70
ESTIMATED SHIPPING & HANDLING**	\$1,300.78
ESTIMATED TAX**	\$0.00
GRAND TOTAL	\$17,560.48

SUBSCRIPTION/DIGITAL CONTACT:

Kelley Rice
kelley.rice@bayardtigers.org
3085861700

Comments:

* Price firm for 120 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

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School Purchase Order Number: _____

Name of School Official (Please Print)

Signature of School Official

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ACCOUNT NUMBER: 321430

SUBSCRIPTION/DIGITAL CONTACT:

Kelley Rice
kelley.rice@bayardtigers.org
3085861700

CONTACT:

Kelley Rice
kelley.rice@bayardtigers.org
3085861700

SALES REP INFORMATION:

Amanda Kelly
amanda.kelly@mheducation.com
(720) 601-3265

Section Summary	Value of All Materials	Free Materials	Product Subtotal
Reveal Math © 2020- Course 1 (4 Year)	\$3,115.69	(\$478.30)	\$2,637.39
Reveal Math © 2020- Course 2 (4 Year)	\$1,866.40	(\$478.30)	\$1,388.10
Reveal Math © 2020- Course 3 (4 Year)	\$1,866.40	(\$478.30)	\$1,388.10
Reveal Math Accelerated © 2021, Grades 7-8 (4 Year)	\$5,542.33	(\$474.13)	\$5,068.20
Reveal Math © 2020 - Algebra 1 (4 Year)	\$3,693.88	(\$496.48)	\$3,197.40
Reveal Math © 2020 - Geometry (4 Year)	\$4,765.57	(\$492.01)	\$4,273.56
Reveal Math © 2020 - Algebra 2 (4 Year)	\$2,707.93	(\$492.01)	\$2,215.92
Miller, Precalculus, High School Edition, ©2024, 1e	\$1,409.56	(\$322.21)	\$1,087.35
PRODUCT TOTAL*	\$24,967.76	(\$3,711.74)	\$21,256.02
ESTIMATED S&H**			\$1,700.48
ESTIMATED TAX**			\$0.00
GRAND TOTAL*			\$22,956.50

* Price firm for 120 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Comments:

Aleks 4yr subscription - Replaced IXL cost \$2000/yr.

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QUOTE DATE: 04/06/2026

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EXPIRATION DATE: 08/04/2026

QUOTE NUMBER: SWERRB-04022026103531-001

ACCOUNT #: 321430

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Reveal Math © 2020- Course 1 (4 Year)					
REVEAL MATH COURSE 1 STUDENT BUNDLE WITH ALEKS AND MH 4YR SUBSCRIPTION	978-1-26-646223-8	19	\$138.81	\$0.00	\$2,637.39
Teacher Materials					
REVEAL MATH MIDDLE SCHOOL COURSE 1 TEACHER EDITION VOLUME 1	978-0-07-899720-4	1	\$121.71	\$121.71	*Free Materials
REVEAL MATH MIDDLE SCHOOL COURSE 1 TEACHER EDITION VOLUME 2	978-0-07-899175-2	1	\$121.71	\$121.71	*Free Materials
REVEAL MATH COURSE 1 TEACHER DIGITAL LICENSE 4 YR SUBSCRIPTION	978-0-07-703754-3	1	\$177.27	\$177.27	*Free Materials
LANGUAGE DEVELOPMENT HANDBOOK COURSE 1 TEACHER EDITION	978-0-07-697589-1	1	\$14.97	\$14.97	*Free Materials
ALEKS SEC ADD-ON VIA MY.MHEDUCATION.COM 4 YEAR TEACHER SUBSCRIPTION	978-0-07-697180-0	1	\$42.64	\$42.64	*Free Materials
Teacher Materials Subtotal:				\$478.30	\$0.00
Reveal Math © 2020- Course 1 (4 Year) Subtotal:				\$478.30	\$2,637.39

Reveal Math © 2020- Course 2 (4 Year)					
REVEAL MATH COURSE 2 STUDENT BUNDLE WITH ALEKS AND MH 4YR SUBSCRIPTION	978-1-26-647857-4	10	\$138.81	\$0.00	\$1,388.10
Teacher Materials					
REVEAL MATH MIDDLE SCHOOL COURSE 2 TEACHER EDITION VOLUME 1	978-0-07-899723-5	1	\$121.71	\$121.71	*Free Materials
REVEAL MATH MIDDLE SCHOOL COURSE 2 TEACHER EDITION VOLUME 2	978-0-07-899176-9	1	\$121.71	\$121.71	*Free Materials
REVEAL MATH COURSE 2 TEACHER DIGITAL LICENSE 4 YR SUBSCRIPTION	978-0-07-703757-4	1	\$177.27	\$177.27	*Free Materials
LANGUAGE DEVELOPMENT HANDBOOK COURSE 2 TEACHER EDITION	978-0-07-697590-7	1	\$14.97	\$14.97	*Free Materials
ALEKS SEC ADD-ON VIA MY.MHEDUCATION.COM 4 YEAR TEACHER SUBSCRIPTION	978-0-07-697180-0	1	\$42.64	\$42.64	*Free Materials
Teacher Materials Subtotal:				\$478.30	\$0.00
Reveal Math © 2020- Course 2 (4 Year) Subtotal:				\$478.30	\$1,388.10

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Reveal Math © 2020- Course 3 (4 Year)					
REVEAL MATH COURSE 3 STUDENT BUNDLE WITH ALEKS AND MH 4YR SUBSCRIPTION	978-1-26-649969-2	10	\$138.81	\$0.00	\$1,388.10
<i>Teacher Materials</i>					
REVEAL MATH MIDDLE SCHOOL COURSE 3 TEACHER EDITION VOLUME 1	978-0-07-899724-2	1	\$121.71	\$121.71	*Free Materials
REVEAL MATH MIDDLE SCHOOL COURSE 3 TEACHER EDITION VOLUME 2	978-0-07-899177-6	1	\$121.71	\$121.71	*Free Materials
REVEAL MATH COURSE 3 TEACHER DIGITAL LICENSE 4 YR SUBSCRIPTION	978-0-07-703758-1	1	\$177.27	\$177.27	*Free Materials
LANGUAGE DEVELOPMENT HANDBOOK COURSE 3 TEACHER EDITION	978-0-07-697591-4	1	\$14.97	\$14.97	*Free Materials
ALEKS SEC ADD-ON VIA MY.MHEDUCATION.COM 4 YEAR TEACHER SUBSCRIPTION	978-0-07-697180-0	1	\$42.64	\$42.64	*Free Materials
Teacher Materials Subtotal:				\$478.30	\$0.00
Reveal Math © 2020- Course 3 (4 Year) Subtotal:				\$478.30	\$1,388.10

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Reveal Math Accelerated © 2021, Grades 7-8 (4 Year)					
REVEAL MATH ACCELERATED STUDENT BUNDLE WITH MH 4 YEAR SUBSCRIPTION	978-1-26-657740-6	20	\$115.92	\$0.00	\$2,318.40
REVEAL MATH ACCELERATED STUDENT BUNDLE WITH ALEKS AND MH 4YR SUBSCRIPTION	978-1-26-655881-8	20	\$137.49	\$0.00	\$2,749.80
Teacher Materials					
REVEAL MATH ACCELERATED TEACHER EDITION VOLUME 1	978-0-07-899725-9	1	\$120.54	\$120.54	*Free Materials
REVEAL MATH ACCELERATED TEACHER EDITION VOLUME 2	978-0-07-899178-3	1	\$120.54	\$120.54	*Free Materials
REVEAL MATH ACCELERATED TEACHER DIGITAL LICENSE 4YR SUBSCRIPTION	978-0-07-681453-4	1	\$175.59	\$175.59	*Free Materials
LANGUAGE DEVELOPMENT HANDBOOK REVEAL MATH ACCELERATED TEACHER EDITION	978-0-07-681957-7	1	\$14.82	\$14.82	*Free Materials
ALEKS SEC ADD-ON VIA MY.MHEDUCATION.COM 4 YEAR TEACHER SUBSCRIPTION	978-0-07-697180-0	1	\$42.64	\$42.64	*Free Materials

Teacher Materials Subtotal: \$474.13 \$0.00
Reveal Math Accelerated © 2021, Grades 7-8 (4 Year) Subtotal: \$474.13 \$5,068.20

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QUOTE DATE: 04/06/2026

ACCOUNT NAME: Bayard Pub School District 21

EXPIRATION DATE: 08/04/2026

QUOTE NUMBER: SWERRB-04022026103531-001

ACCOUNT #: 321430

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Reveal Math © 2020 - Algebra 1 (4 Year)					
REVEAL ALGEBRA 1 STUDENT BUNDLE WITH ALEKS AND MH 4YR SUBSCRIPTION Includes: Interactive Student Edition (Ships Annually) + Student Digital License + MH Plus + ALEKS (via my.mhe)	978-1-26-662711-8	20	\$159.87	\$0.00	\$3,197.40
Teacher Materials					
REVEAL ALGEBRA 1 TEACHER GUIDE VOLUME 1	978-0-07-899745-7	1	\$124.83	\$124.83	*Free Materials
REVEAL ALGEBRA 1 TEACHER GUIDE VOLUME 2	978-0-07-899746-4	1	\$124.83	\$124.83	*Free Materials
Digital Only - REVEAL ALGEBRA 1 TEACHER DIGITAL LICENSE 4YR SUBSCRIPTION	978-0-07-703784-0	1	\$189.63	\$189.63	*Free Materials
LANGUAGE DEVELOPMENT HANDBOOK ALGEBRA 1 TEACHER EDITION	978-0-07-690092-3	1	\$14.55	\$14.55	*Free Materials
Digital Only - ALEKS SEC ADD-ON VIA MY.MHEDUCATION.COM 4 YEAR TEACHER SUBSCRIPTION	978-0-07-697180-0	1	\$42.64	\$42.64	*Free Materials
Teacher Materials Subtotal:				\$496.48	\$0.00
Reveal Math © 2020 - Algebra 1 (4 Year) Subtotal:				\$496.48	\$3,197.40
Reveal Math © 2020 - Geometry (4 Year)					
REVEAL GEOMETRY STUDENT BUNDLE WITH ALEKS AND MH 4YR SUBSCRIPTION Includes: Interactive Student Edition (Ships Annually) + Student Digital License + MH Plus + ALEKS (via my.mhe)	978-1-26-668781-5	27	\$158.28	\$0.00	\$4,273.56
Teacher Materials					
REVEAL GEOMETRY TEACHER GUIDE VOLUME 1	978-0-07-899750-1	1	\$123.60	\$123.60	*Free Materials
REVEAL GEOMETRY TEACHER GUIDE VOLUME 2	978-0-07-899751-8	1	\$123.60	\$123.60	*Free Materials
Digital Only - REVEAL GEOMETRY TEACHER DIGITAL LICENSE 4YR SUBSCRIPTION	978-0-07-703790-1	1	\$187.77	\$187.77	*Free Materials
LANGUAGE DEVELOPMENT HANDBOOK GEOMETRY TEACHER EDITION	978-0-07-690098-5	1	\$14.40	\$14.40	*Free Materials
Digital Only - ALEKS SEC ADD-ON VIA MY.MHEDUCATION.COM 4 YEAR TEACHER SUBSCRIPTION	978-0-07-697180-0	1	\$42.64	\$42.64	*Free Materials
Teacher Materials Subtotal:				\$492.01	\$0.00
Reveal Math © 2020 - Geometry (4 Year) Subtotal:				\$492.01	\$4,273.56

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Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Reveal Math © 2020 - Algebra 2 (4 Year)					
REVEAL ALGEBRA 2 STUDENT BUNDLE WITH ALEKS AND MH 4YR SUBSCRIPTION Includes: Interactive Student Edition (Ships Annually) + Student Digital License + MH Plus + ALEKS (via my.mhe)	978-1-26-682718-1	14	\$158.28	\$0.00	\$2,215.92
Teacher Materials					
REVEAL ALGEBRA 2 TEACHER GUIDE VOLUME 1	978-0-07-899755-6	1	\$123.60	\$123.60	*Free Materials
REVEAL ALGEBRA 2 TEACHER GUIDE VOLUME 2	978-0-07-899756-3	1	\$123.60	\$123.60	*Free Materials
Digital Only - REVEAL ALGEBRA 2 TEACHER DIGITAL LICENSE 4YR SUBSCRIPTION	978-0-07-703788-8	1	\$187.77	\$187.77	*Free Materials
LANGUAGE DEVELOPMENT HANDBOOK ALGEBRA 2 TEACHER EDITION	978-0-07-690094-7	1	\$14.40	\$14.40	*Free Materials
Digital Only - ALEKS SEC ADD-ON VIA MY.MHEDUCATION.COM 4 YEAR TEACHER SUBSCRIPTION	978-0-07-697180-0	1	\$42.64	\$42.64	*Free Materials
Teacher Materials Subtotal:				\$492.01	\$0.00
Reveal Math © 2020 - Algebra 2 (4 Year) Subtotal:				\$492.01	\$2,215.92

Miller, Precalculus, High School Edition, ©2024, 1e					
MILLER PRECALC HS EDTN1E 2024 SE PRNTDIGTLBNDL ALKSMYMH.COM SEWONLNSEALKS 4YSUB	978-1-26-566505-0	5	\$217.47	\$0.00	\$1,087.35
Teacher Materials					
MILLER PRECALCULUS HIGH SCHOOL EDITION 1E 2024 TEACHER MANUAL	978-1-26-565888-5	1	\$47.28	\$47.28	*Free Materials
MILLER PRECALCULUS HIGH SCHOOL EDITION 1E 2024 ONLINE TE 4YR SUBSCRIPTION	978-1-26-567172-3	1	\$232.29	\$232.29	*Free Materials
ALEKS SEC ADD-ON VIA MY.MHEDUCATION.COM 4 YEAR TEACHER SUBSCRIPTION	978-0-07-697180-0	1	\$42.64	\$42.64	*Free Materials
Teacher Materials Subtotal:				\$322.21	\$0.00
Miller, Precalculus, High School Edition, ©2024, 1e Subtotal:				\$322.21	\$1,087.35

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Bayard Pub School District 21
726 4TH AVE
BAYARD, NE 69334
ACCOUNT NUMBER: 321430

CONTACT:

Kelley Rice
kelley.rice@bayardtigers.org
3085861700

VALUE OF ALL MATERIALS	\$24,967.76
FREE MATERIALS	(\$3,711.74)
PRODUCT TOTAL*	\$21,256.02
ESTIMATED SHIPPING & HANDLING**	\$1,700.48
ESTIMATED TAX**	\$0.00
GRAND TOTAL	\$22,956.50

SUBSCRIPTION/DIGITAL CONTACT:

Kelley Rice
kelley.rice@bayardtigers.org
3085861700

Comments:

* Price firm for 120 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

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School Purchase Order Number: _____

Name of School Official (Please Print)

Signature of School Official

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

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BAYARD PUBLIC SCHOOLS

SECONDARY SCHOOL

COURSE HANDBOOK

2026-2027 SCHOOL TERM



MISSION STATEMENT

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

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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
Welding

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

~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
Intro to Health Sciences
~Medical Terminology

Industrial Technology

Construction Trades
Woodworking I
Woodworking II
Woodworking III
Woodworking IV

Language Arts

Creative Writing
English I
English II
English III
English IV
English Composition I
English Composition II
Journalism I
Journalism II
Literature
Speech
Workplace Writing

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

Science

Applied Science
Biology
Chemistry
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

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
PE/Health

Sophomore Year

English II
*Math
Biology
World History
Computer Science
Personal Finance
8 hours Community Service

Junior Year

English III
American History
*Math
Science (Chemistry or Applied Science)
8 hours Community Service

Senior Year

College Comp. or Eng. IV/Workplace Writing
American Government
Personal Finance (If not yet taken)
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.)

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

Math (choose 1 listed below)

PE/Health or Strength

Physical Science

World Geography

Electives:

Agriculture

Introduction to Agriculture (Ag 9)

Fine Arts

Art I

High School Band

Mixed Choir

Industrial Technology

Woodworking I

Language Arts

^*Journalism I*

Math Options (required to choose 1)

Pre-Algebra

Algebra

Geometry

Physical Education

Intro to Strength

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 online. 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

~Online class from WNCC

Required:

Biology

English II

Math (choose 1 listed below)

World History

Computer Science (1 semester)

Personal Finance (1 semester)

8 Hours of Community Service

Electives:

Agriculture

Plant & Soil Science (Ag 10)

Welding

Fine Arts

Art I

Art II

High School Band

Mixed Choir

Photography

Industrial Technology

Woodworking I

Woodworking II

Language Arts

Creative Writing

Journalism I

Journalism II

Literature

Speech

Math

Pre-Algebra

Algebra I

Algebra II

Geometry

Physical Education

Introduction to Strength

Lifesports

World Language

Spanish I

Spanish II

Miscellaneous

*Online Class from WNCC

Online Learning

*Sophomores wanting to take dual-credit, online or DL classes from WNCC must have the permission of Mrs. Rafferty or the principal and WNCC. See Mrs. Rafferty for a list of classes.

JUNIOR COURSES

~Online Class from WNCC—may change without notice

Required:

American History
English III

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

8 hours of Community Service

Electives:

Agriculture

Animal Science (Ag 11)
Welding

~Body Structure & Function
~Medical Terminology

Science
Applied Science
Chemistry

Business

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

Industrial Technology

Construction Trades
Woodworking I
Woodworking II
Woodworking III

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

Career & Technical Education

Work Based Learning

Language Arts

Creative Writing
Journalism I
Journalism II
Literature
~Public Speaking
Speech

World Language

Spanish I
Spanish II
Spanish III

Education

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

Math

Algebra II
~Applied Statistics
~College Algebra
Geometry
Math IV

Miscellaneous

Online course from WNCC
Online Learning

Fine Arts

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

Physical Education

Advanced Strength
Introduction to Strength
Lifetime Sports

Health Sciences

Anatomy & Physiology

Juniors wanting to take dual-credit, online or DL classes from WNCC must have the permission of Mrs. Rafferty or the principal and WNCC. See Mrs. Rafferty for a list of classes.

SENIOR COURSES

~Online Course from WNCC—May change without notice

Required:

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

Personal Finance (If not already taken)
8 Hours Community Service

Electives:

Agriculture

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

Business

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

Career & Technical Education

Work Based Learning

Education

~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

Creative Writing
Journalism I
Journalism II
Literature
~Public Speaking
Speech

Math

Algebra II
~Applied Statistics
~College Algebra
Geometry
Math IV

Physical Education

Advanced Strength
Introductory Strength
Lifetime Sports

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

Online course from WNCC
Online Learning

Seniors wanting to take dual-credit, online or DL classes from WNCC must have the permission of Mrs. Rafferty or the principal and WNCC. Some classes may require you to qualify on the ACCUPLACER/ACT test. See Mrs. Rafferty for a list of classes.

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

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 Semester)

Electives:

JH Band

Study Skills/Novel Study/Math Interventions/Health

8TH GRADE COURSES

Required:

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

~JH PE
Ag 8 (1 semester)
Spanish 8 (1 semester)
Careers 8 (1 quarter)

Leadership (1 quarter)
Choir (1 semester)

Electives:

JH Band

Study Skills/Novel Study/Math Interventions/Health

*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.**

WELDING

Prerequisite: Intro to Ag

Description: This course provides an in-depth study of welding principles and applications in a classroom/agricultural laboratory/shop setting to help students understand and prepare for the opportunities in current welding and agricultural associated careers. Through hands on applications and comprehensive technical content students will develop foundational knowledge and skills for welding processes. Classroom and laboratory activities are supplemented through supervised agricultural experience and FFA leadership programs and activities. **Membership in FFA is required, as well as protective clothing for welding. **Limited to 10 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: None

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

INFANT/TODDLER DEVELOPMENT

Prerequisite: Junior or senior standing

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

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: Art I

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

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

CREATIVE WRITING

Prerequisite: None

Description: Creative Writing is designed for students to create original forms of descriptive writing, poetry, drama, and fiction. Through analysis of mentor texts, students will develop their own writing craft. Units of study include habits of a creative writer, elements of a story, poetry, and playwriting.

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 principles of newsworthiness and journalistic responsibility. It aims to develop students' skills in writing and editing stories, headlines, and captions, while also teaching foundational concepts in production design, layout, and printing for publications such as school newspapers and social media announcements. Students will have the opportunity to participate in the NSAA Journalism contest. Due to the reading and writing requirements of this course, freshmen and sophomores must obtain permission from the instructor and/or principal. **Additionally, students are expected to maintain a minimum average of a C or higher in previous English courses.**

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. **Additionally, students are expected to maintain a minimum average of a C or higher in previous English courses.**

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.

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.**

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

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

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.

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.

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. Focuses more on the United States but does bring in some from around 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

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.

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

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

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.

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.

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: None

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

DISTANCE LEARNING

Prerequisite: Varies by class

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

ONLINE LEARNING

Prerequisite: 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.

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.

MATH 8

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.

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 word 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.

JH LEADERSHIP

Description: This course provides a refresher on the "7 Habits of Highly Effective People" by Franklin Covey. Additionally, students will engage with lessons from "Being Good People," covering topics such as mood monitoring, self-assessment, personal responsibility, self-control, perseverance, productivity, and goal-setting. Students will also utilize the SEL BASEline platform for supplementary activities.

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

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 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 engage with Course 2 of Elevate Science. Topics covered may include, but are not limited to: Cell Systems, Human Body Systems, Reproduction and Growth, Ecosystems, Natural Resources, Human Impacts on the Environment, Waves and Electromagnetic Radiation, Electricity and Magnetism, and Information Technologies.

SCIENCE 8

Description: Students will participate in Course 2 of Elevate Science. Topics may include, but are not limited to: Atoms and the Periodic Table, Chemical Reactions, Forces and Motion, Genes and Heredity, Earth's History, Energy in the Atmosphere and Ocean, Climate, Earth-Sun-Moon relationships, and the Solar System.

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.

WORLD LANGUAGE

SPANISH 8

Description: This course gives students a positive language experience that will enhance their secondary school language learning and put them on the path to fluency. There is usually more emphasis on culture and learning vocabulary in context and little emphasis on grammatical components. Students develop skills in written and oral communication. Students study the aspects of the target culture, such as art, music, and daily life, and learn to compare their native culture with the culture of the target language. Exploratory courses do not qualify for high school credit.



April 7, 2026
Lori Liggett
Superintendent, Bayard Public Schools

RE: Letter of Findings

Dear Superintendent Liggett,

Thank you for the courtesies extended to us during the review of Bayard High School on January 21 and February 24, 2026. The excellent collection of documents that were provided allowed the visit to move along efficiently. The cooperation of your staff and students during the interviews was pleasant and appreciated. It is obvious that Bayard High School is a great place to work and learn.

As you know, the purpose of the review was to ascertain the compliance status of Bayard High School in accordance with the U.S. Department of Education's "Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap" (Federal Register, March 1979), hereinafter referred to as the *Guidelines*. The data and information gathered during the review have been analyzed.

Enclosed is the Review Report that describes the findings based on the regulations implementing Title VI of the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, as well as the *Guidelines*.

The Voluntary Compliance Plan (VCP) directions, cover page, and example are available electronically in the VCP drop-down section <https://www.education.ne.gov/nce/perkins-administration/office-of-civil-rights-ocr-review/>. As you consider the best approach to achieve compliance through the VCP, you can use the suggested technical materials or develop your own methods to eliminate and correct areas of noncompliance.

The VCP should be filed with our office within **60 days** after the receipt of this report, **June 8, 2026**. Upon receipt of your VCP, the VCP draft will be reviewed to ensure that the proposed corrective actions are legally sufficient to correct the violation and then issue a letter to you approving the VCP. We will continue to monitor your progress until all corrective actions are implemented and approved by the Nebraska Department of Education.

It is our desire to provide any technical assistance necessary to help you achieve voluntary compliance. Please feel free to contact me (Kevin Dahlman) or Lilly Blase with any questions at the contact information below. Please be advised of the institution's continuing obligation to maintain compliance with all civil rights requirements. Thank you for your cooperation and continued interest in career and technical education.

Sincerely,



Kevin Dahlman
MOA Coordinator
Nebraska Department of Education
531-510-2871 (w)
kevin.dahlman@nebraska.gov



Lilly Blase
Assistant MOA Coordinator
Nebraska Department of Education
531-207-2426 (w)
lilly.blase@nebraska.gov

Letter of Findings for Bayard High School
By Civil Rights Review Team
Date of Review: January 21 & February 24, 2026

The Letter of Findings is a summary report of evidence observed during the review to determine the compliance status of Bayard with the following U.S. Department of Education regulations under Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, and National Origin, Sex and Handicap (hereinafter referred to as the *Guidelines*); and, the United States Department of Justice regulations under Title II of the Americans with Disabilities Act of 1990.

The Letter of Findings is prepared according to the “Methods of Administration” for complying with civil rights requirements, including the Accessibility Report, and completes the review phase. The findings are based upon a thorough review of the Bayard’s practices and procedures, reviewed data and materials submitted, interviews with students and staff; and documents and observations of programs and facilities.

Specific Citations for Federal Compliance Requirements:

Title VI of the Civil Right Act of 1964 (Title VI), 34 CFR Part 100
Title IX of the Education Amendments of 1972 (Title IX), 34 CFR Part 106
Section 504 of the Rehabilitation Act of 1973 (Section 504), 34 CFR Part 104
Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap (*Guidelines*), Appendix B to 34 C.F.R. Part 100
Title II of the Americans with Disabilities Act of 1990 (Title II), 28 CFR Part 35

A local education agency’s compliance with the Civil Rights Guidelines and Regulations assures all individuals that every district’s offerings, Career and Technical Education, and other programs within the State of Nebraska is meeting the basic nondiscrimination expectations as set forth by the United States Department of Education. In compliance with federal law, Nebraska Public Schools administrators all state-operated educational programs, employment activities and admission without discrimination because of race, religion, national or ethnic origin, color, age, disability, or gender, except where exemption is appropriate and allowed by law.

Inquires or complaints regarding discrimination issues should be directed to:

Nebraska Dept. of Education

PO Box 94987

500 S. 84th Street 2nd Floor Lincoln, NE 68510

Kevin Dahlman, MOA Coordinator – Telephone: 531-510-2871 – Email: kevin.dahlman@nebraska.gov

Lilly Blase, Assistant MOA Coordinator – Telephone: 531.207.2426 – Email: lilly.blase@nebraska.gov

Shaun Young, NDE – Telephone: 402-326-7304 – Email: shaun.young@nebraska.gov

Overview of Bayard High School

Part 1. Administrative Issues:

Title IX: 34 CFR 106.9, Title VI: 34 CFR 100.6(d) and Section 504: CFR 104.8 establishes that basic procedures should be in place to comply with legal requirements to insure nondiscrimination on the basis of race, color, national origin, sex, or disability. These basic procedures include an annual public notice; continuous notification; designation of a person or persons to coordinate activities under Title IX; Section 504, Title II; and a grievance procedure that will allow students and parents an avenue for dealing with alleged discrimination.

(a) Notification of policy.

- (1) Each recipient shall implement specific and continuing steps to notify applicants for admission and employment, students and parents of students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex in the educational program or activity which it operates, and that it is required by Title IX and this part not to discriminate in such a manner.
- (2) Each recipient shall make the initial notification required by paragraph (a) (1) which notification shall include publication in:
 - (i) Local newspapers;
 - (ii) Newspapers and magazines operated by such recipient or by student and
 - (iii) Memoranda or other written communications distributed to every student and employee

(b) Publications.

- (1) Each recipient shall prominently include a statement of the policy described in paragraph (a) of this section in each announcement, bulletin, catalog, or application form which it makes available to any person of a type, described in paragraph (a) of this section, or which is otherwise used in connection with the recruitment of students or employees.

A. Continuous Nondiscrimination Notice: (Title IX: 34 CFR 106.9 (a) and 106.9(b); Section 504: 34 CFR 104.8(a) and 104.8(b); Title II: 28 CFR 35.106; and Title VI: 34 CFR 100.6(d)

Bayard staff provided evidence that the nondiscrimination notice is disseminated to students, patrons, and employees. The documents reviewed are listed below.

Documentation to support findings:

- Job applications
- Student handbook
- Parent handbook
- Staff handbook
- Website
- Job announcements

Finding	Continuous non-discrimination notice easily accessible on school webpage and in handbooks and board policy but not listed in job application
Non-compliance	Required Corrective Action: List non-discrimination notice on job application – appears to currently be a generic Google Form

Nebraska 2025-2026 BAYARD HS Letter of Findings

B. Persons Responsible For Coordinating Title IX and Section 504

Each recipient must designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Section 504, Title II and Title IX. The recipient must notify students and employees of the name, office address and phone number of the designated employee(s).
Title IX: 34 CFR 106.8
Section 504: 34 CFR 104.7(a)

Recipient has assigned a person(s) to coordinate Section 504, Title II and Title IX activities. The person(s) must be aware of the duties and responsibilities and have the training necessary to carry out the responsibilities. Recipient lists coordinators of Section 504, Title II and Title IX with their name/title, address and phone number in the notice of nondiscrimination.

Bayard identified the coordinators of Section 504, Title II, and Title IX in the interview process. However, the specific names and contact information was missing from the course catalog and faculty handbooks.

Documentation to support findings:

- Faculty, student, and parent handbooks
- Interviews with Section 504, Title II, and Title IX coordinator
- Student interviews
- Interviews with faculty and staff

Finding	Title IX Coordinator identified in handbook and board policy but the Section 504 coordinator is not
Non-compliance	Required Corrective Action: List the Section 504 coordinator in staff and student handbooks, board policy and elsewhere. Currently, Section 504 issues/complaints are directed to "High School Principal" but a specific name with direct contact information must be listed.

C. Annual Public Notification

To be in compliance, recipients must issue annual public notice of nondiscrimination. Include a brief summary of program offerings and admission criteria in the annual notice. List Title IX and Section 504 Coordinators with their name/title, address, and telephone number in the annual notice. Disseminate notice in the language of any national origin minority community.

Finding	Section 504 Coordinator not identified
Non-compliance	Required Corrective Action: Rather than "High School Principal," Section 504 coordinator must be identified by name with direct contact information provided. Commentation: Continuous non-discrimination notice is easy to find at the top of every webpage

D. Grievance Procedure

A recipient must adopt and publish a grievance procedure providing for prompt and equitable resolution of student and employee complaints alleging any discrimination based on sex or disability.

Section 504: 34 CFR 104.7(b) Title IX: 34 CFR 106.8(b)

Title II: 28 CFR 35.107(b)

Nebraska 2025-2026 BAYARD HS Letter of Findings

Recipient notifies students and employees that there is a grievance procedure for persons who feel they have been discriminated against based on sex or disability.

The procedure is readily available to students and employees, and it is prompt and equitable.

Bayard published the grievance procedure in the majority of documents provided:

- Student handbook
- Employee handbook
- Data on complaints
- Interviews with faculty, students, and administrators
- Interviews with Section 504/ADA and Title IX coordinators

Finding	Grievance procedure adequately identified and available
No evidence of non-compliance	Required Corrective Action: None

II. Site Location and Student Eligibility Criteria

The Guidelines, Sections IV-A – IV-K, establish standards that site selection and criteria for student eligibility cannot have the purpose or effect of discriminating, segregating or excluding students on the basis of race, color, national origin, sex or disability. Issues that could result in discrimination or segregation include the selection of sites for career/technical education facilities, establishing geographic residence requirements, establishing numerical limits on students from sending schools/colleges, additions to existing career/technical education facilities, and any other criteria that have the purpose or effect of disproportionately excluding students of a particular race, national origin, sex or disability.

All Career and Technical Education programs at Bayard do not have admission criteria for any student. All programs are also on the same site as the high school.

Finding	Not applicable
Not applicable	Required Corrective Action: None

III. Recruitment

Recruitment activities and materials should convey the message that all career/technical programs are open to all students without regard to race, color, national origin, sex or disability status. Information about career/technical education opportunities should be available to all potential students. Promotional materials should avoid stereotyping. Recruitment teams, to the extent possible, should represent persons of different races, national origins, sexes and disabilities.

Recipients must ensure that counselors can effectively communicate with students with limited English proficiency and students with sensory impairments.

Nebraska 2025-2026 BAYARD HS Letter of Findings

Finding	All courses and programs are available and communicated to all students equally
No evidence of non-compliance	Required Corrective Action: None

IV. Admissions

Admission policies, procedures and criteria may not exclude students from career/technical programs on the basis of race, color, national origin, sex or disability. Where admissions criteria exclude a disproportionate number of persons of a particular race, color, national origin, sex or disability, the criteria should be validated as essential to success in the program. Preadmission inquiries about marital or disability status should be avoided.

Not applicable to Bayard.

V. Student Financial Assistance

Recipients are not to limit honors, awards and scholarships to a group on the basis of race, color, national origin, sex or disability unless such targeting is done to provide opportunities to members of a group that has not traditionally been represented. Outside agencies that provide awards are to be notified of the recipient's nondiscrimination policy.

A recipient may administer or assist in the administration of scholarships, fellowships or other forms of financial assistance established pursuant to domestic or foreign will, trust, bequests or similar legal instruments or by acts of a foreign government that require that awards go to a student of a particular sex, race or national origin, or with a particular disability. However, the overall effect of such restricted awards and scholarships must not lead to discrimination in access to total scholarships on the basis of sex, race, national origin, or disability.

While this is primarily a postsecondary issue, secondary schools helping to prepare students for postsecondary experiences can help disadvantaged students by being aware of this requirement because financial aid is often the stumbling block for those historically underrepresented in postsecondary education.

Financial assistance is available to all students regardless of sex, race, color, national origin, or disability.

Title VI: 34 CFR 100.3(b) Title IX: 34 CFR 106.37
Section 504: 34 CFR 104.46(a)
Guidelines VI-B

Finding	Not applicable
Not applicable	Required Corrective Action: None

National origin minority persons with limited English language skills receive information about financial assistance in their own language.
Guidelines VI-B

Nebraska 2025-2026 BAYARD HS Letter of Findings

Finding	Financial aid opportunities are communicated to all students
No evidence of non-compliance	Required Corrective Action: None

VI. Counseling and Pre-Career and Technical Education

Issues relating to counseling and prevocational programs may include steering of students toward particular courses or programs that are “traditional” for the student’s race, color, national origin, English language proficiency, sex or disability status. Services and materials related to counseling and recruitment must be free of discrimination and stereotyping in language, content, and illustration. Interviews with counselors, teachers or courses /programs with disproportionate enrollment and students in “nontraditional” courses /programs may clarify compliance.

Recipients must ensure that their counseling materials and activities (including student program selection and career/employment selection), promotional and recruitment efforts do not discriminate on the basis of race, color, national origin, sex, or disability
 Title IX: 34 CFR 106.21 (a)(b), Title IX: 34 CFR 106.36 (a), Title IX: 34 CFR 106.34, Section 504: 34 CFR 104.4 (a), and 104.34 (a) and (c) Section 504: 34 CFR 104.47 (b) Title II: 28 CFR 35.130 Guidelines V-A

Bayard has a guidance plan and procedures that ensure non-discrimination. Documents provided:

- Guidance plan
- Procedures for evaluation and placement of students with disabilities
- Promotional and recruitment materials
- Enrollment demographics
- Examples of counseling and pre-vocational activities

Finding	All courses and programs are available and communicated to all students
No evidence of non-compliance	Required Corrective Action: None

VII. Services for Students with Disabilities

No qualified person with a disability is excluded from, denied benefits of or subjected to discrimination in any course, program, service or activity solely on the basis of disability. Section 504: 34 CFR 104.4(a) Title II: 28 CFR 35.130(a) Guidelines IV-N

Bayard has policies and procedures found within board policy.

Nebraska 2025-2026 BAYARD HS Letter of Findings

Finding	Services for students with disabilities and their protections are adequately identified and accessible in the student handbook and in board policy
No evidence of non-compliance	Required Corrective Action: None

A recipient that operates an **elementary or secondary program** or activity must provide a free, appropriate public education (FAPE) to each qualified disabled person in its jurisdiction. The recipient must have a system in place for the identification, evaluation and educational placement of these disabled persons. Placement decisions must be made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation, data and the placement options. The recipient must provide procedural safeguards through which parents or guardians may obtain an impartial review of the evaluation and placement actions. Section 504: 34 CFR 104.33, 35, and 36

Bayard has identification, evaluation and placement of persons with disabilities and include procedural safeguards. Documents provided:

- FAPE policies and procedures
- List of materials and persons relied upon in the evaluation and placement process
- Section 504 plans, placement records, IEPs and similar records of students with disabilities placed in career/technical programs

Finding	FAPE policies are adequately listed and practiced
No evidence of non-compliance	Required Corrective Action: None Recommendation: List the name and contact information for Section 504 Coordinator in all relevant documents and policies.

VIII. Work Study Cooperative Education, Job Placement, and Apprentices Training

A recipient that assists employers and prospective employers in making employment opportunities available to any of its students must ensure that the employer does not discriminate on the basis of race, color, national origin, sex or disability in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility and pay. (Written agreements for work study are not required but where they exist they must include an assurance of nondiscrimination.)

Title VI: 34 CFR 100.3(b) Title IX: 34 CFR 106.38
Section 504: 34 CFR 104.46(b)
Guidelines VII-A

Finding	Not applicable
Not applicable	Required Corrective Action: None

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X. Employment

Recipients may not engage in any employment practice that discriminates against any employee or applicant for employment on the basis of sex or disability. Recipients may not engage in any employment practice that discriminates on the basis of race, color or national origin if such discrimination tends to result in segregation discrimination against students. Recipients may not make preemployment inquires concerning disability, marital or parental status. Title VI: 34 CFR 100.3(c) Title IX: 34 CFR 106.51, 106.57, and 106.60 Section 504: 34 CFR 104.13 and 104.14 Guidelines VIII-A

Documents provided:

- Employee handbook
- Job announcements
- Application form
- Vacancy announcements
- Published nondiscrimination statement
- Faculty salary schedules

Finding	Non-discrimination notice not present in job application
Non-compliance	Required Corrective Action: Include non-discrimination notice in job applications and postings

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Part 2. Accessibility Issues:

A recipient may not exclude students with disabilities from enjoying the benefits of its programs or services because its facilities are inaccessible to or unusable by persons with disabilities. Applicable accessibility standards are determined by the date the facility was constructed or last renovated by the institution.

Existing facility under 504 – Built or altered beginning June 3, 1977, or earlier

A recipient shall operate its program or activity so that when each part is viewed in its entirety, it is readily accessible to disabled persons. A recipient is not required to make each of its existing facilities or every part of a facility accessible to and usable by persons with disabilities.
Section 504: 34 CFR 104.22

Citation	Findings	Location	Required Corrective Action
Other methods for access	Directional Signage – no high contrast with braille signage for existing Girls & Boys locker rooms directing users to nearest fully accessible ADA locker rooms. Locker rooms in 1950s era gym are down a flight of stairs in the basement below the built-in bleachers 1990s Men’s & Women’s restrooms near concession stands do not have ADA accessible toilet stalls with transfer / turning space	1950s gym Girls & Boys restroom / locker rooms in basement below bleachers, 1990s concession stand commons area Men’s & Women’s restrooms in hallway south of 1950s gym	Add ADA directional signage mounted on wall between 48” – 60” above finished floor, install at latch side of door, signage needs to state where accessible locker rooms and restrooms are available in 2009 new gym west hallway Signage to have light / dark contrast letters & picture grams light / dark background with braille

Nebraska 2025-2026 BAYARD HS Letter of Findings

New construction under 504 – Built or altered between January 18, 1991, and January 26, 1992, inclusive New construction under ADA Title II and 504 – Built after January 26, 1992; exercising the option to follow UFAS

Each facility or part of a facility constructed by, on behalf of, or for the use of a recipient or public entity is designed and constructed in such manner that the facility or part of the facility is readily accessible to and usable by persons with disabilities. Conformance with the Uniform Federal Accessibility Standards (UFAS) (Appendix A to 41 CFR subpart 101-19.6). Departures from particular technical and scoping requirements permitted where substantially equivalent or greater access to and usability of the building is provided. Section 504: 34 CFR 104.23 Title II: 28 CFR 35.151

Citation	Findings	Location	Required Corrective Action
4.6 Parking & Passenger Loading	One Designated Accessible Parking Sign missing in front Elementary School	Elementary Building across 8 th Street north of High School Building	Install designated accessible parking sign mounted on post at 60" above ground surface
4.8 Ramps	Ramp only has one handrail	High School hallway east of auditorium	Install wall mounted round handrail with top of handrail 34" to 38" above finished floor walls, provide 1 ½ inch clearance "knuckle room" between handrail & wall
4.9 Stairs	Stairs next to ramp does not have handrail	High School hallway east of auditorium	Install wall mounted round handrail with top of handrail 34" to 38" above finished floor walls, provide 1 ½ inch clearance "knuckle room" between handrail & wall
4.17 Toilet Stalls	Toilet paper dispenser too close below grab bar to allow hand grasp	1991 High School north academic hallway Girls Restroom & Boys Restroom	Reinstall toilet paper dispensers so that dispenser is 7" -9" in front of the toilet bowl, and either allows 12" clear space above existing side wall grab bar OR 1 ½" below the grab bar; you may install lower than the 1 ½" clearance to facilitate room to use the dispenser opener key, but

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				keep in mind the ADA reach range minimum 15" above finished floor for tearing off paper
4.24 Sinks	Pipes under sinks exposed	1991 High School north academic hallway Girls Restroom & Boys Restroom		Add pipe cover to supply water lines and drain pipe below the sinks in Girls & Boys restrooms
Other requirements	No eye wash safety bottles evident, eye wash safety bottle kit will enhance safety	High School Ag Shop & Metals Shop areas		Install eye wash bottles 48" above finished floor by Shop hand wash sink / First Aid Safety Gear area

Nebraska 2025-2026 BAYARD HS Letter of Findings

New construction under ADA Title II and 504 – Built after January 26, 1992; exercising the option to follow 1991 ADA Standards Under Title II regulation – Construction or alteration of a facility or part of a facility initiated on or after March 15, 2012, follow 2010 ADA Standards

Each facility or part of a facility constructed by, on behalf of, or for the use of a recipient or public entity is designed and constructed in such manner that the facility or part of the facility is readily accessible to and usable by persons with disabilities. Conformance with the Americans with Disabilities Act Accessibility Guidelines for Buildings and Facilities (1991 ADA Standards) (Appendix A to 34 CFR Part 36). Departures from particular requirement permitted when it is clearly evident that equivalent access to the facility or part of the facility is thereby provided. Section 504: 34 CFR 104.23 Title II: 28 CFR 35.151

Citation	Findings	Location	Required Corrective Action
4.8 Ramps	Ramp only has one handrail	High School long hallway north of New Gym	Install wall mounted round handrail with top of handrail 34" to 38" above finished floor walls, provide 1 1/2 inch clearance "knuckle room" between handrail & wall
4.17 Toilet Stalls	Toilet paper dispenser too close below grab bar to allow hand grasp	2009 High School New Gym west hallway Girls Restroom & Boys Restroom, Girls Locker Rooms & Boys Locker Rooms	Reinstall toilet paper dispensers so that dispenser is 7"-9" in front of the toilet bowl, and either allows 12" clear space above existing side wall grab bar OR 1 1/2" below the grab bar; you may install lower than the 1 1/2" clearance to facilitate room to use the dispenser opener key, but keep in mind the ADA reach range minimum 15" above finished floor for tearing off paper
4.17 Toilet Stalls	Pipes under sinks exposed	2009 High School New Gym west hallway Girls Restroom & Boys Restroom, Girls Locker Rooms & Boys Locker Rooms	Lower or install a 2 nd coat hook below the existing coat hook; install at 48" above the finished floor

Nebraska 2025-2026 BAYARD HS Letter of Findings

<p>4.24 Sinks</p>	<p>Coat hooks too high on accessible toilet stall doors</p>	<p>2009 High School New Gym west hallway Girls Restroom & Boys Restroom, Girls Locker Rooms & Boys Locker Rooms</p>	<p>Add pipe cover to supply water lines and drain pipe below the sinks in Girls & Boys restrooms</p>
<p>4.21 Shower Stalls</p>	<p>Girls accessible shower stalls & boys accessible shower areas existing shower panels do not have adjustable shower spray, handheld spray unit</p>	<p>2009 High School New Gym west Girls Locker Rooms & Boys Locker Rooms</p>	<p>Adapt existing shower panel to add a shower spray unit with a hose 59 inches long minimum that can be used both as a fixed-position shower head and as a handheld shower, the shower spray unit shall have an on/off control with a non-positive shut-off. If an adjustable-height shower head on a vertical bar is used, the bar shall be installed so as not to obstruct the use of grab bars. Shower spray units shall deliver water that is 120°F maximum</p>
<p>4.26 Shower Seats</p>	<p>Accessible shower stalls / areas do not have a bench</p>	<p>2009 High School New Gym west Girls Locker Rooms & Boys Locker Rooms</p>	<p>Install L-Shaped shower seats to wall, can use a fold down model, mount at 17"-19" above shower room finished floor, the corner of the "L" to be in the corner of the shower</p>
<p>4.26 Shower grab bars</p>	<p>Accessible shower stalls do not have grab bars</p>	<p>2009 High School New Gym west Girls Locker Rooms & Boys Locker Rooms</p>	<p>Install grab bars across the control wall and back wall to a point 18" from the control wall, 34" to 38" above finished floor walls, provide 1 ½ inch clearance "knuckle room"</p>

Nebraska

Beef in Schools



*Promoting Nebraska beef
for school's lunch program
& encouraging beef education
and nutrition throughout
Nebraska schools.*



NEBRASKA 
CATTLEMEN

Nebraska Beef in Schools

Mission Statement:

Promoting Nebraska Beef for Schools lunch program & encouraging beef education and nutrition throughout Nebraska schools.

About Nebraska Beef in Schools Lunch Program

A trend is catching on in Nebraska—Beef is what’s for lunch in schools. Great quality, Nebraska produced beef served more frequently in schools across Nebraska.

Local Cattlemen groups and other agricultural organizations have organized across the state to increase the offerings of beef in school lunches. Nebraska Cattlemen have showcased the successes of some of these programs recently, and interest is growing as others cattlemen and school districts explore the possibilities of adding more beef to the menu.

At its October meeting, the Nebraska Cattlemen Board of directors appointed a working group to put together a plan to gather information from programs already in place and for those who might want to start a program. The board strongly supported the work of its local affiliates in organizing and implementing programs across Nebraska.

The working group had its first organizational call in late October. Members of the working group are Brenda Masek (Purdum), Chair, Jerry Underwood (Alliance), Naomi Loomis (Alliance), Rob Marsh (Belvidere), Gregg Wiedel (Hebron) and Stephen Sunderman (Norfolk). NC Staff members are also supporting the group as it gathers information.



If you are interested in implementing a “Nebraska Beef in Schools” initiative in your area, please contact the Nebraska Cattlemen office at (402) 475-2333 for more information.

Nebraska Beef in Schools

How to Implement Project in Your School

This is a basic guideline on how to implement this idea in your area. Please note that every individual program is different.

1. Contact your superintendent and ask them if they would be willing to present the idea to your school district board.
2. Contact local producers, businesses, local Nebraska Cattlemen affiliate and community to discuss commitment required for cattle, monetary donations etc.
3. Prior to meeting with the school board have a plan in place with details and names of committed participants. You may also wish to have a committee set up for this project for future tasks that may be implemented as a program.
4. Once your program is approved by school contact a federally inspected slaughter house to see if they would process your donated animals.
5. Be sure to keep your head school cook in the loop throughout the process.
6. Kickoff event with the school. Be sure to advertise those who donated and were involved in the project.

How to be Successful

Having community support that believes in your school system and the youth for tomorrow is key to making this program successful.



If you are interested in implementing a "Nebraska Beef in Schools" initiative in your area, please contact the Nebraska Cattlemen office at (402) 475-2333 for more information.

Nebraska Beef in Schools

Talking Points

As we are all excited about this program please be courteous of all types of beef producers when visiting with the media. Below are a few talking points to remember while having conversation with the media and other sources at your school event or even on the streets of your community. If your school decides to host a media event, please contact Nebraska Cattlemen as we would love to be there in support of you and your unique program. Also, for additional talking points or media help, please contact Talia Goes at tgoes@necattlemen.org.

- Please remember that the Nebraska Beef in Schools projects across the state are meant to enhance the relationship between the local producers and the community via the school. Refrain from making comments about the quality of beef being better. Talk about the opportunity the program gives to serve more beef in the school.
- All of the Nebraska Beef in Schools programs are pertinent to the community coming together to make it happen. Without community strength, the programs would not be successful. It is 100% a community driven task. Allows students to interact with business and industries in their community to create a sense of collaboration and pride.
- This is an opportunity for producers and local businesses to give back to the community by offering beef or monetary donations for the schools to serve the local students.
- Nebraska Cattlemen have used this program to explore the possibilities of adding more beef to the menu across the state.
- Nebraska Beef in Schools helps school aged children learn about where their beef comes from. Informed choice is a huge factor in today's industry. Learning things early such as where your food comes from, how it is grown, who grows/raises it, and the purpose of agriculture helps the beef industry long term.
- The beef cattle industry is Nebraska's single largest industry and powers the state's economy with 20,000 beef cow operations. For every ONE person in the state there are FOUR beef animals. Nebraska has a unique mix of natural resources that provide for an abundant amount of cattle. For more facts visit: www.nebeef.org



If you are interested in implementing a "Nebraska Beef in Schools" initiative in your area, please contact the Nebraska Cattlemen office at (402) 475-2333 for more information.

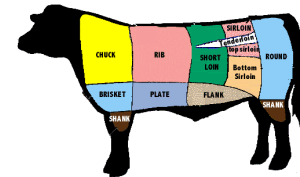
Nebraska Beef in Schools



This fact sheet provides information for meat specifications that covers food safety requirements for the slaughter and processing of beef and the requirements of the National School Lunch Program. In addition to beef, this information can also be applied to pork.

Slaughter and Processing

- Donated **and** purchased beef must be slaughtered, processed, and packaged in a USDA federally-inspected facility.
 - When meat is handled in this way, and **ONLY** when it is handled in this way, will the package have the USDA stamp.
 - A list of USDA inspected facilities can be found on the Nebraska Cattlemen website at: <http://nebraskacattlemen.org/federalslaughter.aspx>.
- A school must be prepared to provide the following information to the processor:
 - Cuts of beef desired
 - Types and acceptable weight ranges
 - Ground beef must be no more than 30% fat.
 - Processor must provide official crediting documentation to verify the fat content and the documentation kept on file at the school.
 - Packaging requirements
 - Size of packages – For example, ground beef in 10 lb. rather than 2lb. tubes.
 - Portion size (raw weight) that will yield appropriate cooked weight to meet meal pattern.



Transportation of Meat

- The specification must include acceptable temperature ranges depending on whether the beef is transported in a fresh or frozen state in temperature controlled trucks. Frozen meat should stay frozen and fresh meat should be held at a temperature of 41°F or below.

Storage of Processed Product

- The school's food safety plan should include specific information concerning the proper receiving, storing, and handling of the beef whether it is stored on- or off-site.



Meeting Nutrition Standards

- A cooked portion must provide 2 ounces of lean meat per serving
- Ground beef must be no more than 30% fat

Procurement

- When beef is purchased and/or processing paid by the school, proper procurement procedures must be met.



If you are interested in implementing a "Nebraska Beef in Schools" initiative in your area, please contact the Nebraska Cattlemen office at (402) 475-2333 for more information.



"Working for Nebraska beef producers - pasture to plate"

We want to thank you for being a Nebraska School Powered by Beef.

Local Nebraska Cattlemen groups and other agricultural organizations have organized across the state to increase the offerings of beef in Nebraska school lunches. The mission of the Nebraska Beef in Schools program is to not only to promote Nebraska Beef in school lunch programs but to encourage education on beef production and the nutritional value in beef throughout Nebraska schools.

We are excited to share with you these posters and educational materials for you to use in your Powered by Beef School.

- Vinyl banner for you to show your support of the Beef in Schools program
- Runner Girl/Beef's Big 10 Nutrients poster
- "We Are" Powered by Beef poster
- Kid Friendly recipes
- Educational Materials

We are here to help! If you need more information or additional banners, please let us know. Copies of the educational materials and recipes can be copied and distributed to the families in your school district.

The Nebraska Cattlemen are excited in the success of the Beef in Schools Program and we look forward to in seeing the program grow across Nebraska. We hope that your school district will explore the possibilities of adding more beef to the menu and to help us education the students in Nebraska more about beef production and beef nutrition. We would like to encourage you to work with both the FFA and FCLA programs in your school to increase the education opportunities for your students.

Additional resources can be found at:

www.beefitswhatsfordinner.com
www.agfoundation.org/free-resources/
www.onthefarmstem.com/resources

Gina Hudson, Belvidere
hudsonfarms_68315@yahoo.com
402-469-3157

Tricia Grabenstein, Smithfield
308-325-5627
tgrabens@live.com

BEEF

Build Your Burger

How many different food groups are in your burger?



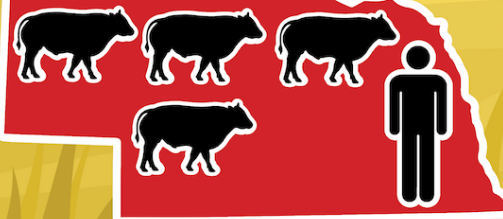
DID YOU KNOW?
Text



COWS CAN...

- chew 40,000 times a day
- smell things 6 miles away
- chew food 8 hours a day
- sleep while standing up
- make 2,000 burgers
- make 125 pounds of spit
- make 144 baseballs

AN AVERAGE STEER WEIGHS AS MUCH AS SIX ADULTS!



NEBRASKA IS HOME TO 4X AS MANY CATTLE AS PEOPLE





A Proud Beef In Schools Participant



KID-FRIENDLY BEEF RECIPES



Funded by the Beef Checkoff.



4611 Cattle Drive - Lincoln NE 68521
402-475-2333

www.nebraskacattlemen.org
blederer@necattlemen.org

FOR MORE GREAT RECIPES, VISIT

www.BeefItsWhatsForDinner.com

SWEET & SLOPPY JOE

This recipe incorporates lots of veggies for a nutritious take on a kid favorite.



TOTAL RECIPE TIME: 35-40 minutes



SERVES: 4

INGREDIENTS:



1 pound Ground Beef
(93% lean or leaner)



1 cup diced bell
peppers (red, green,
yellow or orange)



1/2 cup
chopped onion



1 can (8 ounces)
tomato sauce



1/2 cup water



1/2 cup dark or
golden raisins



2 teaspoons
ancho chile powder



1 teaspoon dried
oregano leaves



4 whole wheat
hamburger buns, split

SWEET & SLOPPY JOE

TEST KITCHEN TIPS

Cooking times are for fresh or thoroughly thawed Ground Beef. Ground Beef should be cooked to an internal temperature of 160°F. Color is not a reliable indicator of Ground Beef doneness.



INSTRUCTIONS:

1. Heat large nonstick skillet over medium heat until hot. Add Ground Beef, bell pepper and onion; cook 8 to 10 minutes, breaking beef into 3/4-inch crumbles and stirring occasionally. Remove drippings.
2. Stir in tomato sauce, water, raisins, ancho chili powder and oregano; bring to a boil. Reduce heat; simmer, uncovered, 15 to 18 minutes or until sauce thickens slightly, stirring occasionally.
3. Evenly divide beef mixture on bottom half of each bun. Garnish with toppings, as desired; close sandwiches.

Toppings (optional):

Chopped mango, chopped jalapeño, chopped tomato, chopped fresh cilantro, sliced green onion, shredded reduced-fat Cheddar cheese

FOR MORE GREAT RECIPES, VISIT

www.BeefItsWhatsForDinner.com

WRANGLERS BEEF CHILI

Serve this classic chili atop whole wheat noodles and offer kids a variety of toppings.



TOTAL RECIPE TIME: 40-45 minutes



SERVES: 4

INGREDIENTS:



1 pound
Ground Beef
(93% lean or
leaner)



1/2 cup
chopped onion



1 can (15
ounces) pinto
beans, drained
and rinsed



2 cans
(8 ounces)
no-salt added
or regular
tomato sauce



1 cup
frozen corn



1 cup
water



2 teaspoons
chili powder



2 teaspoons
ground cumin



1 teaspoon
garlic powder



1 teaspoon dried
oregano leaves



1/4 teaspoon
pepper



Hot cooked whole
wheat macaroni
(optional)

WRANGLERS BEEF CHILI

TEST KITCHEN TIPS

Cooking times are for fresh or thoroughly thawed Ground Beef. Ground Beef should be cooked to an internal temperature of 160°F. Color is not a reliable indicator of Ground Beef doneness.



INSTRUCTIONS:

1. Heat large nonstick skillet over medium heat until hot. Add Ground Beef and onions; cook 8 to 10 minutes, breaking beef into 3/4-inch crumbles and stirring occasionally. Remove drippings.
2. Stir in beans, tomato sauce, corn, water, spices and herbs. Bring to a boil. Reduce heat; cover and simmer 20 to 25 minutes, stirring occasionally. Serve over macaroni, if desired. Garnish with toppings, as desired.

Cincinnati-Style Beef Chili: Stir in 1 teaspoon cinnamon with other seasonings in Step 2. Serve over hot cooked whole wheat spaghetti.

Moroccan-Style Beef Chili: Substitute 1 cup frozen peas for corn. Stir in 1 teaspoon pumpkin pie spice with other seasonings in Step 2. Serve over whole hot cooked whole wheat couscous or brown rice.

Toppings (optional):

Crushed baked tortilla chips, chopped green or regular onion, chopped tomato, chopped bell pepper, chopped fresh cilantro, reduced-fat shredded Cheddar cheese, nonfat Greek yogurt

FOR MORE GREAT RECIPES, VISIT

www.BeefItsWhatsForDinner.com

ROCK & ROLL BEEF WRAPS

A colorful way to introduce quinoa to your kids with ranch-seasoned Ground Beef and slaw.



TOTAL RECIPE TIME: 35-45 minutes



SERVES: 4

INGREDIENTS:



1 pound
Ground Beef
(93% lean or
leaner)



1 cup
water



1/3 cup
uncooked
quinoa



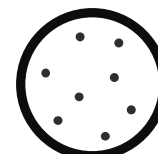
2 tablespoons
dry ranch
dressing mix



1/4 teaspoon
black pepper



2 cups
packaged
broccoli or
coleslaw mix



4 medium
whole grain
or spinach
tortillas
(7 to 8-inch
diameter)

ROCK & ROLL BEEF WRAPS

TEST KITCHEN TIPS

Cooking times are for fresh or thoroughly thawed Ground Beef. Ground Beef should be cooked to an internal temperature of 160°F. Color is not a reliable indicator of Ground Beef doneness.



INSTRUCTIONS:

1. Heat large nonstick skillet over medium heat until hot. Add Ground Beef; cook 8 to 10 minutes, breaking into 1/2-inch crumbles and stirring occasionally. Remove drippings.
2. Stir in water, quinoa, ranch dressing mix and pepper; bring to a boil. Reduce heat; cover and simmer 10 to 15 minutes or until quinoa is tender. Stir in slaw; cook, uncovered, 3 to 5 minutes or until slaw is crisp-tender, stirring occasionally.
3. Divide beef mixture evenly among tortillas; garnish with toppings, as desired. Fold over sides of tortillas and rolling up to enclose filling.

Toppings (optional):

Apple slices, red bell pepper strips, cucumber slices, carrot slices, sliced almonds or chow mein noodles

FOR MORE GREAT RECIPES, VISIT

www.BeefItsWhatsForDinner.com

POPCORN STEAK BITES

Beefy nuggets cooked in the oven, perfect for little hands to dip as they wish.



TOTAL RECIPE TIME: 35-45 minutes



SERVES: 4

INGREDIENTS:



1 pound beef
Cubed Steaks,
cut 1/2 inch thick



6 cups ridged potato
chips (any flavor)



1/3 cup
all-purpose flour



1 teaspoon
pepper



2 large eggs,
slightly beaten

TEST KITCHEN TIPS

- To crush chips with rolling pin, place chips in large food-safe resealable plastic bag. Close bag securely, leaving one inch opening. Finely crush chips in bag with rolling pin.
- Cooking times are for fresh or thoroughly thawed beef. Cubed steaks should be cooked to an internal temperature of 160°F. Color is not a reliable indicator of cubed steak doneness.

POPCORN STEAK BITES



INSTRUCTIONS:

1. Cut beef steaks into 1X1-inch pieces; set aside.
2. Place chips in bowl of food processor. Cover; pulse on and off to form fine crumbs.
3. Combine pepper and flour in a shallow bowl. Place crushed chips and eggs into two additional shallow bowls. Dip steak pieces in flour, then into egg, then into crushed chips, turning to coat all sides and pressing chips onto steak pieces.
4. Spray rack of broiler pan with nonstick cooking spray. Place beef bites on rack in broiler pan so surface of beef is 6 inches from heat. Broil 8 to 10 minutes or until 160°F. Serve immediately with dipping sauces, as desired.

Dipping Sauces:

Ranch or Thousand Island dressing, mustard, ketchup or barbecue sauce

FOR MORE GREAT RECIPES, VISIT

www.BeefItsWhatsForDinner.com

BUFFALO-STYLE BEEF TACOS

Family favorite tacos get a flavor update with wing sauce, blue cheese, celery and carrots.



TOTAL RECIPE TIME: 25-30 minutes



SERVES: 4

INGREDIENTS:



1 pound Ground Beef (95% lean)



1/4 cup cayenne pepper sauce for Buffalo wings



8 taco shells



1 cup thinly sliced lettuce



1/4 cup reduced fat or regular prepared blue cheese dressing



1/2 cup shredded carrot



1/3 cup chopped celery



2 tablespoons chopped fresh cilantro



Carrot and celery sticks or cilantro sprigs (optional)

BUFFALO-STYLE BEEF TACOS

TEST KITCHEN TIPS

Cooking times are for fresh or thoroughly thawed Ground Beef. Ground Beef should be cooked to an internal temperature of 160°F. Color is not a reliable indicator of Ground Beef doneness.



INSTRUCTIONS:

1. Heat large nonstick skillet over medium heat until hot. Add Ground Beef; cook 8 to 10 minutes, breaking into small crumbles and stirring occasionally. Remove from skillet with slotted spoon; pour off drippings. Return to skillet; stir in pepper sauce. Cook and stir 1 minute or until heated through.
2. Meanwhile, heat taco shells according to package directions.
3. Evenly spoon beef mixture into taco shells. Add lettuce; drizzle with dressing. Top evenly with carrot, celery and cilantro. Garnish with carrot and celery sticks or cilantro sprigs, if desired.

FOR MORE GREAT RECIPES, VISIT

www.BeefItsWhatsForDinner.com

SPY THAI BEEF

Peanut butter, soy sauce, ginger and garlic introduce ethnic flavors to picky palates.



TOTAL RECIPE TIME: 30-35 minutes



SERVES: 4

INGREDIENTS:



1 pound Ground Beef
(93% lean or leaner)



1/4 cup water



3 tablespoons
reduced-fat creamy
peanut butter or
regular sunflower
seed butter



2 tablespoons
reduced-sodium
soy sauce



2 tablespoons
fresh lime juice



3/4 teaspoon
garlic powder



3/4 teaspoon
ground ginger



1/8 to 1/4
teaspoon crushed
red pepper



Baked wonton
wrappers
(optional)

SPY THAI BEEF

TEST KITCHEN TIPS

Cooking times are for fresh or thoroughly thawed Ground Beef. Ground Beef should be cooked to an internal temperature of 160°F. Color is not a reliable indicator of Ground Beef doneness.



INSTRUCTIONS:

1. Heat large nonstick skillet over medium heat until hot. Add Ground Beef; cook 8 to 10 minutes, breaking into 1/2-inch crumbles and stirring occasionally. Remove drippings.
2. Meanwhile, combine water, peanut butter, soy sauce, lime juice, garlic powder, ground ginger and red pepper.
3. Stir peanut butter mixture into beef. Continue to cook over medium heat 2 to 3 minutes or until heated through, stirring occasionally.
4. Evenly divided beef mixture over six wonton triangles, if desired. Garnish with toppings, as desired.

Toppings (optional):

Red bell pepper strips, shredded carrots, cucumber slices, sliced green onion, sliced fresh pea pods, sliced basil or cilantro leaves, shelled edamame, pickled ginger, lime wedges

FOR MORE GREAT RECIPES, VISIT

www.BeefItsWhatsForDinner.com

MU SHU STEAK & APPLE WRAPS

Hand-held and perfectly portable, these wraps are great on the go.



TOTAL RECIPE TIME: 25-30 minutes



SERVES: 4

INGREDIENTS:



4 beef Tri-Tip Steaks,
cut 1 inch thick
(about 4 ounces each)



3/4 teaspoon
ground cinnamon



1/4 teaspoon
pepper



1/4 cup
hoisin sauce



1 tablespoon honey



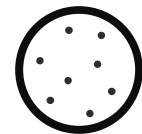
Salt (optional)



3 cups tri-color
coleslaw mix (with
green cabbage, red
cabbage & carrots)



1 Granny Smith
apple, peeled and
thinly sliced



8 medium whole
wheat flour tortillas
(8 to 10-inch
diameter), warmed

MU SHU STEAK & APPLE WRAPS



INSTRUCTIONS:

1. Combine cinnamon and pepper; press evenly onto beef steaks. Heat large nonstick skillet over medium heat until hot. Place steaks in skillet; cook 9 to 12 minutes for medium rare to medium doneness, turning occasionally.
2. Combine hoisin sauce and honey in large bowl. Carve steaks into thin slices; season with salt, if desired. Add steak slices, coleslaw mix and apple to hoisin mixture; toss to coat.
3. Place equal amounts of beef mixture down center of each tortilla, leaving 1-1/2-inch border on right and left sides. Fold bottom edge up over filling. Fold right and left sides to center, overlapping edges; secure with wooden picks, if necessary.

FOR MORE GREAT RECIPES, VISIT

www.BeefItsWhatsForDinner.com

PERSONAL BEEF PIZZAS

Made exactly as you like it, these individual pizzas are fun to make together.



TOTAL RECIPE TIME: 25-30 minutes



SERVES: 4

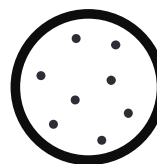
INGREDIENTS:



1 recipe Italian-Style Beef Sausage (recipe follows)



1-1/2 cups pizza sauce



4 round thin sandwich breads, any variety, split



1/2 cup shredded mozzarella cheese

Toppings (optional):

Sliced black or green olives, sliced red or yellow bell peppers or sliced red onions

PERSONAL BEEF PIZZAS



INSTRUCTIONS:

1. Prepare Italian-Style Beef Sausage. Stir in pizza sauce; cook 2 to 3 minutes or until heated through, stirring frequently. Keep warm and set aside.
2. Place sandwich thins, cut sides up, on rack of broiler pan. Spoon equal amounts of beef mixture on each bread half. Evenly sprinkle with cheese and toppings, as desired.
3. Place pizzas on rack of broiler pan so surface of cheese is 3 to 4 inches from heat. Broil 4 to 5 minutes or until cheese is melted and bubbly.

Italian-Style Beef Sausage: Combine 1 pound Ground Beef, 1 teaspoon fennel seed, 1/2 teaspoon salt, 1/4 teaspoon coriander, 1/4 teaspoon garlic powder, 1/4 teaspoon paprika, 1/4 teaspoon black pepper and 1/8 to 1/4 teaspoon crushed red pepper in large bowl, mixing lightly but thoroughly. Heat large nonstick skillet over medium heat until hot. Add beef mixture; cook 8 to 10 minutes, breaking into 1/2-inch crumbles and stirring occasionally. (Cooking times are for fresh or thoroughly thawed Ground Beef. Ground Beef should be cooked to an internal temperature of 160°F. Color is not a reliable indicator of ground beef doneness.) Makes 2-1/2 cups crumbles

FOR MORE GREAT RECIPES, VISIT

www.BeefItsWhatsForDinner.com

BEEF & CHEESE TORTILLA TOWERS



 TOTAL RECIPE TIME: 25-30 minutes

 SERVES: 4

INGREDIENTS:



1 pound Ground Beef (95% lean)



1 jar (16 ounces) thick-and-chunky salsa



3/4 cup canned black beans, rinsed, drained



1/2 teaspoon ground cumin



7 small whole wheat tortillas (6 to 7-inch diameter)



1 cup shredded reduced-fat Mexican cheese blend



Chopped fresh cilantro (optional)

Cantaloupe-Mango Salsa:



1 cup coarsely chopped ripe mango



1 cup coarsely chopped cantaloupe



1/8 to 1/4 teaspoon crushed red pepper

BEEF & CHEESE TORTILLA TOWERS

TEST KITCHEN TIPS

Cooking times are for fresh or thoroughly thawed Ground Beef. Ground Beef should be cooked to an internal temperature of 160°F. Color is not a reliable indicator of Ground Beef doneness.



INSTRUCTIONS:

1. Heat large nonstick skillet over medium heat until hot. Add Ground Beef; cook 8 to 10 minutes, breaking into 3/4-inch crumbles and stirring occasionally. Remove drippings. Stir in salsa, beans and cumin. Cook 3 to 5 minutes or until heated through and most of liquid has evaporated. Remove from heat.
2. Heat oven to 350°F. Spray baking sheet with nonstick cooking spray. Place 2 tortillas in single layer on pan. Spoon generous 1/2 cup beef mixture on each tortilla; sprinkle each with 2 tablespoons cheese. Repeat layering of tortillas, beef mixture and cheese twice. Sprinkle remaining cheese over tops of tortilla towers. Cut 8 small stars from remaining tortilla with cookie cutter; arrange on towers. Bake in 350°F oven 12 to 15 minutes or until heated through and cheese melts.
3. Meanwhile, combine salsa ingredients in small bowl. Set aside.
4. Cut each tortilla tower into 4 wedges. Garnish with cilantro, if desired. Serve with fruit salsa.

FOR MORE GREAT RECIPES, VISIT

www.BeefitsWhatsForDinner.com



Nebraska Beef to School Processing Standard Operating Procedure

Purpose: Ensure only wholesome processed beef products are provided to Nebraska Child Nutrition Programs (CNP). Assurance should be provided that the local beef products are identified and truthfully labeled, ensuring that the beef provided to the CNP is that of the original cattle. All beef used in CNP, donated or purchased, must be slaughtered, processed, and packaged under USDA inspection.

Scope: This procedure applies to CNP participating in the Nebraska Beef to School program.

Key Words: USDA Inspected Processor, HACCP, Sanitation Standard Operating Procedures (Sanitation SOP) and Sanitation Performance Standards (SPS), Cross Contamination, Age of Beef, Physical Hazards, Chemical Hazards

Procedures:

1. Follow Federal, State and Local Food Codes.
2. All beef must be slaughtered, processed, and packaged under USDA inspection. Meat will have the USDA stamp on the case or package. The USDA stamp is a requirement for all beef served in CNP.
 - a. A list of USDA federally inspected slaughter and processing facilities are on the USDA's Meat, Poultry and Egg Product inspection (MPI) Directory: <https://www.fsis.usda.gov/wps/portal/fsis/topics/inspection/mppi-directory>
3. School districts must request a letter stating that the USDA Inspected Processor has a Food Safety plan based on Hazard Analysis Critical Control Point (HACCP), Sanitation Standard Operating Procedures (Sanitation SOP) and Sanitation Performance Standards (SPS). The letter should be on letterhead with a signature. Schools must follow School Procurement Procedures when selecting a processor. Find procurement resources and policy here: <https://www.fns.usda.gov/cfs/procuring-local-foods>



Incidents/Conditions:

1. Request the preferred method of communication (email or phone) and contact information from the USDA Inspected Processor for notification for adulterated or misbranded meat.

2. USDA Inspected Processors are required to notify the local FSIS District Office within 24 hours of learning or determining that an adulterated (foreign material) or misbranded meat or meat food has entered commerce. The official establishment must inform the FSIS District Office of the type, amount, origin and destination of the adulterated or misbranded product.
3. When adulterated or misbranded meat is identified in the school, contact the USDA inspected processor immediately. Give the USDA Inspected Processor as much information as possible. School District name, phone number, email, name of the person reporting, relationship to the school, time, date when the adulterated or misbranded meat was identified. Take photos or video of the product that has been adulterated or misbranded. Take a sample of the product label, product and any other applicable material.
4. Follow recall protocol – store, segregate and label case, box or packages as do not use.
5. Keep until told to discard by inspector or investigator.
6. Record incident on the foreign material/ misbranded product log.
7. Keep communication open with the USDA Inspected Processor.
8. If the USDA Inspected Processor does not respond to your complaint, contact your Local/State Health Department. They will contact the FSIS.

Over 30 months of age Cattle taken in to USDA Processor:

1. If a school district brings in cattle to the USDA Inspected Processor which are 30 months of age or older, the school district must notify the UDSA Inspected Processor. The USDA Inspected Processor may need to make special arrangements or have certain days for processing cattle 30 months of age or older.
2. Verbally verify that the USDA Inspected Processor maintains proper records on handling cattle older than 30 months of age or older.

Origin Labeling Local Beef:

1. Nebraska Beef to Schools is local customer-driven and therefore the state of origin labeling is not required.

Transportation SOP for Nebraska Beef to Schools:

1. See the transportation SOP for Nebraska Beef to Schools.
2. Packaging for transportation: containers for transportation of the processed beef need to be food grade and able to keep the processed beef frozen.
3. Fresh beef should be transported 40°F or below.

Monitoring:

1. The Food Service Manager/Director will work with the USDA Inspected Processor to provide safe beef to schools.
2. Follow up on any adulterated or misbranded meat issues.
3. Check receiving log and adulterated or misbranded meat logs.

4. Check beef packages for “Not for Sale”. Custom Exempt slaughtered, processed, and packaged meat products labeled as “Not for Sale” cannot be donated or sold to schools.

Corrective action:

1. Document adulterated or misbranded meat; notify USDA Inspected Processor immediately upon identifying.
2. Communicate with the USDA Inspected Processor to resolve the issue.

Verification and Record Keeping:

1. Keep the Beef to School receiving logs.
2. Keep the temperature logs.
3. Verify that the processor has maintained their USDA status.

Other SOP’S related:

1. Cooking Time and Temperature Control for Safety Foods
2. Cooling Time and Temperature Control for Safety Foods
3. Receiving Deliveries
4. Hand Washing
5. Preventing Cross-Contamination during Storage and Preparation

References:

<https://www.fsis.usda.gov/wps/portal/fsis/home>

https://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/get-answers/food-safety-fact-sheets/production-and-inspection/inspection-and-grading-of-meat-and-poultry-what-are-the-differences_/inspection-and-grading-differences

<http://www.montana.edu/mtfarmtoschool/b2s-faq.html>

https://fns-prod.azureedge.net/sites/default/files/cn/SP01_CACFP%2001_SFSP01-2016os.pdf

<https://www.fsis.usda.gov/wps/wcm/connect/8d0a0e73-1e6f-424f-a41f-ea942247a5ff/Guideline-for-Industry-Response-Customer-Complaint.pdf?MOD=AJPERES>

<https://www.fsis.usda.gov/wps/wcm/connect/8d0a0e73-1e6f-424f-a41f-ea942247a5ff/Guideline-for-Industry-Response-Customer-Complaint.pdf?MOD=AJPERES>

<https://www.govinfo.gov/content/pkg/CFR-2014-title9-vol2/pdf/CFR-2014-title9-vol2-sec381-144.pdf>

<https://www.govinfo.gov/content/pkg/CFR-2014-title9-vol2/pdf/CFR-2014-title9-vol2-sec310-22.pdf>

https://www.fsis.usda.gov/wps/wcm/connect/41630a48-7a89-48e7-8545-02ee705eb0fc/QA_6100.4.pdf?MOD=AJPERES

https://fns-prod.azureedge.net/sites/default/files/cn/SP01_CACFP%2001_SFSP01-2016os.pdf

**Proposed Activity Reductions for 2026/27 School Year
BOE Meeting April 13, 2026**

- Elimination of band trips savings (non-conference/competition)
- Elimination of vocal trips saves (non-conference/competition)
- Elimination of elementary homework club savings
- Esports - add to Extra Duty schedule at 2% to eliminate paying an hourly wage
- Elimination of/or change to coop of softball
- Eliminate paid HOSA sponsor
- Eliminate paid School Improvement Coordinator paid position
- Eliminate any overnight trips paid by district
- Eliminate fees for track wrestling (do inhouse)
- COOP speech with Minatare savings \$2,000
- Eliminate the practice of sending non-coaching staff to state tournaments for photos
- Eliminate zero hour weights class
- Re-evaluate extra-duty assignments for "not exempt" employees to reduce costs associated with overtime.

4/9/2026

Board of Education
Bayard Public Schools

Dear Members of the Board,

On behalf of the Bayard Education Association, I am writing to formally confirm that we agree to the proposed amendment to exclude the Speech Language Pathologist from the Negotiated Employment Contract.

Please consider this letter as our official notice of acceptance. I have signed the Amendment form that was sent and will be returning it to Ms. Liggett today.

Thank you for your time.

Sincerely,
Crystal Batt
(on behalf of the BEA)

Parcel Information	
Parcel ID:	100027886
Map Number	
State Geo Code	1937-26-0-35185-000-0000
Cadastral #	-55-1
Images	Photo #1 Photo #2 Photo #3
Current Owner:	MORRILL COUNTY SCHOOL DIST # 62-0021 BAYARD PUBLIC SCHOOL PO BOX 607 BAYARD, NE 69334
Situs Address:	
Tax District:	80
School District:	BAYARD 21, 62-0021
Account Type:	Exempt
Legal Description:	26 21 52 PT TAX LOT 3 (VACANT TRAILER COURT LAND)
Lot Width:	N/A
Lot Depth:	N/A
Total Lot Size:	29700.00 sq ft

Assessed Values				
Year	Total	Land	Outbuilding	Dwelling
2025	\$25,705	\$25,705	\$0	\$0
2024				

2025 Tax Levy	
Description	Rate
BAYARD 21	1.04114600
COUNTY HOSP BOND (>2017)	0.01197900
SD 21 BOND	0.05070200
ESU # 13	0.01572100
BAYARD CEM.	0.04263100
BAYARD	0.36594900
WESTERN NE COMM COLLG	0.02100700
NRD	0.04322600
MORRILL COUNTY	0.28599500

5 Year Sales History
No previous sales information is available (for the past 5 years).

Property Classification			
Status:	Improved	Location:	Urban
Property Class:	Exempt	City Size:	800-2,500
Zoning:		Lot Size:	20,001 sq. ft. - .99 ac.

Property Notes	
Date	Note

Land Information			
Lot Width (ft)	Lot Depth (ft)	Description	Lot Size
0.00	0.00	29,700.00 SQ. FEET	29700.00 sq ft

Dwelling Data		
Description	Units	Value

Outbuilding Data			
Description	Units	Year Built	Cost





Parcel Information	
Parcel ID:	100027991
Map Number	
State Geo Code	1937-26-0-35185-000-0000
Cadastral #	-55-1
Images	Photo #1
Current Owner:	MORRILL COUNTY SCHOOL DIST # 62-0021 BAYARD PUBLIC SCHOOL PO BOX 607 BAYARD, NE 69334
Situs Address:	
Tax District:	80
School District:	BAYARD 21, 62-0021
Account Type:	Exempt
Legal Description:	26 21 52 PT TAX LOT 5 (VACANT TRAILER COURT LAND)
Lot Width:	N/A
Lot Depth:	N/A
Total Lot Size:	41895.00 sq ft

Assessed Values				
Year	Total	Land	Outbuilding	Dwelling
2025	\$32,715	\$32,715	\$0	\$0
2024				

2025 Tax Levy	
Description	Rate
BAYARD 21	1.04114600
COUNTY HOSP BOND (>2017)	0.01197900
SD 21 BOND	0.05070200
ESU # 13	0.01572100
BAYARD CEM.	0.04263100
BAYARD	0.36594900
WESTERN NE COMM COLLG	0.02100700
NRD	0.04322600
MORRILL COUNTY	0.28599500

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Property Notes

<u>Date</u>	<u>Note</u>
-------------	-------------

Land Information

<u>Lot Width (ft)</u>	<u>Lot Depth (ft)</u>	<u>Description</u>	<u>Lot Size</u>
0.00	0.00	41,895.00 SQ. FEET	41895.00 sq ft

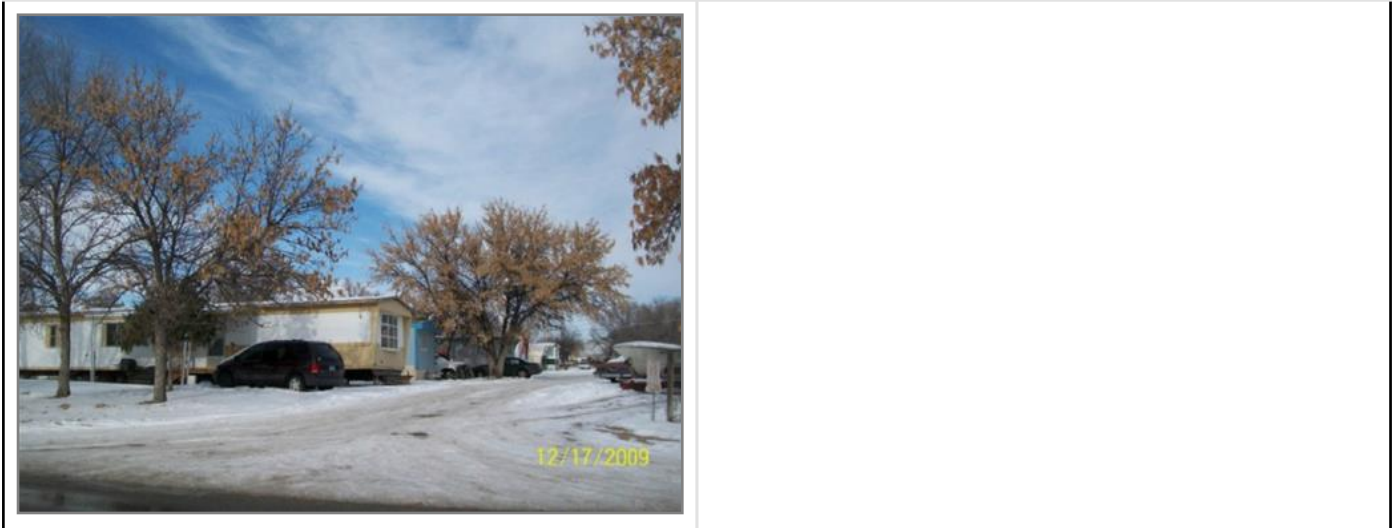
Dwelling Data

<u>Description</u>	<u>Units</u>	<u>Value</u>
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Outbuilding Data

<u>Description</u>	<u>Units</u>	<u>Year Built</u>	<u>Cost</u>
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Photo/Sketch



4039
Employment of Classified Staff

The superintendent or designee shall hire classified staff to meet personnel needs consistent with the district's budget, instructional needs, and non-instructional operations. The superintendent or designee shall obtain a criminal history record that includes information from the Nebraska State Patrol for all individuals that are to be employed as pupil transportation vehicle drivers (except certificated Nebraska school administrators or teachers) and keep a copy of that record on file and shall update it during the calendar year that coincides with the expiration of the driver's motor vehicle operator's license. Otherwise, the superintendent or designee may, but is not required to, conduct a criminal background check on any classified staff applicant. Criminal history or background checks shall occur only after the school district has determined that the applicant meets the minimum employment qualifications. This policy shall not prevent the school district from requiring an applicant to disclose his or her criminal record or history relating to sexual or physical abuse prior to any minimum employment qualification determination.

The superintendent or designee shall discipline and discharge classified staff as appropriate.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4041
Staff Dress and Appearance

The attire worn by staff members conveys an important image to students and the general public.

Certified staff, paraeducators and office staff should generally dress in business casual attire.

Classroom staff **may not** wear the following types of clothing during the traditional school day from, when students or visitors are in attendance, or when the employee is supervising, directing or coaching students when the public is in attendance:

- Sweat, jogging and wind suits, except when teaching a physical education activity in the gymnasium or on a playing field or at athletic or other activity practices.
- Shorts, except when teaching physical education class or at athletic or other activity practices.
- Blue jeans that have tears or look worn or disheveled.
- Any clothing which is immodest and may distract other employees or students in the learning environment.

The building principal may temporarily suspend all or a portion of the dress code when other factors support a lower dress expectation for school employees (e.g., special "casual days").

The appearance of professional staff members shall be appropriate to their assigned duties and indicative of their professional standing in the school and community. To help meet that end, jeans of any color may not be worn except on Friday which is considered a "dress down" day.

Custodial, maintenance and transportation staff should dress in attire appropriate to the work they are performing.

Adopted on _____
Reviewed on _____
Revised on _____

4042
Employee Social Security Numbers

Nebraska law prohibits employers from using or publishing an employee's social security number except under certain specified circumstances. This district shall comply with this law and take reasonable steps to protect the confidentiality of employees' social security numbers. However, neither state law nor this policy prohibits the district from using the last four digits of an employee's social security number as an employee identification number or in any other reasonable manner.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4043

Professional Boundaries and Appropriate Relationships Between Employees and Students

School district employees and student teachers or interns (“employees”) are responsible for conducting themselves professionally and for teaching and modeling high standards of behavior and civic values, both at and away from school. Employees are required to establish and maintain professional boundaries with students and must have appropriate relationships with students. They may be friendly with students, but they are the students’ teachers, not their friends, and they must take care to see that this line does not become blurred. This applies to employees’ conduct and interactions with students and to material they post on personal websites and other social networking sites including, but not limited to, Instagram, Facebook, and Twitter. The posting or publication of messages or pictures or other images that diminish an employee’s professionalism or ability to maintain the respect of students and parents may impair his or her ability to be an effective employee. Employees are expected to behave at all times in a manner supportive of the best interests of students.

Sexual Relationships Prohibited. Employees are prohibited from engaging in any relationship that involves sexual contact or sexual penetration with a student while the student is a current student and for a minimum of one year after the date of the student's graduation or the date the student otherwise ceases enrollment. Sexual contact has the same meaning as in section 28-318, and sexual penetration has the same meaning as in section 28-318.

Grooming Prohibited. Employees are prohibited from engaging in grooming with students. Grooming means building trust with a student and individuals close to the student in an effort to gain access to and time alone with the student, with the ultimate goal of engaging in sexual contact or sexual penetration with the student, regardless of when in the student’s life the sexual contact or sexual penetration would take place.

Unless an employee can clearly and convincingly demonstrate a legitimate educational purpose, grooming behaviors and related conduct that are a violation of this policy include, but are not limited to:

- Communicating about sex when the discussion is not required by a specific aspect of the curriculum.
- Joking about matters involving sex, using double entendre or making suggestive remarks of a sexual nature.

- Displaying sexually inappropriate material or objects.
- Making any sexual advance, whether written, verbal, or physical or engaging in any activity of a sexual or romantic nature.
- Kissing of any kind.
- Dating a student or a former student within one year of the student graduating or otherwise leaving the district.
- Intruding on a student's personal space (e.g. by touching unnecessarily, moving too close, staring at a portion of the student's body, or engaging in other behavior that makes the student uncomfortable).
- Initiating unwanted physical contact with a student.
- Communicating electronically (e.g. by e-mail, text messaging, or through social media) on a matter that does not pertain to school.
- Playing favorites or permitting a specific student to engage in conduct that is not tolerated from other students.
- Discussing the employee's personal issues or problems that should normally be discussed with adults.
- Giving a student a gift of a personal nature.
- Giving a student a ride in the employee's vehicle without first obtaining the express permission of the student's parents or a school administrator.
- Taking a student on an outing without first obtaining the express permission of the student's parents or a school administrator.
- Inviting a student to the employee's residence without first obtaining the express permission of the student's parents and a school administrator.
- Going to a student's home when the student's parent or a proper chaperone is not present.
- Repeatedly seeking to be alone with a student.
- Being alone in a room with an individual student at school with the door closed.
- Any after-school hours activity with only one student.
- Any other behavior which exploits the special position of trust and authority between an employee and student.

This list is not exhaustive. Any behavior which exploits a student is unacceptable. If in doubt, ask yourself, "Would I be doing this if my family or colleagues were standing next to me?"

Communication Between Employees and Students. The preferred methods for employees to communicate with students are in person, school e-mail accounts, and the communication system ParentSquare. A personal communication system is a device or software

that provides for communication between two or more parties and is capable of receiving, displaying, or transmitting communication. Personal communication system includes, but is not limited to, a mobile or cellular telephone, an email service, or a social media platform.

Employee communications with students through a communication system generally are to be sent simultaneously to multiple recipients and not just to one student. The burden to demonstrate the appropriateness of a communication with a student only shall rest with the employee.

Reporting a Policy Violation. Anyone may report suspected grooming, other unacceptable employee conduct, or any violation of this policy as follows:

School District. Reports may be made to a principal, the superintendent, or the Title IX Coordinator in person, by mail, by telephone, or email.

Nebraska Department of Education. Reports may be made at: Nebraska Department of Education, Attn: Certification Investigations' Office, P.O. Box 94933, Lincoln NE 68509 or Nde.investigations@nebraska.gov.

Nebraska Department of Health and Human Services. Reports may be made by calling the Child Abuse and Neglect Hotline at (800) 652-1999.

Law Enforcement. Reports may be made to the local police department by calling (308) 586-1444, the county sheriff at (308) 262-0408, or the Nebraska State Patrol at (308) 632-1211.

An employee is required to make a report to a principal or the superintendent if the employee reasonably believes that another employee has violated or may have violated this policy. Minor concerns or violations shall be reported within 24 hours. Major concerns or violations shall be reported immediately. Violations committed by or concerns about the superintendent shall be reported to the school board president.

A student who feels his or her boundaries have been violated should directly inform the offender that the conduct or communication is offensive and must stop. If the student does not wish to communicate directly with the offender or if direct communication has been ineffective, the student should report the conduct or communication to a teacher, administrator,

counselor, the Title IX coordinator, or other school employee with whom she or he feels comfortable.

Retaliation Prohibited. Retaliation for good faith reports or complaints made as a result of this policy is prohibited. Individuals who knowingly and intentionally make a false report shall be subject to discipline as provided by district policy and state law.

Policy Violations. Any violation of this policy by an employee may result in disciplinary action up to and including dismissal from employment and/or referral to the Nebraska Department of Education, which may result in the suspension or revocation of the employee's certificate. Any violation involving sexual or other abuse will result in referral to the Nebraska Department of Health and Human Services, law enforcement, or both.

Policy Verification. Employees shall verify that they have received, reviewed, and understood this policy by signing an acknowledgment document indicating the same.

No Limits on Reports to NDE. Nothing in this policy shall be construed to limit any certificated employee's duty to report any known violation of the standards of professional practices (Title 92, Nebraska Administrative Code, Chapter 27, commonly known as Rule 27) adopted by the Nebraska Board of Education.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4044 Political Activity by Staff Members

The Board recognizes its individual employees' rights of citizenship, including, but not limited to, engaging in political activities. An employee of the District may seek an elective office, provided that the staff member does not campaign on school property during working hours, and provided all other legal requirements are met. The District assumes no obligation beyond making such opportunities available.

The following activities are prohibited during an employee's work time (including duty-free lunch and planning periods):

1. Soliciting votes or contributions for or against a particular candidate or ballot proposition.
2. Discussing with students opinions regarding a political candidate or ballot proposition unless the topic is part of the approved curriculum.
3. Preparing, displaying, wearing or distributing campaign literature, materials, or signs for or against a candidate or ballot proposition (this prohibition does not apply to bumper stickers on personal vehicles).
4. Soliciting volunteers to assist with a campaign for or against a political candidate or ballot proposition.
5. Preparing for, organizing, or participating in any political meeting, petition, rally, or event.
6. Other prohibited political activity as defined by state law.

The following activities are prohibited at all times:

1. Using any school district resources including, but not limited to, facsimile machines, copy machines, computers or e-mail accounts, for political campaign activities.
2. Using school district property or facilities for any political campaign activities, unless such use is approved pursuant to school board rules or policy.

3. Spending district funds to urge votes to vote for or against a candidate or ballot proposition
4. Requiring employees to engage in political campaign activities as part of their job duties.
5. Providing employees with additional compensation or benefits for engaging in political activities.
6. Representing an employee's personal political position as the position of the school district or the board of education.
7. Engaging in any other activity prohibited by state law.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4045
Milk Expression

Except as otherwise provided by law, the district will provide reasonable break time for an employee who wishes to breastfeed or express breast milk for her nursing child each time such employee has the need to do so. The district will provide a place, other than a bathroom, which is shielded from view and free from intrusion from co-workers and the public. These accommodations will be provided for one year after the child's birth unless otherwise required by law.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4046

Internet Searches Regarding Potential Employees

Members of the administrative team or of a hiring committee (hereinafter "the committee") may conduct internet research about job applicants by using the following protocol, except that no criminal history record information check shall be made until the school district has determined that the applicant meets the minimum employment qualifications:

1. The committee may conduct internet searches using candidates' full names and any aliases. The committee may also search candidates' full names and any aliases on Facebook, Instagram, LinkedIn, Twitter, YouTube, and other social networking websites.
2. All applicants or all finalists must have the same research conducted about them. For example, if the committee conducts a search on Google using the name of one applicant in order to determine whether to include that applicant in the list of finalists, the committee must also conduct an identical search of all applicants' names.
3. The committee may not use deception to gain access to applicants' social networking pages, blogs, or other on-line media and will not require applicants for employment to provide the district with their username or password to personal social media accounts.
4. The committee must take reasonable steps to verify the reliability of the information obtained in the search, including consulting with the applicant for confirmation of accuracy, if appropriate.
5. The committee will consider the following information to be relevant in making hiring decisions about an applicant based on information obtained through internet research:
 - a. Disparaging remarks made about current or former co-workers, supervisors, or employers;
 - b. Discriminatory, harassing, or demeaning behavior or comments;
 - c. Unprofessional, lewd, or obscene behavior or remarks;

- d. Criminal activity;
 - e. Information which indicates the applicant will or will not be able to perform the essential functions of the position sought; and
 - f. Information which indicates that the applicant is particularly suited or unsuited to the position sought.
6. The committee will retain documents to demonstrate its compliance with this policy with other documentation relevant to the job search.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4048
Assessment Administration and Security

The purpose of all testing and assessments is to measure students' knowledge, skills or abilities in the area tested. All staff members are prohibited from engaging in any behavior that adversely affects the validity of test scores as a measure of student achievement. This policy applies to all national, state, and local assessments, including both standardized and general classroom assessments.

1. Assessment Responsibilities

- a. Each building principal, in consultation with the Superintendent and classroom teachers, will be responsible for:
 - overseeing the scheduling of state-administered assessments, training all staff who administer assessments, and ensuring that all assessments, including make-up testing, is completed within required testing windows;
 - obtaining Standards, Assessment and Accountability Updates from the Department of Education and circulating the relevant portions of those updates to other staff members;
 - informing the board of education of changes to the Nebraska Student-Centered Assessment System Security Procedures; and
 - signing and enforcing the Nebraska Student-Centered Assessment System Security Agreement.
- b. Every classroom teacher or other staff member who administers assessments is responsible for:
 - complying with the Nebraska Student-Centered Assessment System Security Procedures;
 - taking all reasonable and prudent steps to ensure the accuracy and integrity of all academic testing, including statewide assessments; and

- ensuring the security of all test materials.

2. Security Violations and Cheating

a. Classroom assessments

Staff members who suspect students of having cheated on a classroom assessment should conduct a reasonable inquiry and impose consequences on the student consistent with classroom rules and the student handbook.

b. State Accountability Tests

Staff members who suspect a breach of security on State Accountability Tests, must promptly report their suspicions to the building principal or superintendent. The superintendent must notify the Department of Education's Statewide Assessment Office and follow the Department's protocol for Reporting and Investigating Test Security Violations.

Staff members who engage in or enable students to engage in academic dishonesty in any testing or assessment will be subject to discipline up to and including the immediate cancellation of their employment contract.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4050 Overtime

Employees who are "non-exempt" under the Fair Labor Standards Act and who work more than 40 hours in a workweek will be paid at the rate of time-and-one-half (1½) times their regular rate of pay for all overtime hours. Employees must report and be prepared to defend overtime to their direct supervisor. Scheduled holidays, vacation days, time off for jury duty, and time off for sickness, emergencies or other personal reasons will not be considered hours worked for overtime purposes.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4052

Job References to Prospective Employers

All requests for employment-related references or employment history by prospective employers of current or former employees must be referred to a member of the administrative team. The administrator will either provide a reference in compliance with this policy or will forward the request to the superintendent.

If the school district is subject to a written separation agreement regarding a particular employee, the terms of that agreement will govern the district's response to requests for information, regardless of any written consent provided to the school district.

If the school district is not bound by a separation agreement and receives a legally enforceable written consent to release information, the district may provide the information authorized by that document. The school district may provide additional truthful information to prospective employers of current and former employees in accordance with this policy.

Employees Suspected of Sexual Misconduct Against a Minor or Student

Apart from the routine transmission of administrative and personnel files or unless otherwise permitted by law, the district and any employee, contractor, or agent of the school district is prohibited from providing any employee any assistance in obtaining a new job if the school district or the individual acting for the school district has probable cause to believe said employee has engaged in sexual misconduct with a student or minor in violation of the law.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4053 Conflict of Interest

Any school district employee who meets the conditions set forth in this policy shall be deemed to have a business or financial conflict of interest.

1. Definitions. For the purposes of this policy:
 - a. Business with which an employee is associated shall include the following:
 - (1) A business in which the employee or a member of his or her immediate family is a partner, a limited liability company, or serves as a director or an officer.
 - (2) A business in which the employee or a member of his or her immediate family is a stockholder in a closed corporation with stock worth one thousand dollars or more, or the employee or his or her immediate family owns more than a five percent equity interest or is a stockholder of publicly traded stock worth more than ten thousand dollars or more at fair market value, or which represents more than ten percent equity interest. This shall not apply to publicly traded stock under a trading account if the employee reports the name and address of the company and stockbroker.
 - b. A business association shall be defined to include an individual as a partner, limited liability company member, director or officer, or a business in which the individual or member of the immediate family is a stockholder.
 - c. Immediate family member or member of the immediate family shall mean a child residing in an individual's household, a spouse of an individual, or an individual claimed by that individual or that individual's spouse as a dependent for federal income tax purposes
2. Contracts with the School District.
 - a. No employee or member of his or her immediate family shall enter into a contract valued at two thousand dollars or more,

in any one year, with this school district unless the contract is awarded through an open and public process that (1) includes prior public notice and (2) allows the public to inspect during the school district's regular business hours the proposals considered and the contract awarded.

- b. The existence of any conflict of interest in any contract in which the employee has an interest and in which the school district is a party, or the failure to make public the employee's interest known, may render a contract null and void.
- c. The prohibition of a conflict of interest or requirement for public notice shall apply when the employee, or his or her immediate family has a business association with the business involved in the contract or will receive a direct pecuniary fee or commission as a result of the contract.

3. Employing Members of the Immediate Family.

- a. An employee may employ or recommend or supervise the employment of an immediate family member if:
 - (1) The employee does not abuse his or her position.
 - (a) Abuse of official position shall include, but not be limited to, employing an immediate family member:
 - (i) who is not qualified for and able to perform the duties of the position;
 - (ii) for any unreasonably high salary;
 - (iii) who is not required to perform the duties of the position.
 - (2) The employee makes a reasonable solicitation and consideration of applications for employment.
 - (3) The employee makes a full disclosure on the record to the governing body of the school district and to the secretary of the board.

- (4) The board approves the employment or supervisory position.
 - b. The employee shall not terminate the employment of another employee so as to make funds or a position available for the purpose of hiring an immediate family member.
4. Gifts, Loans, Contributions, Rewards, or Promises of Future Employment
- a. No employee shall offer or give to the following persons anything of value, including a gift, loan, contribution, reward, or promise of future employment, based upon an agreement that a vote, official action, or judgment would be influenced thereby:
 - (1) a public official, public employee, or candidate.
 - (2) a member of the immediate family of an individual listed in Subparagraph 'a' above.
 - (3) a business with which an individual listed in Subparagraph (1) or (2) above is associated.
 - b. No employee shall solicit or accept anything of value, including a gift, loan, contribution, reward, or promise of future employment based on an agreement that the vote, official action, or judgment of the employee would thereby be influenced.
 - c. An employee shall not use or authorize the use of his or her public employment or any confidential information received through the public employment to obtain financial gain, other than compensation provided by law, for himself or herself or a member of his or her immediate family, or a business with which he or she is associated.
 - d. An employee shall not use or authorize the use of personnel, resources, property, or funds under that person's official care and control other than in accordance with prescribed constitutional, statutory, and regulatory procedures or use such items for personal financial gain, other than compensation provided by law.

5. Conflict of Interest Relating to Campaigning or Political Issues

- a. Except as provided below, an employee shall not authorize the use of school district personnel, property, resources, or funds for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.
- b. This does not prohibit an employee from making school district facilities available to a person for campaign purposes if the identity of the candidate or the support for or opposition to the ballot question is not a factor in making the facilities available or a factor in determining the cost or conditions for use.
- c. This does not prohibit an employee from discussing and voting upon a resolution supporting or opposing a ballot question.
- d. This does not prohibit an employee under the direct supervision of a public official from responding to specific inquiries by the press or the public as to the board's opinion regarding a ballot question or from providing information in response to a request for information.
- e. An employee may present his or her personal opinion regarding a ballot question or respond to a request for information related to a ballot question; but in so doing, the person should clearly state that the information being presented is his or her personal opinion and is not to be considered as the official position or opinion of the school district. However, this shall not be done during a time that the individual is engaged in his or her official duties.

6. Additional Procedures Applicable to Employees With An Annual Salary and Benefits of More than \$150,000 Per Year

- a. Staff whose annual salary and benefits exceed one hundred fifty thousand dollars should assess whether they have a conflict of interest before taking any action or making any decision.

- b. Employees have a conflict of interest pursuant to this subdivision of the policy when their actions or decisions may cause financial benefit or detriment to themselves, a business with which they are associated or a member of their immediate family.
 - i. When assessing whether a conflict of interest exists, qualifying staff members should assess whether the benefit or detriment identified is distinguishable from the effects of such action on the public generally or a broad segment of the public.
 - ii. If qualifying employees are unsure as to whether a conflict of interest exists, they may apply to the Nebraska Political Accountability and Disclosure Commission for an opinion as to whether they have a conflict of interest.
 - c. Qualifying employees who determine that a conflict of interest does exist under this policy shall:
 - i. Prepare a written statement describing the matter requiring action or decision and the nature of the potential conflict;
 - ii. Deliver a copy of the statement to the secretary of the board of education, who shall enter the statement onto the public records of the school district; and
 - iii. Abstain from participating in the matter in which the employee has a conflict of interest.
 - d. This subsection does not prevent a qualifying employee from making or participating in the making of a decision to the extent that the employee's participation is legally required for the action or decision to be made.
7. Conflict. To the extent that there is a conflict between this policy and the Nebraska Political Accountability and Disclosure Act ("Act"), the Act shall control.

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

4054

Reporting Child Abuse or Neglect

Because of their daily contact with school-age children, educators and other school employees are in a unique position to identify abused and/or neglected children. Nebraska law defines child abuse or neglect as knowingly, intentionally, or negligently causing or permitting a minor child to be (1) placed in a situation that endangers his or her life or physical or mental health; (2) cruelly confined or cruelly punished; (3) deprived of necessary food, clothing, shelter or care; (4) left unattended in a motor vehicle, if such child is six years of age or younger; (5) sexually abused; or (6) sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

Reporting Procedure. School employees who have reasonable cause to believe that a child has been subjected to child abuse or neglect or observe a child being subjected to conditions or circumstances which reasonably would result in child abuse or neglect will report the suspected abuse or neglect according to the following procedure.

1. Any school employee who has reasonable cause to believe that a child has been abused or neglected shall report the suspicion to the building principal immediately. Employees shall also personally report or cause a report to be made to local law enforcement or to the Department of Health and Human Services.
2. When the principal makes a report of suspected child abuse or neglect, he/she shall inform the employee(s) who made the initial report.
3. Nothing in the paragraph above shall hinder a school employee from fulfilling his/her/their obligation to report suspected abuse or neglect if he, she or they have reasonable cause to believe that a child has been abused or neglected. **Hotline # 800-652-1999 or contact local law enforcement.**
4. Any doubt or question in reporting such cases shall be resolved in the favor of reporting the suspected abuse or neglect. Consultation between the administrator and

school employee is encouraged, keeping in mind that prompt reporting is essential.

Contents of the Report. The report to authorities shall contain the following information to the extent it is available: (1) name and position of reporting person; (2) name, address, and age of abused or neglected person; (3) address of the person or persons having custody of the abused or neglected person; (4) the nature and extent of the abuse or neglect, or the conditions and circumstances which would reasonably result in such abuse or neglect; and (5) any other information that may be useful in establishing the identity of the persons involved and cause of the abuse or neglect.

Legal Immunity. Nebraska statutes give legal immunity from any civil or criminal liability to any person who makes a good faith report of child abuse or neglect or participates in a judicial proceeding resulting from such a report.

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

4058
Confidentiality in Counseling and Guidance

The school district provides students with a certificated school guidance counselor. Information that students provide to counselors is confidential but not legally privileged. The counselor will attempt to respect the privacy of student disclosures, but will share all relevant information with other education professionals as appropriate or as directed. The counselor will also contact parents and law enforcement officials as appropriate.

Records of the counseling relationship, including interview notes, test data, correspondence, tape recordings and other documents, are to be considered professional information for use in counseling, not part of the student's education record.

When a counselor is in doubt about what information to release, he or she should discuss the matter with the building principal or with the superintendent.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4059

Behavioral and Mental Health Training

All public school employees who interact with students and any other appropriate personnel are required to complete behavioral and mental health training with a focus on suicide awareness and prevention training every year. The training may include, but need not be limited to, topics such as identification of early warning signs and symptoms of behavioral and mental health issues in students, appropriate and effective responses for educators to student behavioral and mental health issues, trauma-informed care, and procedures for making students and parents and guardians aware of services and supports for behavioral and mental health issues.

The superintendent will determine the appropriate personnel required to receive the training. The training materials for this training must be included in the Nebraska Department of Education’s list of approved training materials. The length of the training shall be a reasonable amount as determined by the school board.

These employees must complete the training designated by the school district or superintendent no later than September 30th of each school year or within 30 days of their initial employment, whichever is later. Failure to complete this training may subject the employee to employment-related discipline.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4060 School Vehicle Use

Pupil Transportation Vehicles. The transportation of students in a pupil transportation vehicle is governed by the rules of the Nebraska Department of Education and the district's safe pupil transportation plan or safety and security plan. See Title 92, Nebraska Administrative Code, Chapter 91 – Regulations Governing Driver Qualifications and Operational Procedures for Pupil Transportation Vehicles ("Rule 91") Title 92, Nebraska Administrative Code, Chapter 92 – Regulations Governing the Minimum Equipment Standards and Safety Inspection Criteria for Pupil Transportation Vehicles ("Rule 92"), available on NDE's website (www.education.ne.gov). A pupil transportation vehicle is any vehicle utilized to carry school children as sponsored and approved by the school board and that conforms to the Nebraska Department of Education definitions of pupil transportation vehicles listed as School Bus, Activity Bus, Small Vehicle, or Coach Bus.

School Vehicles Other Than Those Transporting Students. School district employees, board members, and other elected or appointed school district officials (collectively "school personnel") who are not transporting children are authorized to use a school district vehicle to travel to a designated location or to their home when the primary purpose of the travel serves a school district purpose. School district vehicles may not be used for personal purposes unless the vehicle, or the use of it, is provided to an employee as a condition of an employment contract or it is leased to school personnel as allowed by law. School personnel must operate school vehicles in accordance with all applicable federal, state, and local laws.

Driver Qualifications. School personnel who wish to use a vehicle owned or leased by the school district and who are not transporting students must:

- Possess and provide a copy of a valid Motor Vehicle operator's license.
- Be able to read and comprehend driving regulations and written test questions.
- Obtain and provide a copy of his or her current driving record from the department of motor vehicles at least one time per school year to the superintendent or his or her designee.
- Be at least 19 years of age.

School personnel must notify the superintendent or his or her designee about any change in their driving status or eligibility.

School personnel who have been convicted of any of the following or who meet any of the following conditions will not be allowed to drive a school district vehicle:

- If the citation or conviction occurred at any time—Motor vehicle homicide or driving under the influence 3rd or subsequent offense;
- If the citation or conviction occurred within the last 5 years - Driving under the influence of drugs or alcohol, failure to render aid in accident you are involved in, speeding 15 miles per hour or more above the posted speed limit, reckless driving (willful or otherwise), careless driving, leaving the scene of an accident, failure to yield to a pedestrian with bodily injury to the pedestrian, or negligent driving; or
- Have accumulated 6 points or more under an operator's license point system within the last year.

The superintendent or his or her designee has the discretion to prohibit school personnel from driving a school vehicle for a citation or arrest for the above offenses or any other offense or reason. The superintendent or his or her designee will make the final determination about the use of school district vehicles.

Electronic Communication While Driving. Unless the superintendent or a principal grants an exception to allow verbal communication on an as needed basis for specific district-related work based upon an employee's duties and responsibilities, school personnel shall not use any electronic communication device to read a written communication, manually type a written communication, send a written communication, verbally communicate with others, or otherwise communicate with others while operating a school vehicle. This prohibition includes but is not limited to answering or making telephone calls, engaging in telephone conversations, and reading or responding to e-mails, instant messages, text messages or other visual media.

Tobacco, Alcohol, and Controlled Substances. The use of any tobacco product, including the use of vapor products, alternative nicotine products, or any other such look-alike product, is not permitted in a school vehicle at any time. The use or possession of any alcohol or controlled substance (unless legally prescribed to school personnel by a physician) is not permitted in a school vehicle at any time. All drivers shall follow and be subject to Drug Free Workplace Policy and Drug Policy Regarding Drivers Policy.

Traffic Accidents, Infractions, Violations, or Citations. School personnel who receive a citation or warning citation from a law enforcement officer or are involved in an accident while operating a school vehicle must report the citation to the superintendent or his or her designee as soon as practicable, but no later than 24 hours of receipt. The superintendent must

report his or her accidents, infractions, violations, or citations to the board president.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4061

Workplace or Non-Workplace Injuries or Illness and Return to Work

Reporting Workplace Injuries. Staff members who are injured while performing duties or who witness workplace injuries must report them to the superintendent or superintendent's designee as soon as possible after being injured or witnessing an injury. Staff members must prepare written statements regarding the injuries they sustained or witnessed when they are asked to do so by the school district. Failure to report a workplace injury as a witness will constitute insubordination and neglect of duty and may result in adverse employment action up to and including termination or cancellation of employment. Failure to report workplace injuries may also result in delayed or forfeited benefits to which an employee may otherwise be entitled.

Returning to Work after Workplace Injuries or Non-Workplace Injuries or Illness. Staff members whose injuries or illness prevent them from completing any or all of their duties, whether or not incurred at work, may be permitted to continue working or may be offered modified duty positions as required by law or as determined appropriate by the superintendent. This policy does not guarantee a limited or modified assignment during the recovery period unless it is otherwise required by law. The employee may be required to provide a return to work certification or report from their treating physician which delineates any restrictions, modifications, or accommodations needed to allow the employee to perform the essential functions of their position.

Termination After Workplace Injuries or Illness. Unless otherwise covered in an individual employment contract, employees may be terminated after suffering a workplace injury or illness when the district has a legitimate, nondiscriminatory reason for doing so. Such reasons include but are not limited to:

- Necessity to fill the position to maintain continuous services as required by law or district policy or standards;
- Performance deficiencies of the employee unrelated to the injury or illness;
- Unavailability of substitute or replacement employees;
- When the absence will negatively impact students' educational experience or opportunities; or
- Any other reason not otherwise prohibited by law.

The district may make such employment determinations regardless of whether the employee has returned to work and regardless of whether a

medical professional has certified that the employee has reached maximum medical improvement. In the event the injury or illness lasts beyond the amount of leave time provided by the district and by the Family Medical Leave Act, which is generally no greater than 12 weeks, the employee may be terminated even if the employee remains eligible for Workers' Compensation under state law or short or long-term disability under a policy available through the district. In no event will an employee be terminated as retaliation for filing a Workers' Compensation claim.

Termination After Non-Workplace Injuries. Unless otherwise covered in an individual employment contract or prohibited by law, employees who are unable to perform any of the essential functions of their positions with reasonable accommodation(s) due to injury or illness occurring outside of the workplace may be terminated. The employee's position or a similar position will be held open only as required by law, such as the Family Medical Leave Act.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4062 Locker Room Supervision

Staff members, coaches, sponsors, and students must comply with the requirements of this policy while using locker rooms at the school district or at other locations.

Staff members, coaches, and sponsors must appropriately supervise students in locker rooms and other locations where students dress, change, or engage in similar activities. This supervision must occur at all times during curricular and extracurricular activities and includes, but is not limited to, the following:

- Entering and walking through the entire locker room at regular and irregular intervals to provide direct supervision and to assess student behavior.
- Maintaining an orderly locker room free from "horseplay" and other prohibited conduct.
- Maintaining a visual presence.
- Adequately addressing any misbehaviors.
- Supervision of students to and from the locker room and the activity or instructional area.
- Unlocking the locker room so that students may enter, and locking the locker room after all students have exited the locker room.
- Searching the locker room to determine that all students have exited the locker room before locking it.
- Ensuring that the locker room remains locked during any activity.

If a student is found missing during an activity, the staff member, coach, or sponsor or adult designee shall check the locker room for the missing student.

The locker room must be locked at all times when unsupervised.

Only students whose team or activity is currently playing or are in-season or who are involved in a school-sponsored activity that requires or allows presence in the locker room are allowed access to the locker room before or after the regular school day.

Students are not allowed to enter or reenter the locker room without appropriate supervision.

If the staff member, coach, or sponsor is the opposite sex of the students, he or she may designate another adult of the same sex as the students to provide the required locker room supervision. This delegation does not

remove ultimate responsibility from the staff member, coach, or sponsor who is subject to the obligations under this policy to ensure that such obligations are met. By allowing their students to participate in an activity with a cross-gender coach, parents/guardians consent to the entry of the staff member or his or her designee into the locker room at any time as necessary to maintain student safety and order.

Staff members, coaches, and sponsors must remain with students until they are picked up by the parent, guardian, or other authorized person or the student leaves in his or her own transportation. Students must never be left unattended after a game, practice, or other school-sponsored activity. In other words, the staff member, coach, or sponsor should be the first one to arrive at the activity and the last one to leave.

Cell phones and other devices with visual or auditory recording capability may not be used in the locker room at any time or for any reason.

Under no circumstance may a staff member, coach, or sponsor delegate any responsibility under this policy to a student or other minor.

School administrators or their designees may make random checks to assess policy compliance.

Adopted on: _____

Reviewed on: _____

Amended on: _____

4064
Transporting Students in Employee Vehicles

With the permission of the superintendent, school employees may transport students in the employee's personal vehicle even if those students do not live within the employee's household. School employees who transport students in their personal vehicles and those children do not live within the employee's household must comply with the board's policies on pupil transportation and school vehicle use, including Pupil Transportation Driver Qualification Criteria. Parental/guardian notification is required prior to transporting a student whenever possible. In emergency situations, if a parent or guardian cannot be reached beforehand, the staff member may transport the student but must make a reasonable effort to notify the parent or guardian as soon as possible.

Adopted on: _____
Reviewed on: _____
Amended on: _____