

**Board of Education Regular Meeting
Monday, December 13, 2021 7:00 PM**

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

Notice is hereby given that a Board of Education Regular Meeting of the School District of Bayard in the Counties of Morrill, Scotts Bluff, Box Butte, and Banner in the State of Nebraska will be held on Monday, December 13, 2021 at 7:00 PM in the Bayard High School Library located at 726 4th Avenue, Bayard, NE 69334, which meeting shall be open to the public. An agenda for such meeting, kept continuously current is available for public inspection during normal business hours at the office of the Superintendent, located at 726 4th Avenue, Bayard, NE 69334.

AGENDA

- I. Opening the Meeting
 - I.A. Call to Order
 - I.B. Open Meetings Act
 - I.C. Notice of Meeting
 - I.D. Roll Call
 - I.E. Status of Absent Board Members
- II. Approval of Agenda
- III. Introduction of Guests
- IV. Public Comments
- V. Recognition of Student Achievements
- VI. Student Board Representative Report
- VII. Invited Presentations and Discussions with Presenters
 - VII.A. Strategic Plan Progress Presentation and Discussion
 - VII.A.1. Presentation and Discussion on the Following Strategy from the Strategic Plan: Offer and support programs and services that effectively contribute to the wellbeing of all educational stakeholders, including students, staff, parents, and community members.
- VIII. Board Committee Reports and Recommendations
- IX. Action Items
 - IX.A. Consent Agenda
 - IX.A.1. Minutes of Previous Meeting
 - IX.A.2. Bills
 - IX.A.3. Board Member Reports
 - IX.A.4. Reports and Correspondence Requiring No Action
 - IX.A.4.a. General Reports and Financial Reports
 - IX.A.4.b. Reports for Information Only
 - IX.A.4.b.a. Nebraska Framework Continuous Improvement External Team Visitation Report
 - IX.A.5. Adoption of Policies on First Reading
 - IX.A.6. Adoption of The Following Policy on Second Reading: Proposed Revised Policy No 9006 - Student Board Representative
 - IX.A.7. Approval of Contracts within Policy Guidelines
 - IX.A.7.a. Renewal of Photocopier Agreement with Copier Connection, Inc.

- IX.B. Discuss, Consider, and Take All Necessary Action in Regard to Evaluation of the Superintendent
- IX.C. Discuss, Consider, and Take All Necessary Action in Regard to Proposals to Update/Expand Camera System on Campus with ESSER II Grant Funds.
- IX.D. Discuss, Consider, and Take All Necessary Action in Regard to Consideration of Nominations for the A. M. "Mike" Cillesen Volunteer Board
- X. Discussion Items
 - X.A. Review and Discussion of Policies 4070 through 4111 in the 4000 series.
 - X.B. Discussion Regarding Need for Expanded Early Childhood Services in the Bayard Community
- XI. Reports
 - XI.A. Principals and District Administrators
 - XI.B. Superintendent
- XII. Set Next Meeting Date
- XIII. Adjournment

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



Student Board Representative Summary Report to the Board of Education

Submitted By: Nathaniel Barker

First Semester Student Board Representative

Student Board Representative Initiative: tutoring

Meetings Attended and Hours of Service Log:

Meeting/Activity	Hours
Meeting with rice to get a plan	September 17th
Meeting with tutors	Tue, Oct 26
Total Hours of Service:	



Successes Experienced: yes tutoring is up and running

Challenges/Obstacles Experiences: getting people to show up for tutoring

Opportunities to Improve the Student Board Representative Program: Have clearer defined rules and expectations

Thoughts/Recommendations for other students who might be interested in serving as a Student Board Representative: work towards initiative and put productive and honest input into discussions especially when it affects students



Student Board Representative
Board of Education Report
December 13, 2021
Submitted by: Nathaniel Barker
First Semester Student Board Representative

1. Student Activities:
 - a. Freshman and Juniors went to a college visit
 - b. Some students went to the NSAA sportsmanship and leadership summit
 - c. WTC honor choir
 - d. One act had their public performance
 - e. Picture day
 - f. High school went to a leadership conference
 - g. Veterans day
 - h. Thanksgiving break
 - i. Financial literacy presentation by Us bank
 - j. Nwea testing started
 - k. 13 days of Christmas
 - l. Christmas concert elementary school was last Tuesday, high school is this tuesday

2. Other Pertinent Student Information/ Feedback from students
 - a. Some students who went to the sportsmanship summit were curious about getting student ambassadors for other teams and officials during home games
 - b. doing a letter or video about sportsmanship/ respect towards officials and other teams before the home games.
 - c. Many students are again thinking what is the point in trying in the NWEA testing as we started on winter testing, as there are no incentives in place

3. Progress on Student Board Representative Initiative
 - a. Tutoring has started
 - b. Have some students attend consistently

Bayard Public Schools:
One District's Continuous Efforts to
Nurture a Positive School Culture

@TravisMiller
travismiller@bayardtigers.org



About Me...

- Lifelong Nebraskan
- Five Children who are students in our school system
- Prior experiences as school board member, teacher, coach, principal, staff developer
- Experience in class B, C, and D school sizes.
- Opportunity to connect across the state when authoring a dissertation study.



About YOU

- Please raise your hand if you are:
 - A school board member
 - A school administrator
 - Here is another capacity
 - A parent or grandparent with children attending the school district where you work or serve



What is "Culture"?

Lexico.com (Oxford):

- "The arts and other manifestations of human intellectual achievement regarded collectively."
- "The customs, arts, social institutions, and achievements of a particular nation, people, or other social group."



A working definition for today:

"The way we do things around here."
- Dr. John Lammel (UNL)



My Objectives for the Session

- By the end of this session I will:
 - Share information about ways in which a positive school culture may be helpful
 - Share information and ideas about "The way we do things" at Bayard Public Schools.
 - Promote thinking about "The way things are done" in your schools.
 - Inspire you to be a little more intentional about "The way we do things in Nebraska's schools."



Why Culture/Who Cares?

Already Overburdened with Demands:

- State and Federal Regulations/Compliance
 - Educational (Rule 10, Rule 2, Rule 15, New Reading Law, etc.)
 - Employment (PPACA, Workplace Privacy, Background Check)
 - Facilities (ADA, Safe and Secure, Defensible Points of Entry)
- Ever-growing and technologically sophisticated reporting burden (NSSRS, Adviser, Financial Reporting)
- Rank and Blame (NSCAS, ACT, NEP, NAEP, etc.)
- Financial and Legislative Challenges and Taxes
- Competing Personal Agendas in the Community



Who has time and resources to focus on “feel-good” things like school culture?



Perhaps a more important question:
What is the cost in time and resources when we neglect to focus on positive culture in our schools?



Why Culture?

- Staff Retention
- Student Performance
- Student/Parent Retention
- Board Member Retention



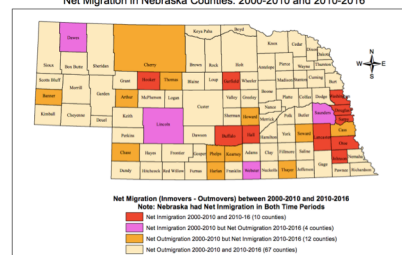
Reality: Our Context/Environment

- Population retention and growth is a major challenge in this state.
 - (At the state and local levels, we have a business interest in retaining our most productive people).
- We are operating with restricted fiscal, human, and political resources.
- A positive school culture can be a low cost investment/differentiator in a competitive marketplace.



Declining Rural Populations

Net Migration in Nebraska Counties: 2000-2010 and 2010-2016



Sources: Vital Statistics Reports, Nebraska Department of Health and Human Services, 2000 and 2010 Censuses, 2018 Estimates, U.S. Census Bureau
Prepared by: David Orsini, Center for Public Affairs Research, University of Nebraska at Omaha - March 27, 2017



Why Culture? Staff Retention

- Teacher Shortage/Teacher Exodus
 - During 2018-2019, there were 114 Nebraska district/systems reporting unfilled positions.
 - Unfilled positions are those positions for which fully qualified personnel were not hired, including positions that were left vacant. (2018-2019 Nebraska Teacher Shortage Report).



Why Culture? Staff Retention

- We are in the people business:
 - We want to attract, train, and retain the best people to our school and our community.
 - Teachers, paraeducators, administrators, board members, parents, and students
 - With limited resources, salary cannot be the only differentiator



Why Culture? Student Performance

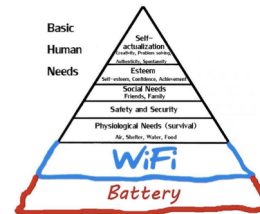


Maslow's hierarchy of needs

<https://www.thoughtco.com/maslows-hierarchy-of-needs-4582571>



Why Culture? Student Performance



<https://capitalone.com/2015/05/are-battery-power-and-wifi-the-new-food-and-shelter>



Why Culture? Student Retention

Competition for students can be significant.

Quality of the student experience has the potential to impact not only the educational quality experienced by students today, but also impact their perceptions of our community and their future residency choices.



The way we do things at
Bayard Public Schools



Board of Education

Board/Staff Steak Fry/Recognition Dinner

- Each August when we start the year
- Opportunity to meet/greet new staff
- Share appreciation for their work
- Thank spouses (coaches in particular)
- Recognize Longevity (lapel pins)



Board of Education

Recognition of Student Achievement

- Try to recognize students at each meeting
- Administrators and Board Members highlight the students' accomplishments and tell them congratulations
- Present students with a t-shirt
- Post photo and information on social media



Bayard Schools
@BayardTigers

The Board of Education recognized student achievements at the May board meeting. Recognition included a National 4-H Delegate, an award-winning artist, a state journalism awardee, and the Global Finals qualifying Destination Imagination team!



Bayard Schools
@BayardTigers

The Board of Education took the opportunity to recognize state qualifiers in Cross Country, BOE Also received student reports on prom & National FFA. Professional reports on individualization and Leader in Me, too! Great work, students! Keep it up!
[#BayardTigers](#) [#HometownUSA](#)



Bayard Schools
@BayardTigers

The Board of Education took the opportunity to recognize state qualifiers in FFA land judging and members of the multi-championship earning Jr. High Volleyball team during the October meeting.

Great work, students! Keep it up, Tigers!
[#BayardTigers](#) [#HometownUSA](#)



11:18 AM - 16 Oct 2019



Bayard Schools
@BayardTigers

The Board of Education recognized Leah on her award-winning artwork at the August board meeting. Good work! [#BayardTigers](#) [#HometownUSA](#)



8:10 AM - 19 Aug 2019






Board of Education

Teacher and Staff Committee Work:


- Staff Recognition Items Presented in December
- Recognize efforts of staff with tangible items
 - Jackets
 - Polos
 - Coffee Cups
 - Notebooks
- Thank staff and personally share holiday greetings



Board of Education

Board Focus:

- Doing the Right Things the Right Way
- Code of Ethics
- Chain of Command
- New Board Member Orientation
- Policy Review




Articulating Our Values: "What are we about?"

- Mission
- Vision
- Core Covenants
- Academic Seal




Mission

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



Vision

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



Core Covenants

Bayard Public Schools

Focused on the Student

Attitude of Excellence

Community

Tiger Way!

Every Person, Every Day. It's a FACT!



Core Covenants (Continued)

Focused on the Student

- Positive Interactions and Relationships
- Focus On Student Potential
- Diverse Opportunities
- Unconditional Acceptance



Core Covenants (Continued)

Attitude of Excellence

- Act With Integrity
- Expect To Be Great
- Accept Daily Challenges & Setbacks
- Think "Big Picture"

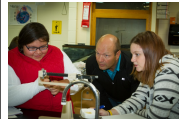


Core Covenants (Continued)

Community

- Support Each Other
- Set Aside Self For Benefit Of The Group
- Respect Everyone
- Be A Wing, Not A Weight

Tiger Way!



Core Covenants

Bayard Public Schools

Focused on the Student

Attitude of Excellence

Community

Tiger Way!

Every Person, Every Day. It's a FACT!



Academic Seal



<https://bit.ly/332IjXg>

Academic Seal



Culture and Health Support

Providing a system of supports of mental and physical health is an integral part of our efforts to provide a positive school culture



Why Employee Wellness Matters to Me as a School Administrator

- Human Dignity
- Effectiveness (Learning Benefit)
- Retention and Recruitment
- Long Term Financial Benefit
- Community Responsibility



“Health and success in school are interrelated. Schools cannot achieve their primary mission of education if students and staff are not healthy and fit physically, mentally, and socially.”

- National Association of State Boards of Education



Coordinated School Health Approach

- Health Education
- Physical Education
- School Health Services
- Nutrition Services
- Counseling, Psychological, and Social Services
- Healthy School Environment
- Employee Wellness
- Family and Community Partnerships



Health Education

- EHA Wellness Programs
- School Nurse (Diabetes and Blood Pressure Education)
- Stress-reduction training provided for coaches/sponsors.
- Teen CERT Program
- Events (National Walk at School Day)
- EAP Program (Employee Assistance Program)



Physical Education

- Grant for Project Fit America Equipment
- Utilization of SPARK Curriculum
 - Increased from K-6 to K-8
- Increased Student Physical Education Time by having classroom teachers bring students to the PE teacher



Physical Activity

- Track (Lighting to promote safe walking early in the morning or in the evening)
- Weight Room Key Check-Out
- Gym Access
- Walking Work Station
- Wellness Breaks for Office Staff



Health Services

- Provide cholesterol assessment to students in grade 5 and 10th
- Partnered with Wellness Partners for Staff Wellness Assessments
- Partnered with EHA Wellness for Personal Health Assessments of Staff
- Partnered with Panhandle Workplace Wellness to secure blood pressure monitors in both buildings for staff along with training on proper use



Blood Pressure Monitors



Nutrition Services

- Grab and Go/Breakfast in the Classroom
- Salad Bars for K-12 Students and Staff at Beginning of Lunch Line (Plate fruits and vegetables first)
- Provide a summer feeding program for 20 days in the summer (breakfast and lunch)



Grab 'N Go/Breakfast in Classroom

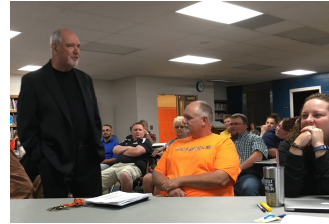
Bayard Elementary	2013-2014	2014-2015
Free	46%	71%
Reduced	35%	64%
Full Pay	18%	54%
Bayard Secondary	2013-2014	2014-2015
Free	15%	48%
Reduced	7%	27%
Full Pay	4%	21%

Counseling and Psychological Services

- Added a second guidance counselor
- Several staff trained in psychological first aid
- Implementation of Second Steps (social-emotional curriculum) for students in grades P-7
- Implementation of "8toGreat" in grades 8 and 10



Humor in the Workplace



Environment/Culture

We want the school environment and culture to promote physical activity.

- Physical Activity
- Health/Culture



Standing Desks



Standing Desks



Walking Workstation



Health and Hydration

- Filtered water drinking fountains in the hallways for students and staff
- Culligan water in the teacher work rooms and offices
- Filtered water ice (to promote drinking enough water)



Filtered Water Drinking Fountains



Healthy School Environment

- Updated drinking fountains in both buildings (link between proper hydration and learning)
- Changing our expectations for staff and students
- Updated wellness policy
- Implemented breastfeeding policy



Staff Handbook Language

“Bayard Public School District highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Staff members are expected to serve as role models for students in the area of wellness. BPS staff members are encouraged to serve as healthy role models for students.”



Vacation/PTO Policies/Staff Retention

- Vacation Policy utilizes “Bucket Approach”
 - Incentivizes Using Vacation Each Year
 - Important for people to take time away from work
 - Protects the financial stability of the district (limits exposure to large payouts)
- PTO (Paid Time Off)
 - Staff receive 10 days per year.
 - Ability to take a trip/cruise/etc.
 - Ability to attend important family functions, etc.



Safety

- Avoid deferred maintenance when there is a safety issue
- Upgrading lighting throughout the district (safety, learning, and psychological)
- Lamps in classrooms without windows
- ALICAP Safety Tip Emails



Fittest Tiger Challenge

- Weight Loss/Exercise Challenge
- Small financial prizes
- “Bragging Rights”
- Building vs. Building ... Jeans for a week



Family/Community Involvement

- BTA (Bayard Tiger Association) hosted a parent wellness activity night
- School revised and distributed a Community Resource Guide for Families, Educators, and Community Members
- Parents/Community members serve on the School Health Advisory Committee



The little things make a big difference!



Recognitions

- Bayard Public Schools was awarded the Governor’s Award for Workplace Wellness.
- ALICAP Safety Honor Roll
- Bayard Public Schools was one of 12 school districts that were selected to pilot the “Elevate” wellness project through EHA Wellness/Blue Cross/Blue Shield



School Mental Health Team - Meets 2 times/Month

8:05 to 8:45 the 1st and 3rd Tuesdays of Each Month

Elementary Counselor	Jr./Sr. High Counselor	School Psychologist	LIMHP
Mr. Mark Keszler	Mrs. Linde Rafferty	Ms. Taylor Black	Mrs. Shanna Rosentrater



School Mental Health Advisory Committee

Meets in Early September, Late November, End of January, Early March, & Early May

Mrs. Cindy Korell	Mrs. Courtney Schuller
Mrs. Kelley Rice	Mr. Matt McLaughlin
Mr. James Miller	Dr. Travis Miller
Mrs. Kari Foreman	Dr. Katie Carrizales
Ms. Candace Smith	Ms. Lacey James



School Mental Health Advisory Committee

The role of the School Mental Health Advisory Committee is to serve as extra eyes and ears to inform and enhance mental health conditions in the Bayard Public Schools Community; to provide referrals of staff and students; to serve as a sounding board for the School Mental Health Team; and to identify resources and procedures to support the work of the School Mental Health Team.



Student-Centered Professional Learning Community

Reviews each student's status 4 times per year

The purpose of these PLCs is to monitor the academic, social, and behavioral development of students in the school. The goal is to have a team of committed adults convening as advocates for each student in the school at least 4 times each school year. The principal, assistant principal, and mental health team members may serve as ex-officio members of each committee.



SEL Curriculum and MTSS

Tier 1

*2nd Steps (PK-6) *

8 to Great (7th Grade)

*Leader in Me/LEAD School (PK-12) *

Tier II

BASE and Skills Streaming

Tier III

Intensive Counseling, IOP Referral, Etc.

CASEL Select



Professional Development

- Mental Health First Aid
- 7 Habits of Highly Effective People
 - Board, Administrators, All Staff, Community Members
- Strengths Finders (Ongoing)
 - Board, Administrators, Teachers, Paraeducators
- Trauma Informed Schools (ACES Training)
- State Mandates (Suicide Prevention Training)



#BeKind



#BeKind



FOR Club (Rachel's Challenge)

Dr. Travis Miller
@TravisMiller

Just had a wonderful surprise visit by some @BayardTigers FOR Club members! Great job by students choosing to lead and making a positive impact on our school community! #BayardTigers #BeKind #HometownUSA



Student Leadership Opportunities

“Everyone is a leader”

- LEAD/Leader in Me
- School-Based CERT Team (Emergency Response)
- FOR Club
- Student Mentors
- “Do Gooders”



“Do Gooders” Group

matt mcLaughlin
@mattmcLaughlin

@BayardTigers terrific to hear this amazing kid speak in front of 200 peers!



“Do Gooders” Group

- After learning about Olivia’s idea, 40 students committed to joining the “Do Gooders.”
- One of their first projects is to help replace obsolete equipment for the Bayard Senior Center.



New Student Induction

- We have developed a new student induction packet with information about how to handle various common issues along with FAQs.
- Elementary
 - Peer Mentors have been added to the student council. Students are trained to be a friend to new students.



SafeSchools Alert

- “If you see something, say something.”
- Provide everyone with the ability to report anything concerning.
- Helps us track the number and types of reported incidents.
- Good PR (Helps the community know we care about student safety and bullying prevention.)



"Trusted Adult" Survey

- Each school year we conduct a "trusted adult" survey to determine whether each student has an adult they trust in our school.
- If students don't have a trusted adult, we work to develop connections with those students.
- Principals keep the list in case there is some future need, such as crisis response.

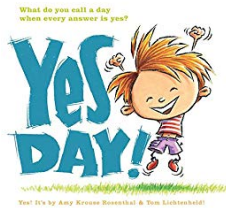


Community Interaction/Events

- Student Showcase (State Ed. Conference style)
- Coffee at the Curb (Once/Month)
- Open House and Hot Dog Cookout
- Community Coffee (Twice/Month)
- Family Nights (Math Night, Practical Finance, Reading Night, Lights On After School)



Student and Staff Leadership: How can I say "Yes" to this?



Collegiality and Staff Leadership

- TigerCARE (Community Action Reaching Education)
- Greenhouse Project (Fundraising)
- Pink Socks (Kindergarten Teacher Cancer Support)
- Family Liaison (Grant-funded position)
- Family Nights (Math Night, Practical Finance, Reading Night, Lights On After School)
- Scheduled T-Shirt Days (#BeKind, Pinkout, Apply to College Day promotion.)



Student and Staff Interaction

- Principal/Staff Member Greetings at Doors
- Dodge Ball Tourney during Homecoming
- State Qualifier "Send-Offs"
- Academic Intervention (All about student success) *"They may hate us, but they know we care!"*



Facilities and Environment

- Student Work Prominent (e.g., Art in Hallways)
- Regular Investments in the facilities
 - Safety and security
 - Visual Attractiveness (carpet, teacher-selected paint)
 - Educational Effectiveness (whiteboards)
- Adjust as Necessary (needs change)



Multi-Tiered Communications Strategy

- Face to Face (Events)
- Phone Calls
- Remind
- Facebook
- Twitter
- School Website



Culture Impacts Relationships

"The nature of relationships among the adults within a school has a greater influence on the character and quality of that school and on student accomplishment than anything else."

– Roland S. Barth



Developing a School Mental Health Team in a Small Rural School

Dr. Travis Miller, Bayard Public Schools

Dr. Katherine Carrizales, ESU 13



About Us

Dr. Travis Miller, Ed.D.

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Bayard Public Schools

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Dr. Katherine Carrizales, Ph.D., Ed.S., NCSP

Director of Behavior and Mental Health

Educational Service Unit 13

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YOUTH MENTAL HEALTH NEEDS

20 % -- 1 IN 5-- CHILDREN AGES 13-18 CURRENTLY HAS OR PREVIOUSLY HAD A SERIOUS DEBILITATING MENTAL DISORDER (NATIONAL INSTITUTE OF MENTAL HEALTH, 2015)

- **By comparison 8.3 % of children under 18 years have asthma & Only .2% have diabetes**
- **Untreated mental health disorders can lead to school failure, family conflict, drug abuse, violence and suicide (C.J. Kappahn, 2006)**
- **Nearly half of children in NE have experienced at least 1 ACE**



Behavioral Health is a focus for ESU #13

...why should schools address this need?

LESS THAN 50% OF THOSE IN NEED OF MENTAL HEALTH SERVICES RECEIVE TREATMENT

- ¾ OF YOUTH WHO NEED SERVICES RECEIVE THEM FROM SCHOOLS,
- In rural area schools are most often their sole treatment source or the most frequent entry point

BEHAVIORAL HEALTH AND MENTAL HEALTH NEEDS IN SCHOOLS GROWING

- SCHOOL SURVEY RESULTS- expanded services requested
- IDENTIFIED STRATEGIC PLANNING GOAL INCLUDES EXPANDING BEHAVIORAL HEALTH SERVICES
- INCREASED RATES of toxic stress/trauma, insecure attachment, mental health conditions, impact individual student health outcomes, student achievement, school climate/safety and the physical & mental health of future generations

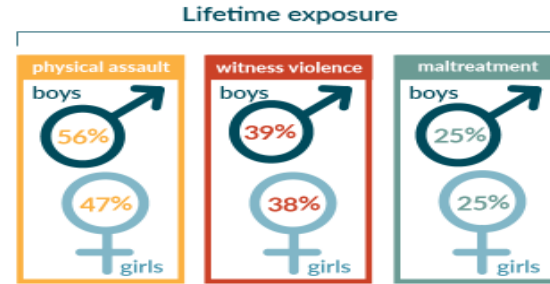
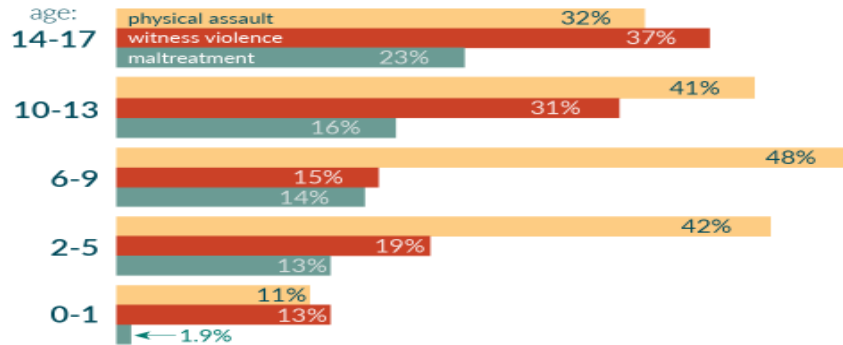


PREVALENCE OF CHILDHOOD TRAUMA

2 of 3 children & youth were exposed to violence in the past year

Of these, **50%** report more than 1 form of victimization | **1 in 6** report 6 or more exposures to violence

physical assault, witnessing violence, and maltreatment are common



Adverse Childhood Experiences (ACE) Study

1 in 5 adults report 3 or more adverse experiences as children



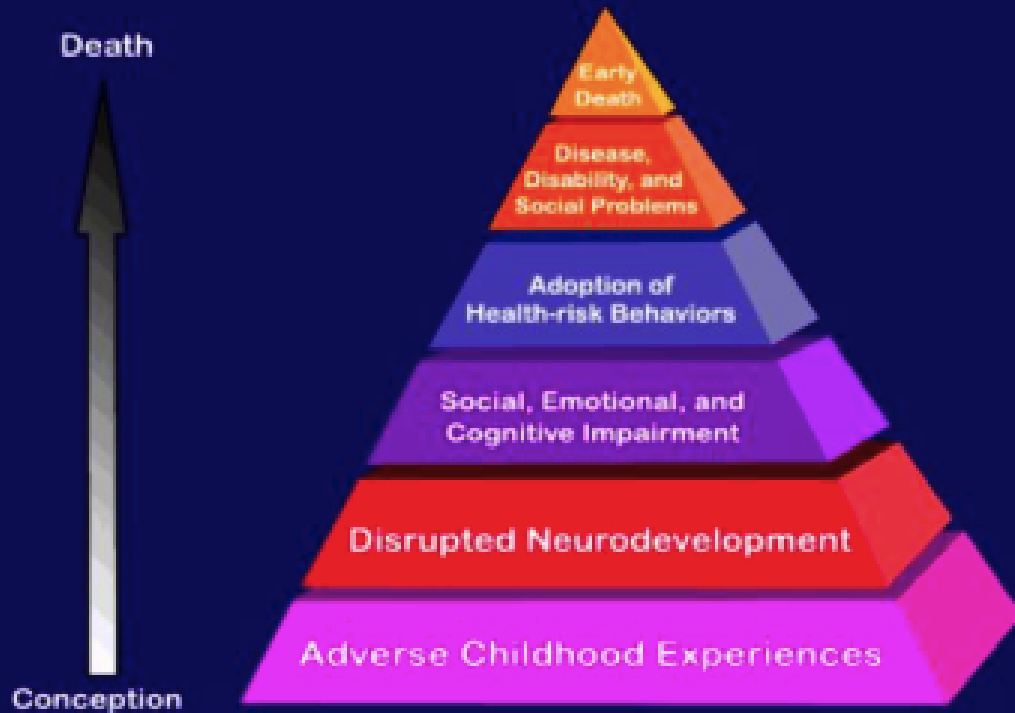
Adverse experiences include:

- Physical abuse, emotional abuse, and sexual abuse
- Emotional and physical neglect
- Household substance abuse
- Household mental illness
- A mother treated violently
- Parent separation or divorce
- Incarcerated household member

As rates of adverse childhood experiences go up, so does **high risk behavior, illness, and early death**

Sources: Finkelhor, Turner, Shattuck, & Hamby, 2015; Child Trends, 2016; Felitti, Anda, Nordenberg, Williamson, Spitz, Edwards . . . & Marks, 1998

Adverse Childhood Events



Mechanisms by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan



The portion of a problem linked to an ACE

- Depression: 50% chance it is caused by an ACE
- Attempted suicide: 58%
- Sexual Assault: 62%
- Domestic Violence: 52%
- Alcoholism: 65%
- Drug abuse: 50%
- IV Drug abuse: 78%

"Attributable Risk" is the portion of a condition in a population that can be attributed to a specific risk factor

Felitti, 2003 conference presentation at Snowbird in 2003

DEFINITION OF TRAUMA

The three “E’s” of trauma:

Event, series of events, or set of circumstances

Experienced by an individual as physically or emotionally harmful or life threatening

Has lasting adverse **effects**.

The stressor exceeds our ability to cope



TYPES OF TRAUMA

- **Natural disasters:** hurricanes, fires, floods
- **Human-caused disasters:** accidents, wars, environmental disasters, acts of terrorism
- **Community violence:** robberies, shootings, assault, gang-related violence, hate crimes, group trauma affecting a particular community
- **School violence:** threats, fights, school shootings, bullying, loss of a student or staff member
- **Refugee trauma:** exposure to war, political violence, torture, forced displacement
- **Medical trauma:** pain, injury and serious illness; invasive medical procedures or treatments
- **Poverty:** lack of resources, support networks, or mobility; financial stressors; homelessness
- **Historical Trauma:** “The cumulative emotional and psychological wounding across generations, including the lifespan, which emanates from massive group trauma.” – Maria Yellow Horse Brave Heart
- **Racial trauma:** Potentially traumatic experiences resulting from
- **Direct experiences of racial harassment;** Witnessing racial violence toward others; and Experiencing discrimination



Types of Trauma

- **Family trauma:**
 - abuse, neglect, experiencing or witnessing domestic violence, incarceration of family members, family substance abuse, sudden or expected loss of a loved one
 - TOXIC STRESS
 - (Nebraska state poverty 12.6% (Higher than the national average)
 - Rate of confirmed cases = 7.4 per 1,000 children
 - Impacts attachment/ neurodevelopment
- **Complex trauma:**
 - Exposure to multiple traumatic events from an early age; and
 - The immediate and long-term effects of these experiences over development.



3 year old child



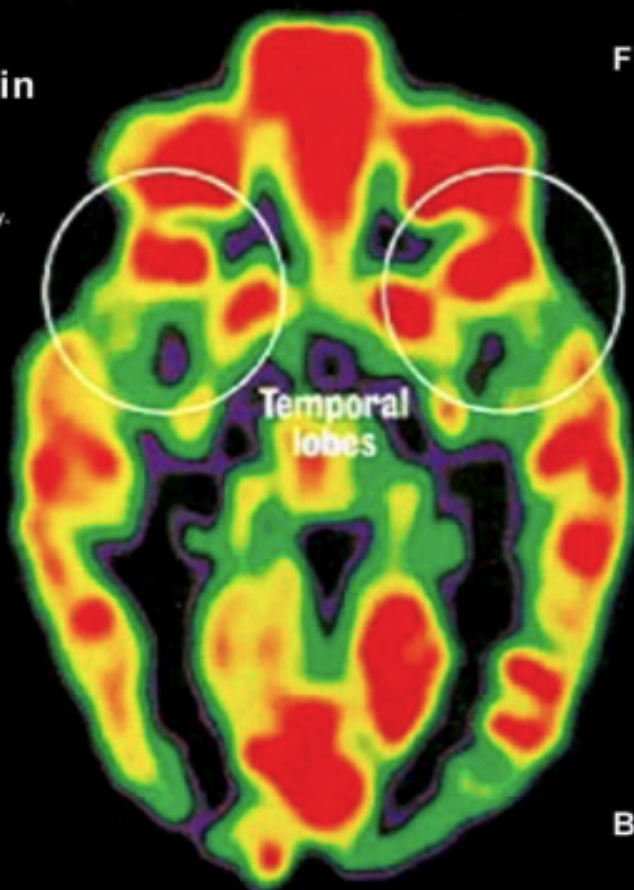
normal



extreme neglect

Healthy Brain

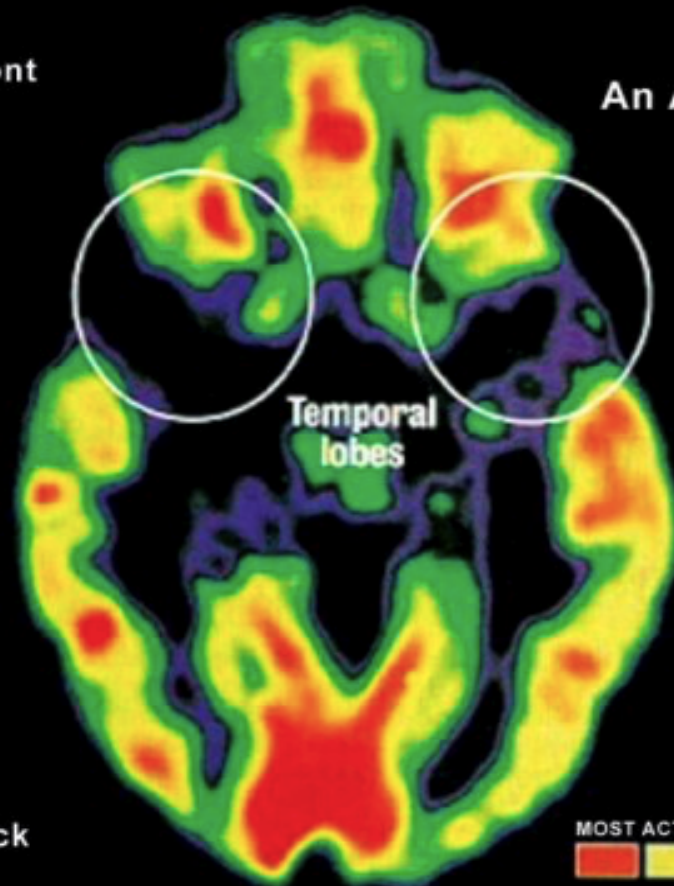
This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional; in regions like the temporal lobes (top), early childhood experiences wire the circuits.



Front

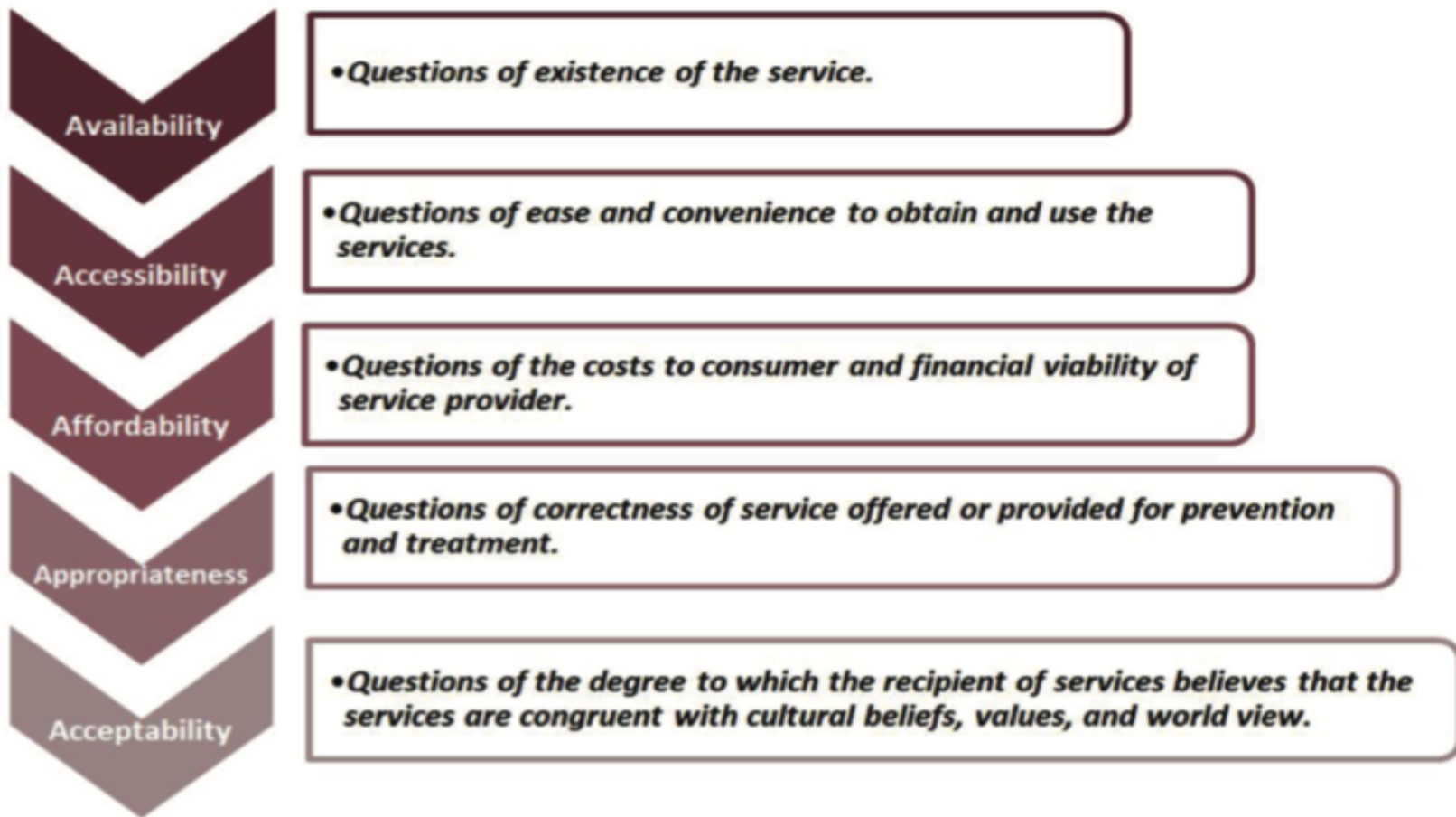
An Abused Brain

This PET scan of the brain of a Romanian Orphan, who was institutionalized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top), which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.





**BARRIERS TO TREATMENT:
FRONTIER NEBRASKA**



Source: Jackson, V. "A Look at Disparities by Availability, Accessibility, Affordability, Appropriateness, Acceptability. Georgetown Technical Assistance Call Series. 2010.

Bayard Public Schools

BACKGROUND

- History of Financial Challenges with Service Contract Structure and Meeting Kids' Needs
- Itinerant School Psychologist Model (Mostly Testing or Overage Bills)
- “Aha!” Moment – Learning from Dr. Jill Timmons
- Began Re-thinking Our Approach



Bayard Public Schools Partnership with ESU#13 and University of Northern Colorado for Doctoral-Level School Psychology Intern

1. Nationally competitive internship program for students in their final year of doctoral study in psychology.
2. Increased service time from 1.5 days of contracted hours to 3 days/week of service (transition from itinerant model toward school-based approach).
3. Saved \$17,000/Year (minimum, possibly more due to overage payments we no longer incur).
4. Interns are highly trained and are coming to our school with the latest knowledge of the field being taught in their programs.
5. Supervision of interns is intense (we get the benefit of the supervisor's knowledge as well as that of the intern).
6. Working to increase the number of school psychologists practicing in rural areas.



Some Identified Mental Health Responsibilities of the School Psychology Interns at Bayard Public Schools

- Behavior Plan Interventions
- Teacher Consultations
- Classroom Observations
- FBA
- Group Counseling
- Circle of Friends
- Data (for referrals, etc.)
- Training on MTSS
- Mental Health Ambassador
- Crisis Team



Behavioral Health workforce in Schools: Doctoral level training program, Interns trained yearly- rural focus- Recent APA accreditation Site Visit-Status Determined Spring 2019



[Home/Welcome](#)

[Consortium Sites and Faculty](#)

[Intern Expectations](#)

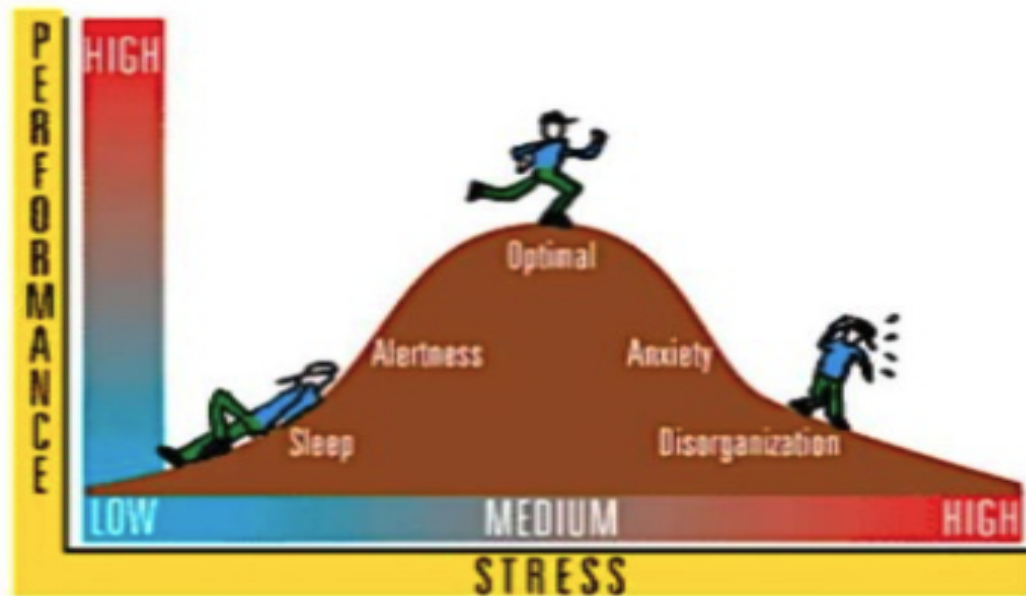
[Policies](#)

[Application Procedure](#)



How Stress Affects Our Job Performance: The Yerkes-Dodson Law

Stress Performance Connection



School Mental Health Team - Meets 2 times/Month

8:05 to 8:45 the 1st and 3rd
Tuesdays of Each Month

Elementary Counselor	Jr./Sr. High Counselor	School Psychologist	LiMHP
Mr. Mark Keszler	Mrs. Linde Rafferty	Ms. Elizabeth Barnes	Mrs. Carissa Elliott



School Mental Health Advisory Committee

Meets in Early September, Late November, End of January, Early March, & Early May

Mrs. Cindy Korell	Mrs. Courtney Schuller
Mrs. Kelley Rice	Mr. Matt McLaughlin
Mr. James Miller	Mrs. Jessica Martin
Mrs. Linde Rafferty	Mr. Mark Keszler
Mrs. Carissa Elliott	Ms. Elizabeth Barnes
Mrs. Kari Foreman	Dr. Katie Carrizales
Dr. Travis Miller	



School Mental Health Advisory Committee

The role of the School Mental Health Advisory Committee is to serve as extra eyes and ears to inform and enhance mental health conditions in the Bayard Public Schools Community; to provide referrals of staff and students; to serve as a sounding board for the School Mental Health Team; and to identify resources and procedures to support the work of the School Mental Health Team.



School Student-Centered Professional Learning Community

Reviews each student's status 4 times per year

The purpose of these PLCs is to monitor the academic, social, and behavioral development of students in the school. The goal is to have a team of committed adults convening as advocates for each student in the school at least 4 times each school year.

The principal, assistant principal, and mental health team members may serve as ex-officio members of each committee.



SEL Curriculum and MTSS

Tier I

***2nd Step (PK-6) ***

8 to Great (7th Grade)

***Leader in Me/LEAD School (PK-12) ***

Tier II

BASE and Skills Streaming

Tier III

Intensive Counseling, IOP Referral, Etc.

CASEL Select



Professional Development

Mental Health First Aid

7 Habits of Highly Effective People

Strengths Finders (Ongoing)

Trauma Informed Schools (ACES Training)

State Mandates (Annual Suicide Prevention Training)



Additional Strategies/Partnerships

- ESU#13 Intensive Outpatient Program
- Title IV Consortium for School Behavioral and Mental Health Program
- Private Providers
- Explore changes to seek Medicaid reimbursement for school psychology services.



ADDITIONAL IDENTIFIED NEEDS:

BXH Workforce Shortage

Enhanced School Clinician Support

Lack of Awareness regarding Community
and School BXH Resources

Trauma Awareness/Informed Practices

Family Services

Bayard Public Schools RESPONSE:

Collaboration with ESU 13 to
house/train Intern

Participate in ESU 13 Counseling Cadre

Participate in and Present-Program
Briefing

PD for all staff – Trauma Informed Care

Participate in Title IVA consortium to
provide additional mental health staff
in district

Barrier: AVAILABILITY

Does the service even exist?

- SCHOOLS UNABLE TO PROVIDE HIGHER LEVEL CARE-
 - NO OPTIONS FOR THIS SERVICE
- LACK OF MID-LEVEL AND HIGH-LEVEL SERVICES IN RURAL/FRONTIER AREAS
 - OUT-OF-REGION RESIDENTIAL TREATMENT SOMETIMES USED DUE TO LACK OF MID-LEVEL SERVICES



Barrier: Appropriateness

Solution: Enhanced service menu with Comprehensive Evidence Based Practice as the guiding philosophy

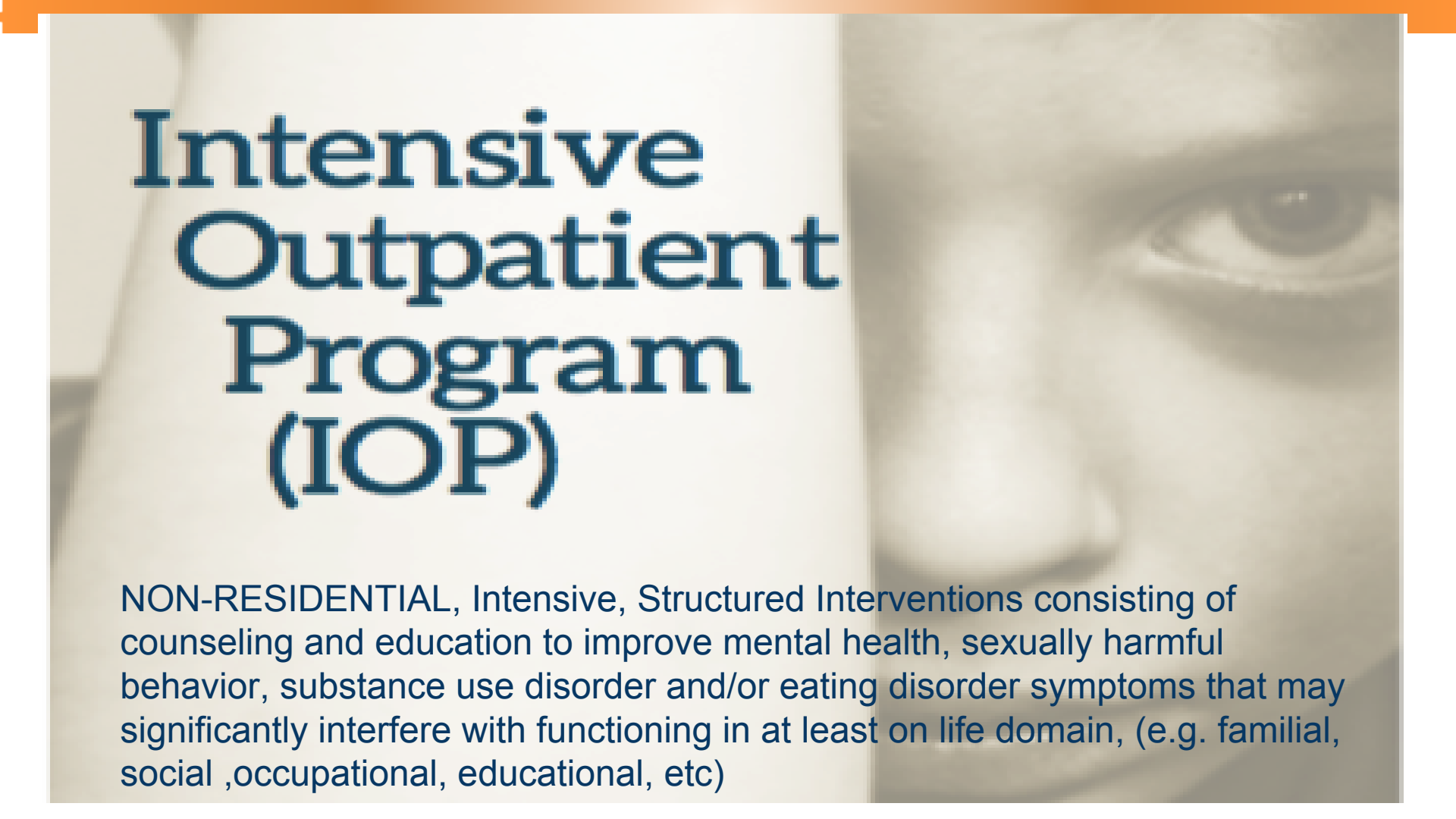
Our Brains Reflect (for the most part) the world we grow up in-
We MUST consider individual brain architecture when choosing EBI



Barrier: Affordability

- Incorporating a variety of funding sources when creating program expansion
 - High Plains Psychology Internship Consortium Collaboration (ESU 13 and Bayard)
 - Insurance
 - Grants/ NESOC
 - Title IV-A Funding
- Private award BXH Funding- Community Response Dollars





Intensive Outpatient Program (IOP)

NON-RESIDENTIAL, Intensive, Structured Interventions consisting of counseling and education to improve mental health, sexually harmful behavior, substance use disorder and/or eating disorder symptoms that may significantly interfere with functioning in at least one life domain, (e.g. familial, social, occupational, educational, etc)

Barrier: Does the service exist?

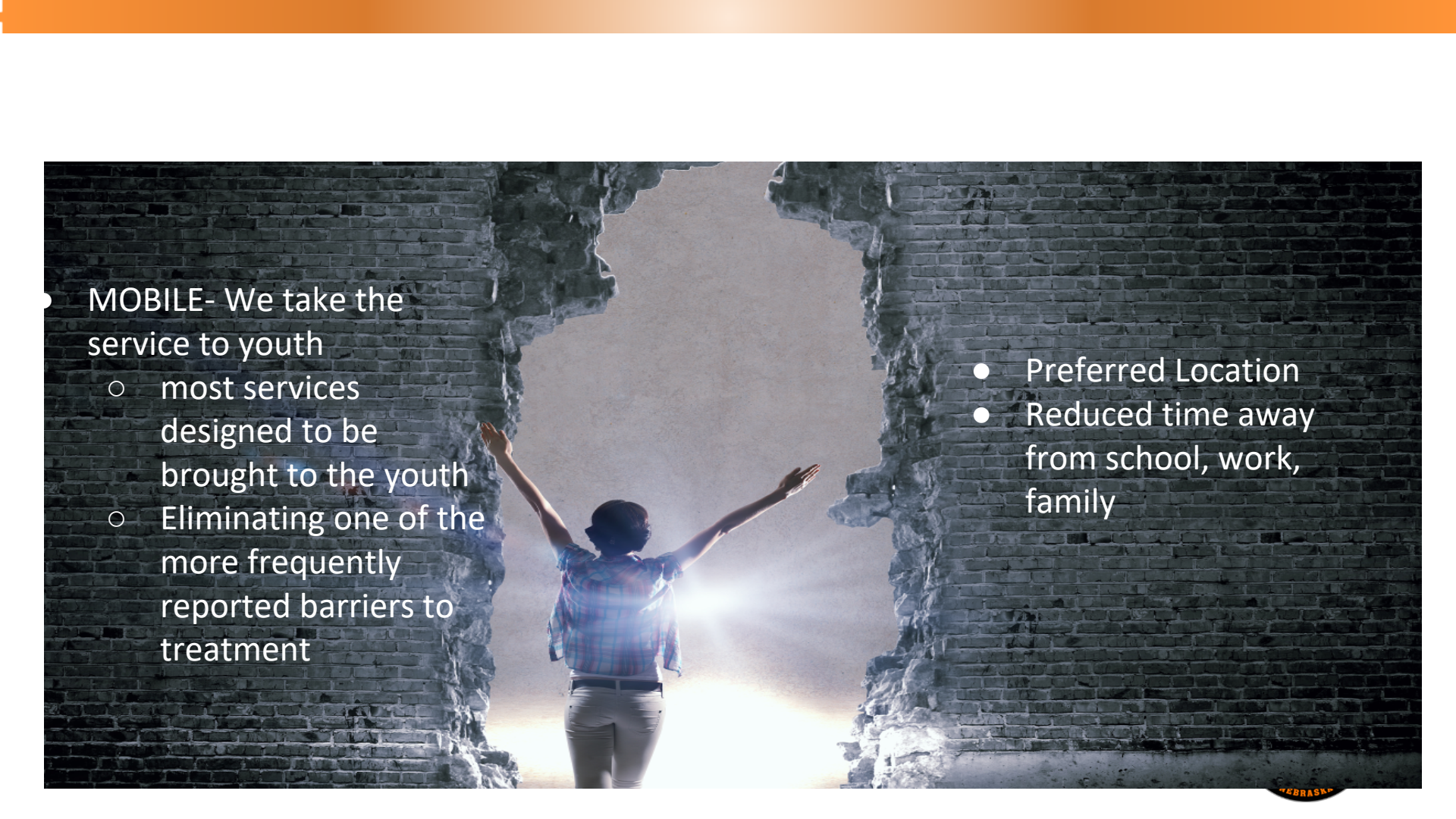
Solution: INTENSIVE OUTPATIENT PROGRAM (IOP)

- Target Population
 - Youth with mental health/behavioral health disorder
 - and/or Substance use disorder
 - Ages 8-21 years
- Service Components
 - Individual
 - Family
 - Psycho-education
 - Group

Comprehensive

- Intensive Intake Process
 - Parent, Youth, Collateral interview, Record Review, Screeners, Observation, etc.
- Evidence Based Trauma Informed Practice
 - Neurosequential Model of Practice
- Multidisciplinary Treatment Team



A person stands with their back to the camera, arms raised in a gesture of triumph or freedom. They are positioned in the center of a large, jagged hole in a dark brick wall. Bright light streams through the opening, creating a strong silhouette effect on the person and illuminating the surrounding air. The overall mood is one of hope and liberation.

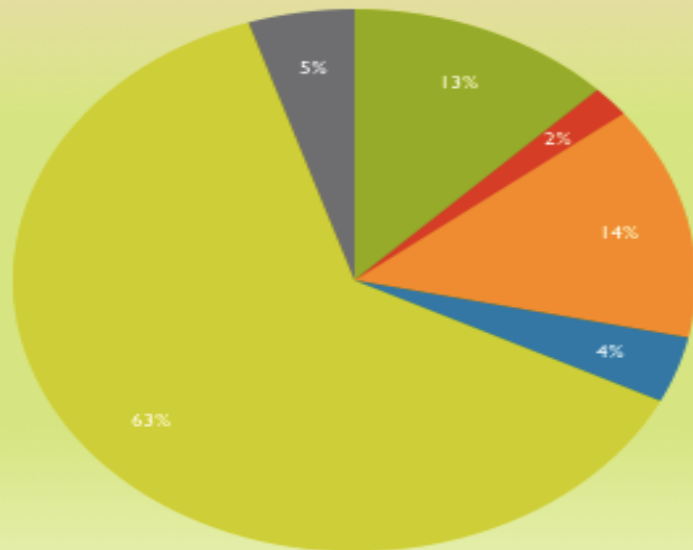
MOBILE- We take the service to youth

- most services designed to be brought to the youth
- Eliminating one of the more frequently reported barriers to treatment

- Preferred Location
- Reduced time away from school, work, family

OTHER STATS

- Homeless at Admission
- Homeless at Discharge
- Employment at Admission
- Employment at Discharge
- Access to Transportation
- Referrals Made



Data Results R1DC FY17 for Quarters 1, 2, 3, 4

Barrier: Acceptability

- Mental Health Awareness Committee
- Mental Health Awareness to reduce stigma
 - One hour of mental health education in school setting



**THE PANHANDLE OF NEBRASKA RAISING
MENTAL HEALTH AWARENESS**

#daretobementalhealthaware
#greenribbon

Enhancing Behavioral Health workforce in Schools cont.

Creating New Positions:

UNMC collaboration: Masters level Counseling Intern- Trained to work within school setting

Title IV-A Consortium- Will fund 2 providers to engage in direct service, family school consultation. Connect families to community resources

Continued Professional Support for Current Clinicians:

Counseling Cadre- Continue to explore rural provider support through peer consultation.

Provider Resource Library- Manuals, Book Resources, Therapy Supplies to Check Out

School/Community Resource Information Sharing (Program Briefing Scheduled 2X year)



Barriers to appropriate access to treatment:

- Availability
- Accessibility
- Affordability
- Appropriateness
- Acceptability



Solution



ESU BXH Health Expansion:

- Higher level Care Programming:
 - IOP; IHFT
- Title IV-A Consultant
- Internship Programs
- Cadre- Clinician Support & education
- Involvement in Community Initiatives
- Therapeutic Consultation
- Funding Streams

Problem



Thank You

Dr. Travis Miller, Ed.D.

Superintendent of Schools

Bayard Public Schools

308-586-1325

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@TravisMiller

Dr. Katherine Carrizales, Ph.D., Ed.S., NCSP

Director of Behavior and Mental Health

Educational Service Unit 13

308-635-3696

kcarrizales@esu13.org



Healthy Children = Better Students

Coordinated School Health: A Journey, Not a Destination

Travis Miller

Superintendent of Schools



Bayard Public Schools

Our Mission:

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



Bayard Public Schools

Our Vision:

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



Core Covenants ...

Bayard Public Schools

Every Person, Every Day. It's a FACT!

Focused on the Student

Attitude of Excellence

Community

Tiger Way!



Core Covenants (Continued)

- **Focused on the Student**
 - Positive Interactions and Relationships
 - Focus On Student Potential
 - Diverse Opportunities
 - Unconditional Acceptance



Core Covenants (Continued)

- **Attitude of Excellence**
 - Act With Integrity
 - Expect To Be Great
 - Accept Daily Challenges & Setbacks
 - Think “Big Picture”



Core Covenants (Continued)

- **Community**
 - Support Each Other
 - Set Aside Self For Benefit Of The Group
 - Respect Everyone
 - Be A Wing, Not A Weight
- **Tiger Way!**



Core Covenants (Continued)

Bayard Public Schools

Every Person, Every Day. It's a FACT!

Focused on the Student

Attitude of Excellence

Community

Tiger Way!



School Health Advisory Council

- *Cheri Scott – School Nurse
- Travis Miller – Superintendent of Schools and Parent
- *Dillon Broussard – Elementary Physical Education Teacher
- Tom Perlinski – Secondary Principal
- Kim Burry – School Board Member and Parent
- Lorene Baum – Head Cook
- *Crystal Neiger – 1st Grade Teacher and Parent
- Carolyn Applegate – School Board Member and Parent
- Craig Henkel – School Board Member and Parent
- Melody Leisy – Panhandle Region Medical Response System Coordinator
- *Team Coordinators



Board and Administrative Support

- Our team included 3 members of our board of education and 2 of the 5 members of our school district administrative team.
- We believe it is important to have support from multiple levels of the organization to make a positive impact in our school community.



Action Plans and Progress

- Create a School Health Advisory Council (Completed)
- Increase nutritional options through use of salad bar for all students (Completed)
- Increase the use of SPARK curriculum at elementary level (Completed and Expanded)
- Increase nutritional options for purchase of snacks through a vending machine (In Process)



Additional Accomplishments

- Revised Wellness Policy was approved by the Board of Education in June 2015
- Breastfeeding Policy was approved by Board of Education in May 2015
- Allergy Policy is was approved by Board of Education in May 2015
- Development of expanded leadership capacity through the School Health Advisory Council



Coordinated School Health

- Health Education
- Physical Education
- School Health Services
- Nutrition Services
- Counseling, Psychological, and Social Services
- Healthy School Environment
- Employee Wellness
- Family and Community Partnerships



Health Education

- Health Education is provided by the school nurse for students in the elementary school.
- Stress-reduction training provided to elementary students in addition to the existing health education curriculum.
- Teen CERT Program
- Events (National Walk at School Day)



Physical Education

- Grant for Project Fit America Equipment
- Utilization of SPARK Curriculum
 - Increased from K-6 to K-8
- Increased Student Physical Education Time by having classroom teachers bring students to the PE teacher
- Purchase of additional physical education equipment



Health Services

- Provide cholesterol assessment to students in grade 5 and 10th
- Provide school nurse service including
 - Eye exams
 - Height and weight and BMI
 - Hearing
 - Dental screening



Nutrition Services

- Implemented Breakfast in the Classroom during 2014-2015 school term
- Serving locally raised and processed beef in school cafeteria
- Provide a summer feeding program for 20 days in the summer (breakfast and lunch)
- Piloted lower elementary salad bar in spring 2015 and will fully implement during 2015-2016 school term.



Grab 'N Go/Breakfast in Classroom

	Student Breakfast 13-14	Student Breakfast 14-15	% Difference
Bayard Elementary	12,834	27,283	113% Increase
Bayard Jr./Sr. High	2,954	10,470	254% Increase
School District	15,788	37,753	139% Increase



Grab 'N Go/Breakfast in Classroom

Bayard Elementary	2013-2014	2014-2015
Free	46%	71%
Reduced	35%	64%
Full Pay	18%	54%

Bayard Secondary	2013-2014	2014-2015
Free	15%	48%
Reduced	7%	27%
Full Pay	4%	21%



Counseling and Psychological Services

- Added a second guidance counselor
- Several staff trained in psychological first aid
- Implementation of Second Steps (social-emotional curriculum) for students in grades P-7
- Implementation of "8toGreat" in grades 8 and 10



Healthy School Environment

- Updated drinking fountains in both buildings (link between proper hydration and learning)
- Changing our expectations for staff and students
- Updated wellness policy
- Updated allergy policy
- Implemented breastfeeding policy
- Preschool and Early Childhood



Health Promotion for Staff

- Earned Governors' Award for Workplace Wellness
- Hosted Stress-Reduction Training for Coaches and Sponsors
- Partnered with Wellness Partners for Staff Wellness Assessments
- Partnered with EHA Wellness for Personal Health Assessments of Staff
- Partnered with Panhandle Workplace Wellness to secure blood pressure monitors in both buildings for staff along with training on proper use
- Participate in staff wellness programs
- Began EAP Program (Employee Assistance Program)



Family/Community Involvement

- BTA (Bayard Tiger Association) hosted a parent wellness activity night
- School revised and distributed a Community Resource Guide for Families, Educators, and Community Members
- Parents/Community members serve on the School Health Advisory Committee



Recent Developments (Fall 2015)

- Bayard Public Schools was awarded a “Walking Workstation” (treadmill desk) from the Panhandle Worksite Wellness program.
- Bayard Public Schools is one of 12 school districts that have been selected to pilot the “Elevate” wellness project through EHA Wellness/Blue Cross/Blue Shield



Next Steps

- Continue to make progress through ongoing efforts to promote a safe, nutritious, and healthy environment that supports the teaching and learning process.
- Promote/Develop a persistent culture of wellness in the school and greater community.



Questions?





Travis Miller, Superintendent
308-586-1325
Travis.miller@bpstigers.org

Bayard Public Schools
Bayard, Nebraska



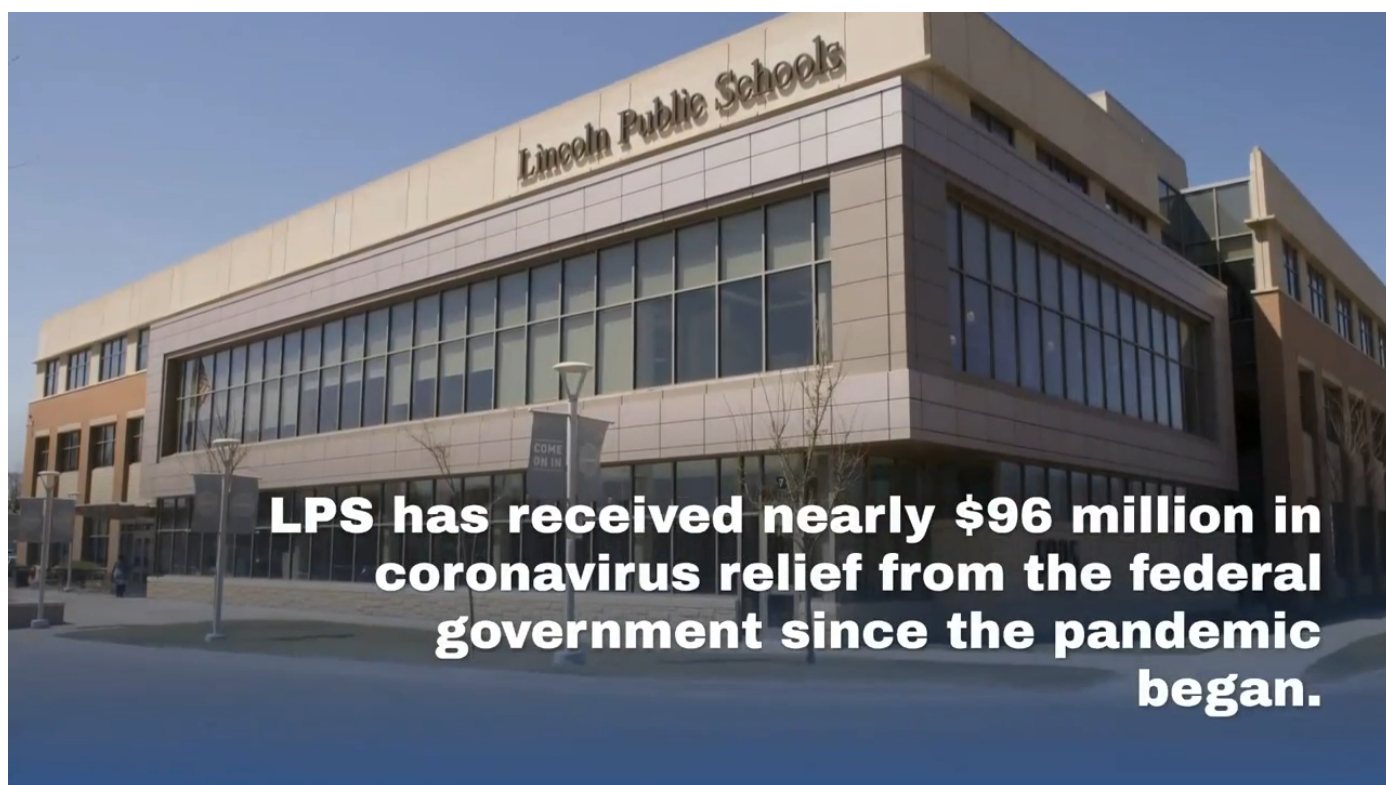
https://journalstar.com/news/local/education/many-nebraska-teachers-are-stressed-overworked-and-want-to-quit-survey-finds/article_565b14ce-34cd-5552-9de6-7041870d087a.html

EDITOR'S PICK | TOPICAL | ALERT | TOP STORY

Many Nebraska teachers are stressed, overworked and want to quit, survey finds

Zach Hammack

Dec 9, 2021



Teachers across Nebraska are burned out, working more hours and losing crucial planning time amid workforce shortages and a rise in mental health concerns in schools.

Those are some of the findings of a Nebraska State Education Association survey of more than 3,000 teachers released Thursday, and officials say solutions are needed now.

"This is a crisis," said NSEA President Jenni Benson.

The teachers union sent the survey earlier this school year to about 18,000 of its members, and about 17% responded, answering questions regarding personal stress, student mental health and staff shortages.

LPS proposes pay raise for bus drivers as shortages, delays persist

Nearly two-thirds of respondents said they were more stressed than last year, while 57% said they are working more compared with last year.

The survey painted a stark picture of staff shortages across the state, too, as schools struggle to fill vacant positions and find substitute teachers during the still-ongoing pandemic that has decimated the labor market.

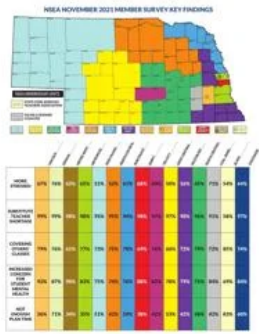
Almost all respondents said their school districts are seeing a shortage of substitute teachers, while 88% said schools are short on paraprofessionals.

With a limited number of subs, teachers have been forced to drop planning time to cover classes. Three-fourths said they have had to cover for colleagues, while 60% disagreed that their district is providing them with the planning time necessary to do their job.

Eighty-four percent of respondents said they've witnessed a rise in behavioral and mental health issues among students this school year, while 64% also expressed concerns about their own mental well-being.

"You're covering classes for colleagues, you're losing your plan time, you're working more and you're more stressed. It doesn't take a rocket scientist to figure out that all of these things are combined," Benson said.

PDF: Read the results of the teachers' survey



Among the more than 4,300 comments gathered as part of the survey, one teacher put it bluntly: "This year feels worse than last year."

Another wrote: "We are floundering."

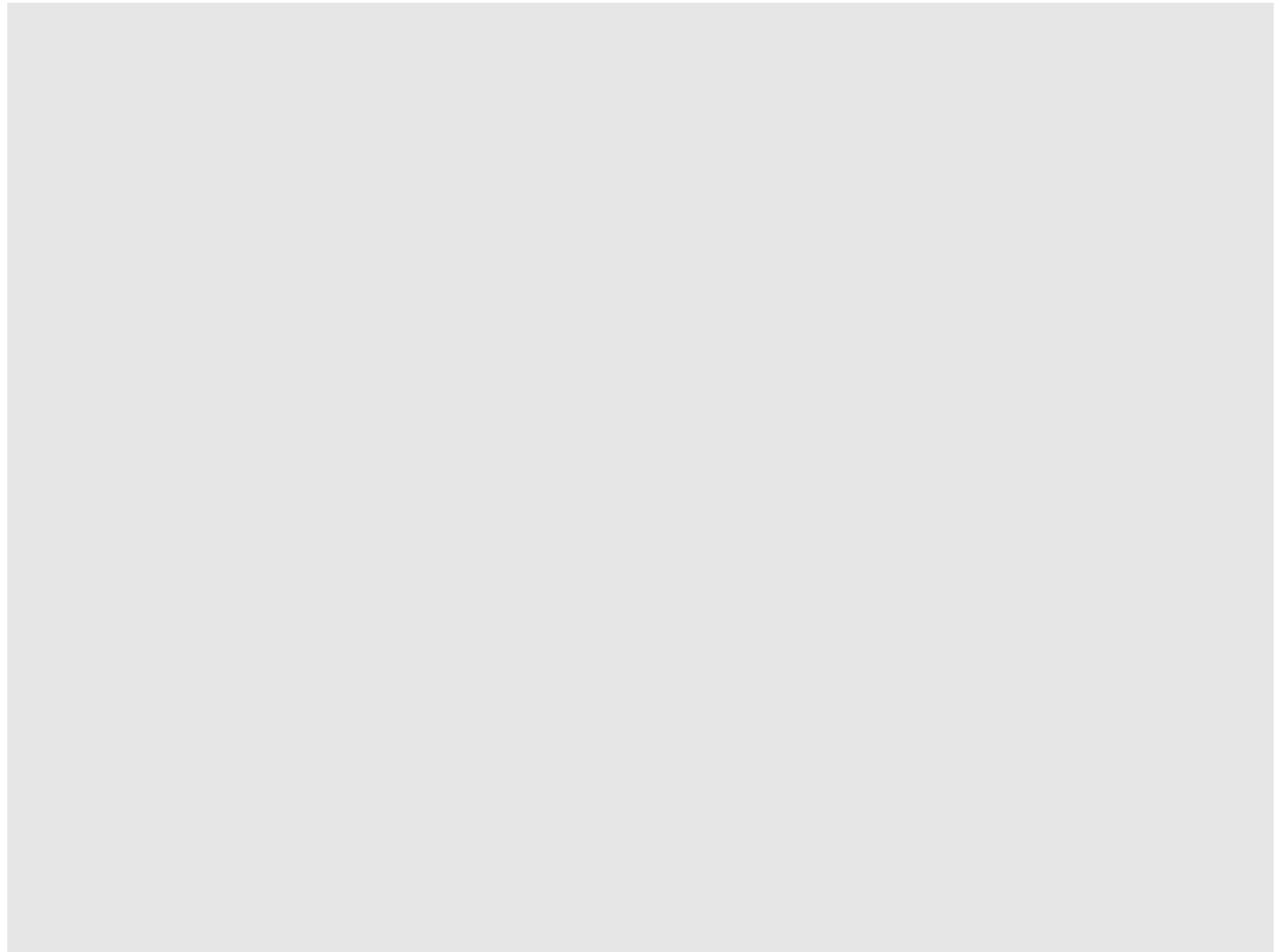
Solutions put forth both by respondents and the NSEA include increasing pay, placing less importance on assessments, eliminating certification hurdles — like the Praxis CORE test — and streamlining regulations that limit the number of days retired teachers can work as substitutes.

📄 'An urgent to-do': Nebraska officials roll out campaign to bolster child vaccination efforts

Benson also pointed to the influx of millions in coronavirus relief dollars doled out to the state and schools that should go toward more mental and behavioral health resources — like telehealth services — for schools.

The teachers union is also pushing for state lawmakers to use some of the federal funding to provide school staff with bonuses.

The federal government has disbursed more than \$546 million in relief to Nebraska schools, and the state has received more than \$1 billion as part of the American Rescue Plan.



Another startling data point: Nearly 1 in 3 respondents said they plan to leave the profession at the end of the school year.

"We are losing teachers because they do not feel supported or respected," wrote one teacher. "And young people are not choosing education as a profession because our state has not made it attractive enough. Frankly, the sky is falling."

Deb Rasmussen, president of the Lincoln Education Association, said the survey data is what she expected.

Teacher shortages have plagued schools nationally long before the pandemic, she said, but the arrival of COVID-19 brought the issue front-and-center in Lincoln.

 **State test results underscore gaps between remote, in-person learners at LPS**

Students are also dealing with the trauma from the pandemic, said Rasmussen, a former school counselor, and that's manifesting in more behavioral issues in the classroom.

And with a shortage of paras to respond to those situations, schools are struggling to find people to help.


"It's a perfect storm, and it's a bad perfect storm," Rasmussen said.


Respondents from Lincoln generally followed statewide trends, but only 36% said they did not have enough planning time, compared with 60% statewide. Ninety-two percent said they had increased concern for student mental health, compared with 84% across the state.

 LPS teachers would have two additional days off next semester under proposal

LEA has had conversations with Lincoln Public Schools administrators about increasing pay for support staff, **similar to raises proposed this week for bus drivers**. And changes to pandemic protocols, like allowing administrators to video conference into meetings instead of having to leave school, have been helpful.

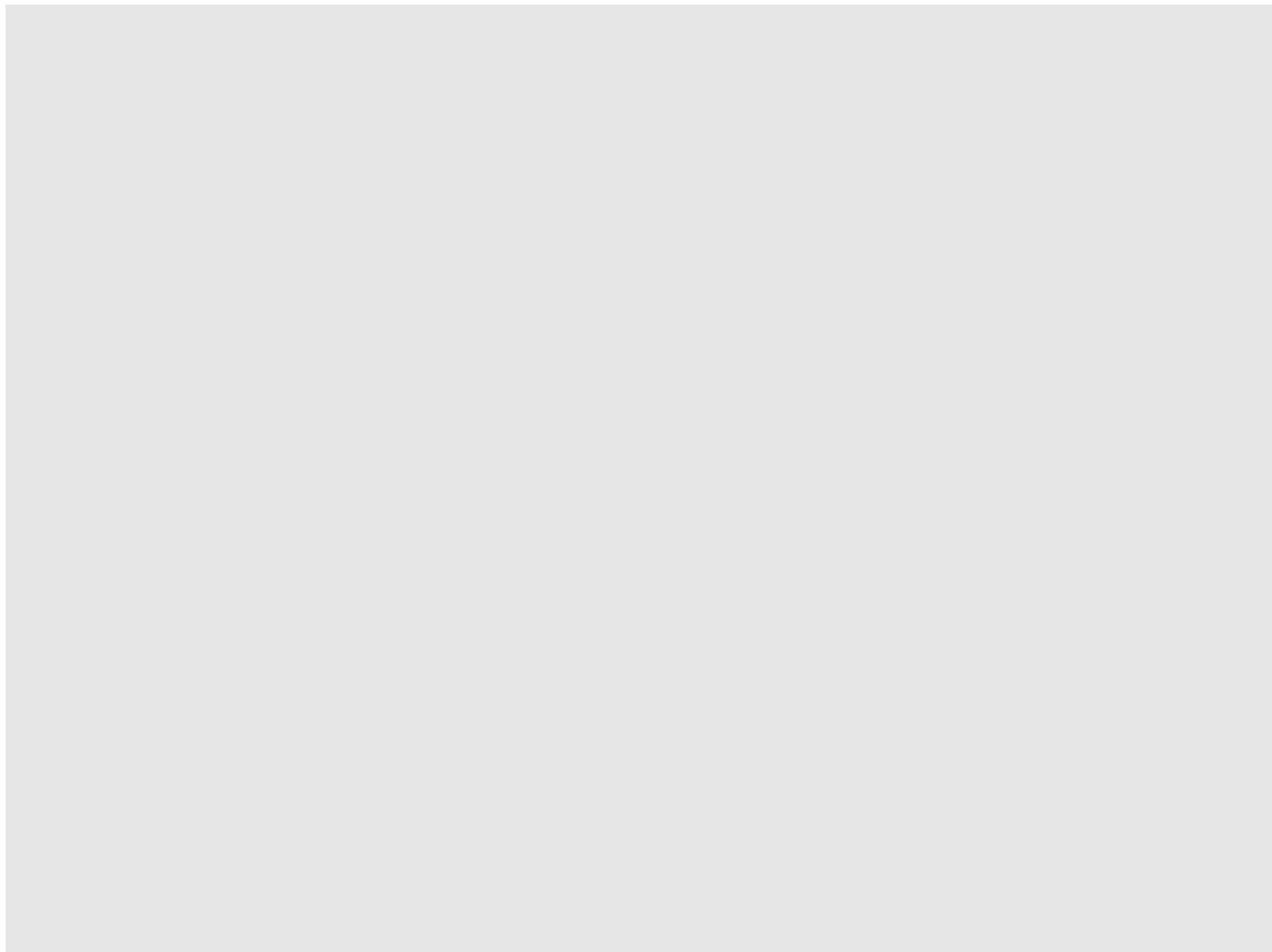
"It's going to be an ongoing discussion," she said. "There are lots of ideas to get in there to help teachers and staff right now, but it's really hard."

 Lincoln school resource officers issued fewer citations in year marked by pandemic, but disparities remain

 With quarantines up at LPS, Lincoln school board member urges parents to get children vaccinated

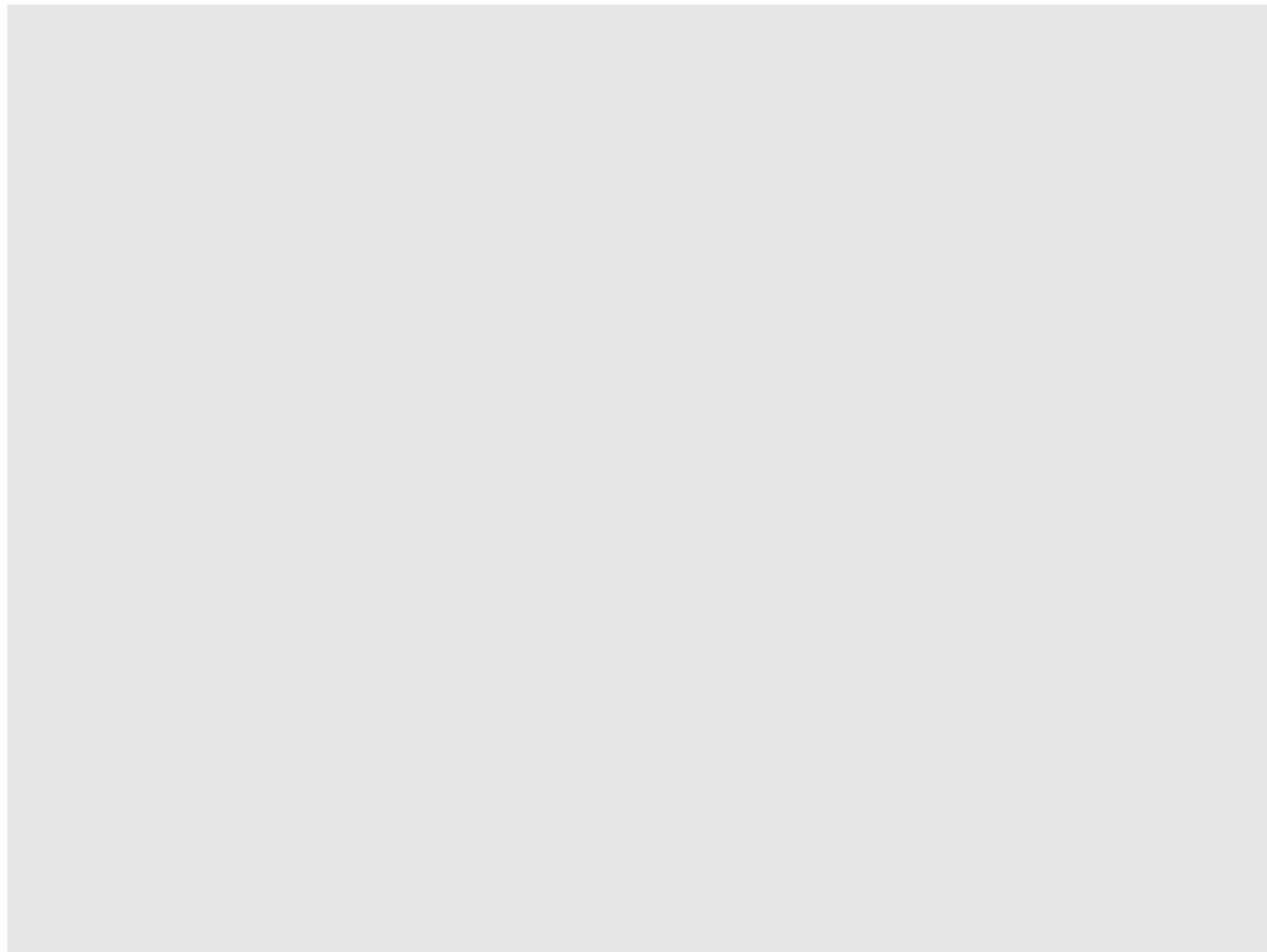
 Lincoln school board eyes growth on outskirts, simplified boundaries in redistricting proposal

Photos: Looking back at how Nebraska reopened schools amid the pandemic



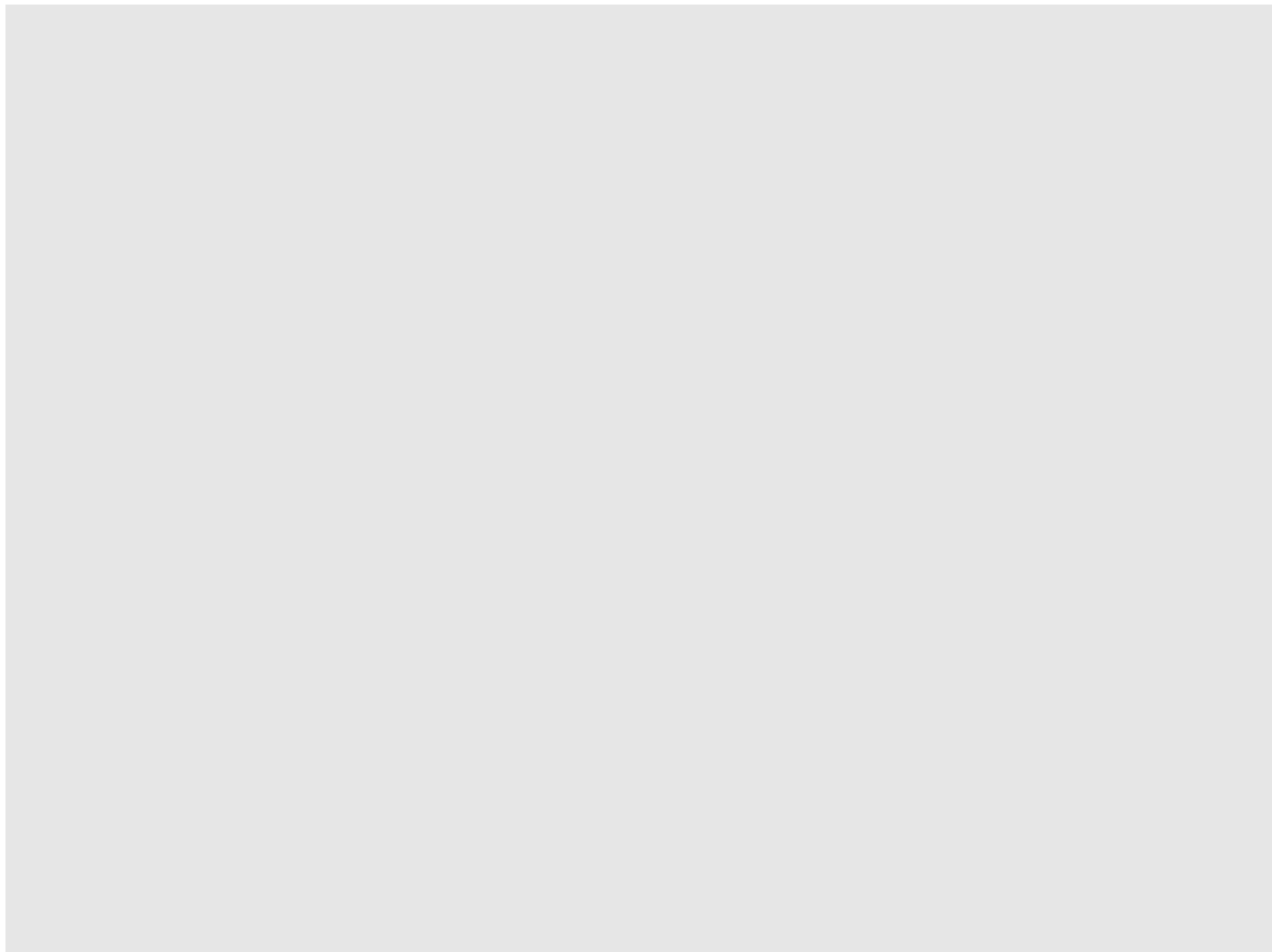
Stickers on seats will remind students to sit separately on buses at Norris Middle School in Omaha on Wednesday, July 29, 2020. Omaha Public Schools students are expected to return to the classroom on August 11 or 13, depending on last name, as the novel coronavirus pandemic continues.

Anna Reed



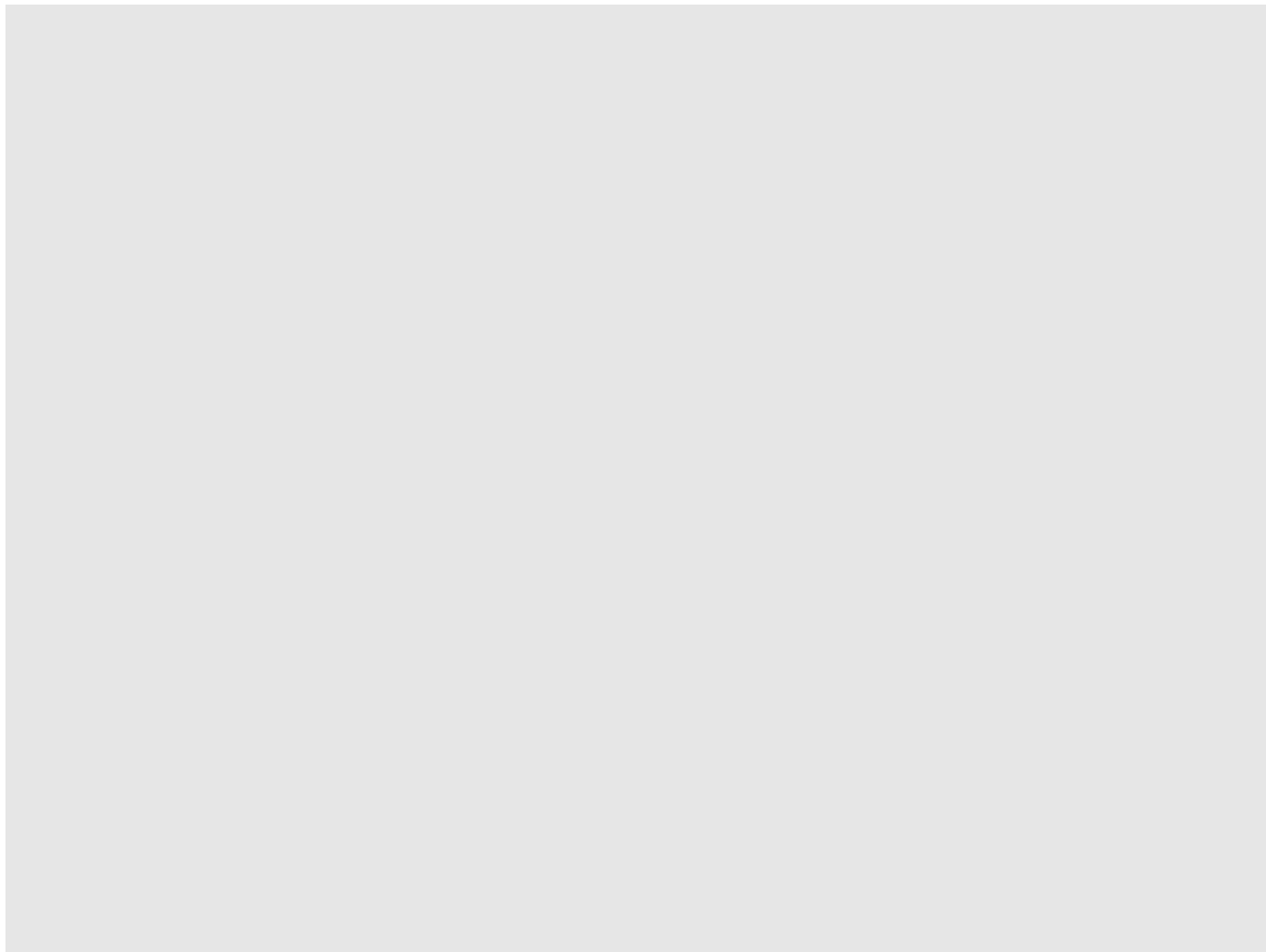
Buses will have hand sanitizer available at the door for drivers and students at Norris Middle School in Omaha on Wednesday, July 29, 2020. Omaha Public Schools students are expected to return to the classroom on August 11 or 13, depending on last name, as the novel coronavirus pandemic continues.

ANNA REED/THE WORLD-HERALD



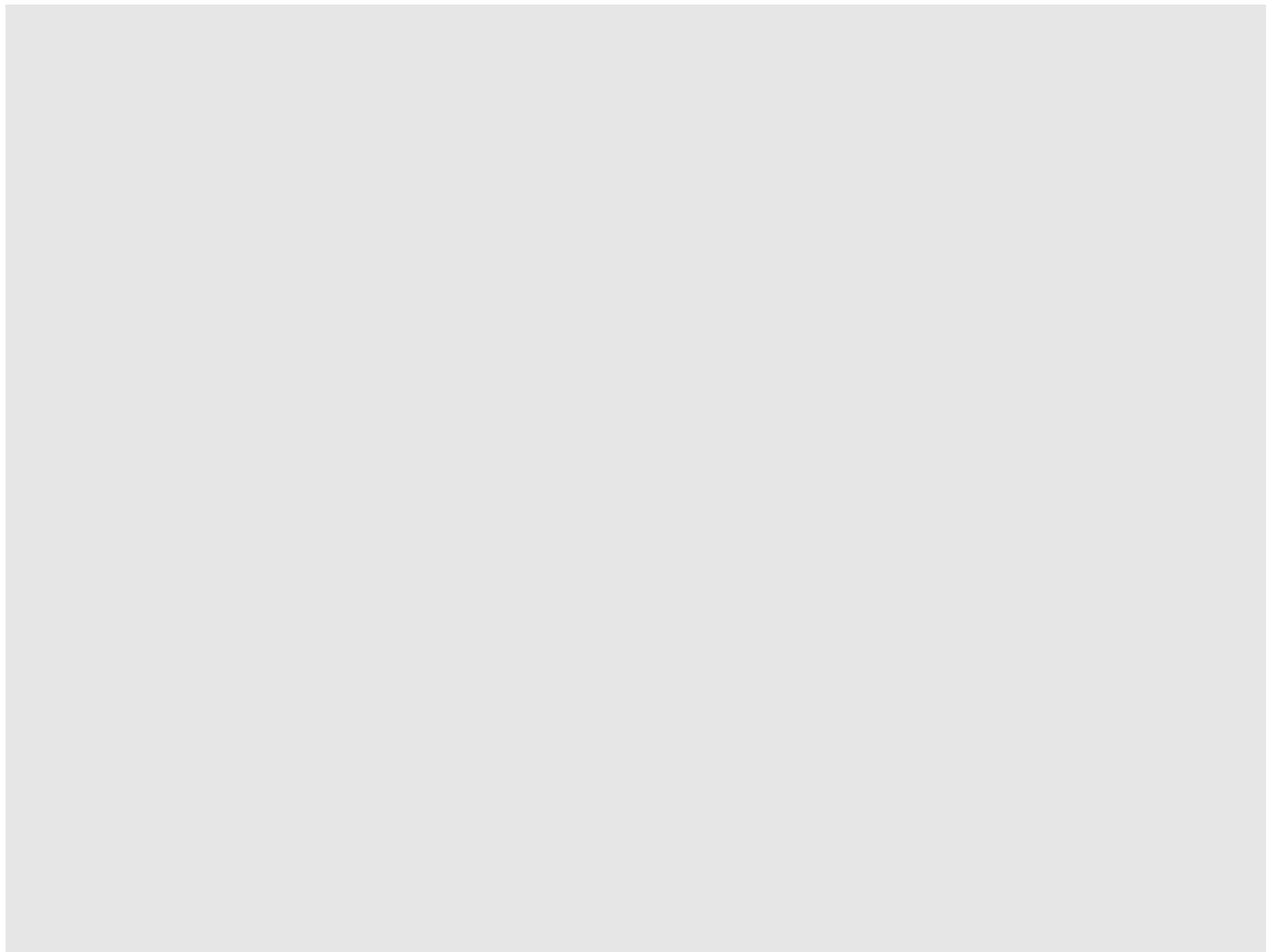
Signage on best health practices are posted at Norris Middle School in Omaha on Wednesday, July 29, 2020. Omaha Public Schools students are expected to return to the classroom on August 11 or 13, depending on last name, as the novel coronavirus pandemic continues.

ANNA REED/THE WORLD-HERALD



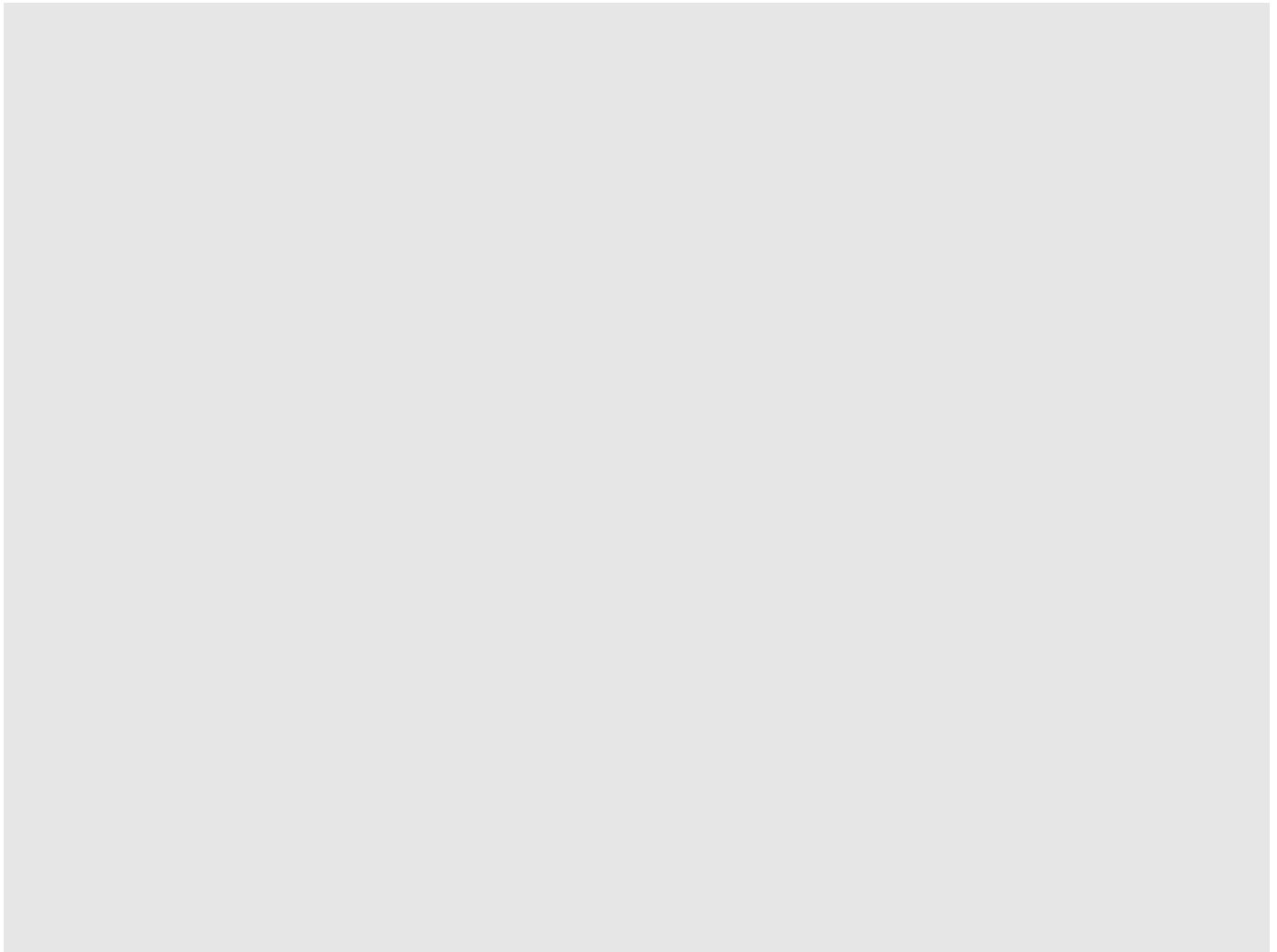
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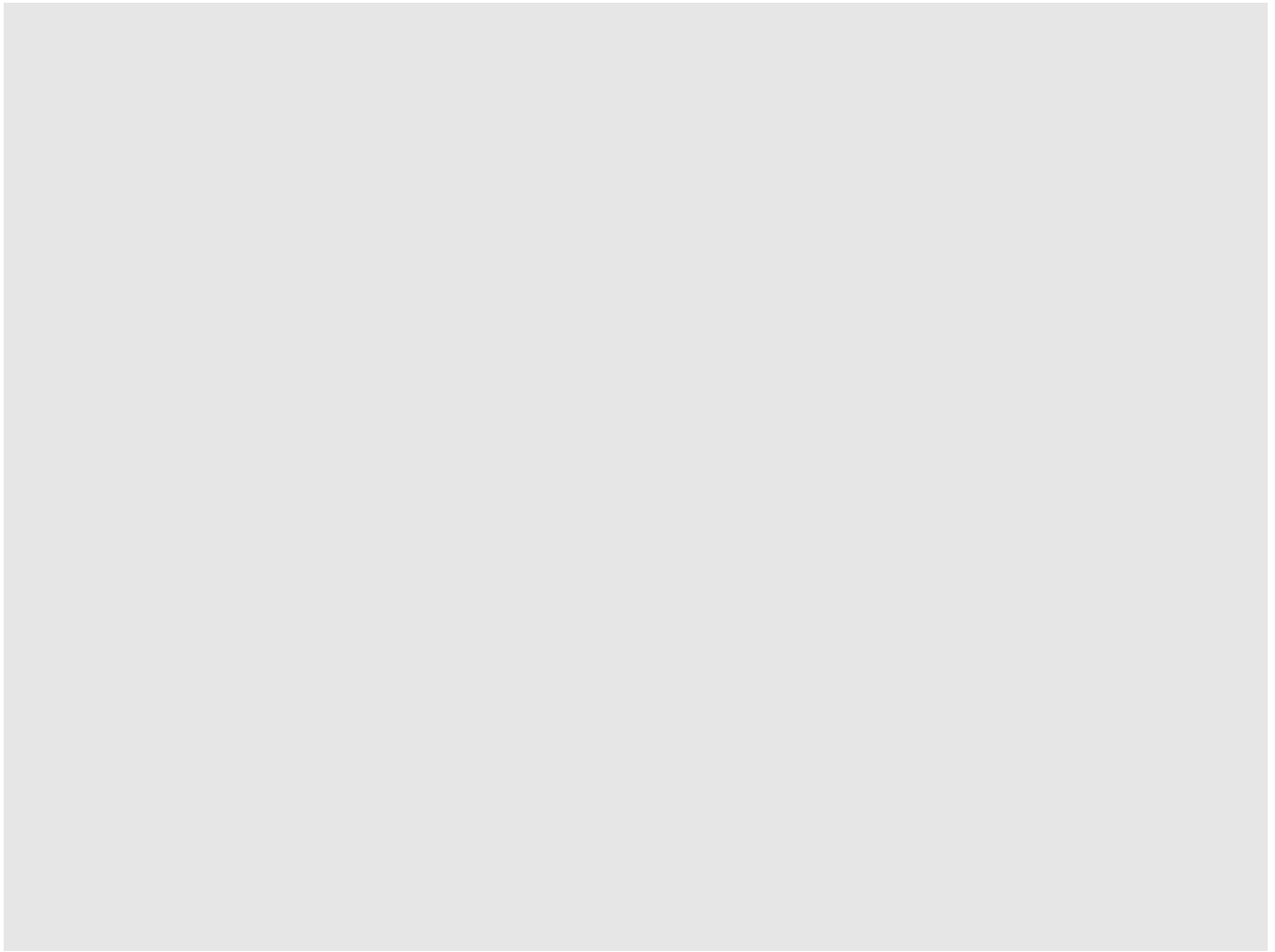
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ANNA REED/THE WORLD-HERALD



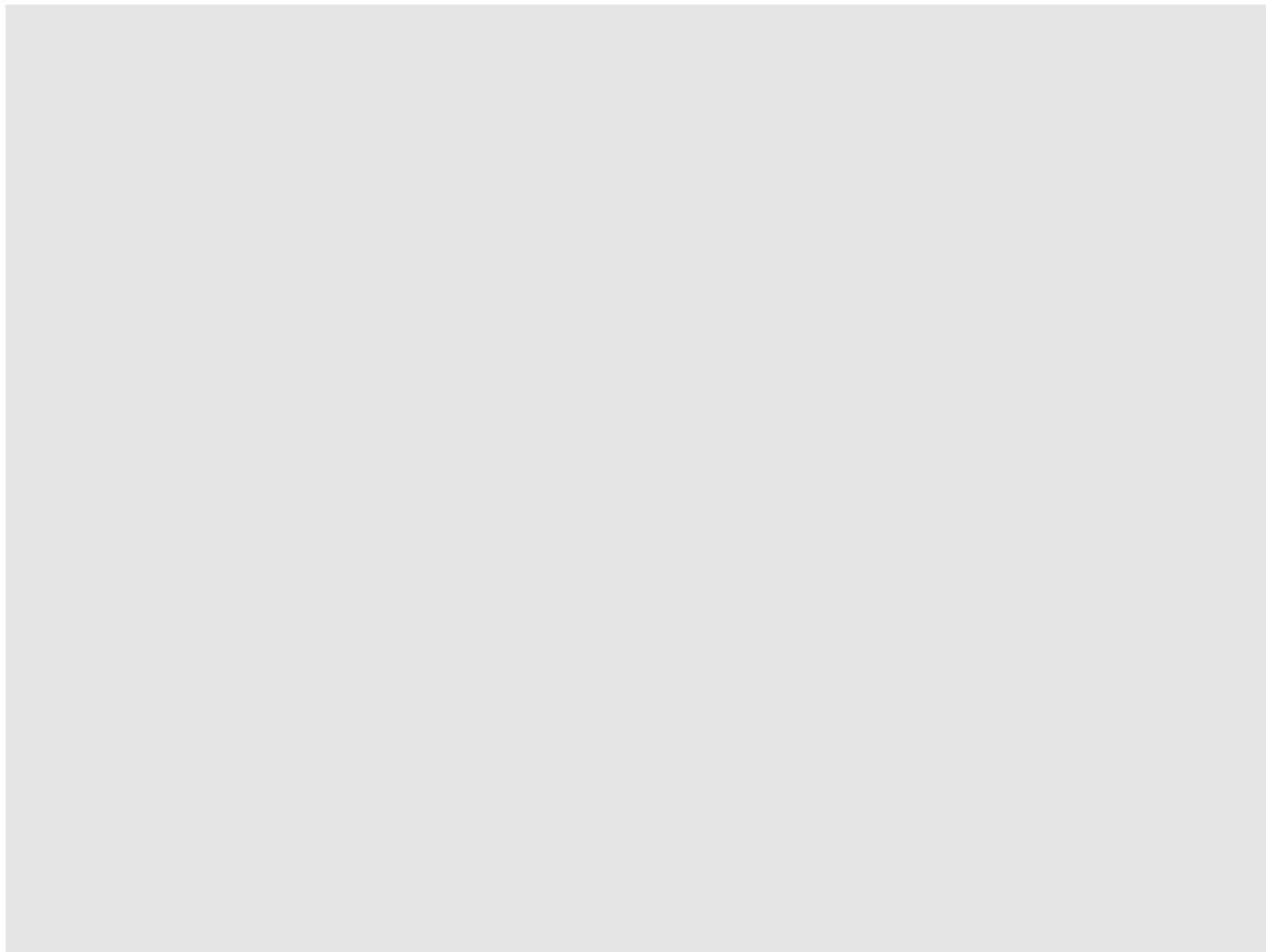
Bruce Jones, right, a middle school teacher, and his husband, Taylor Frank carry signs during a demonstration by Omaha-metro educators demanding a mask mandate before returning to classrooms at Memorial Park in Omaha front yard on Monday, August 3, 2020.

ANNA REED/THE WORLD-HERALD



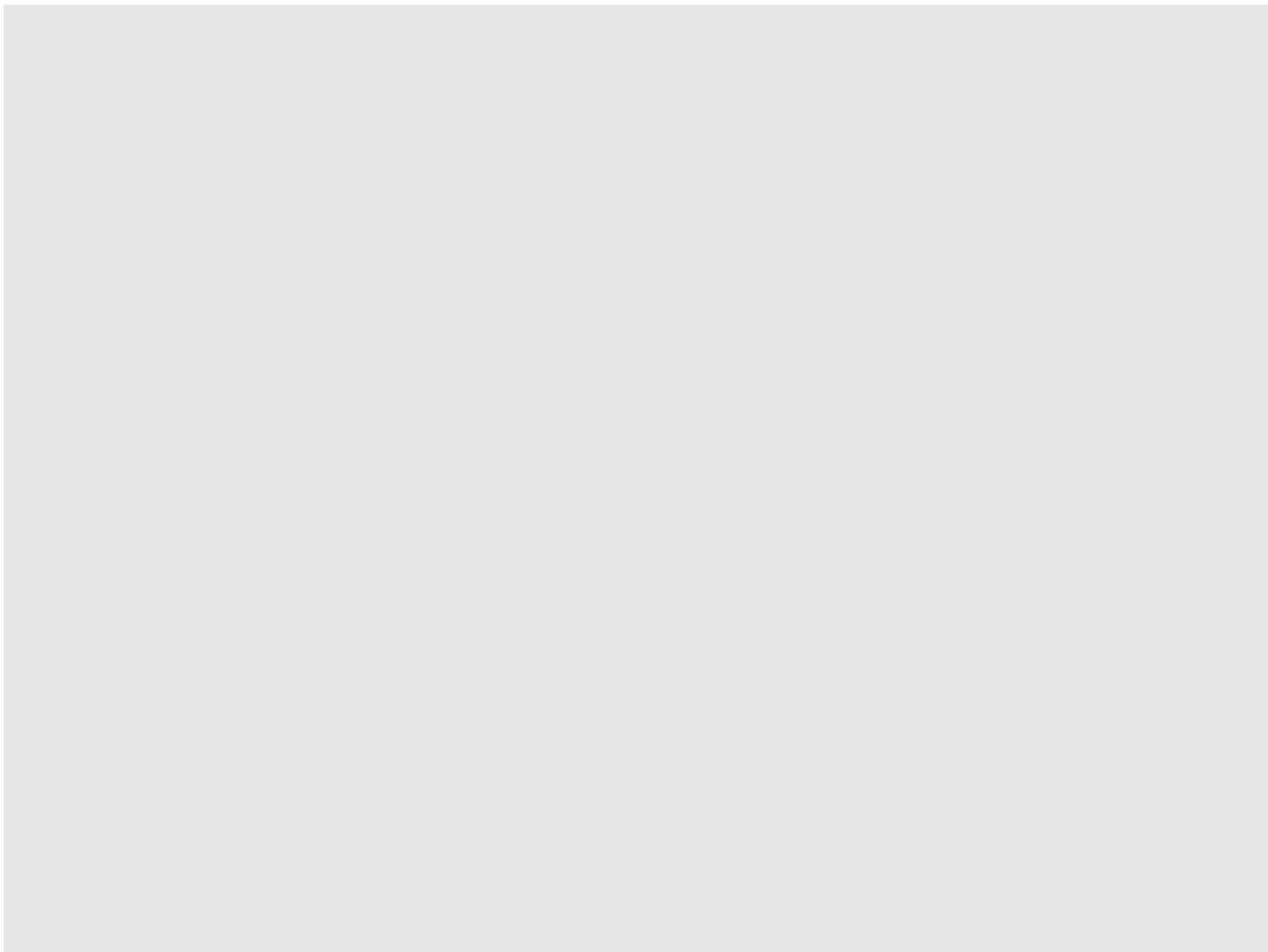
A man gets a closer look at zip code statistics related to COVID-19 during a special Omaha Public Schools school board meeting at the TAC Building in Omaha on Tuesday, September 08, 2020.

ANNA REED/THE WORLD-HERALD



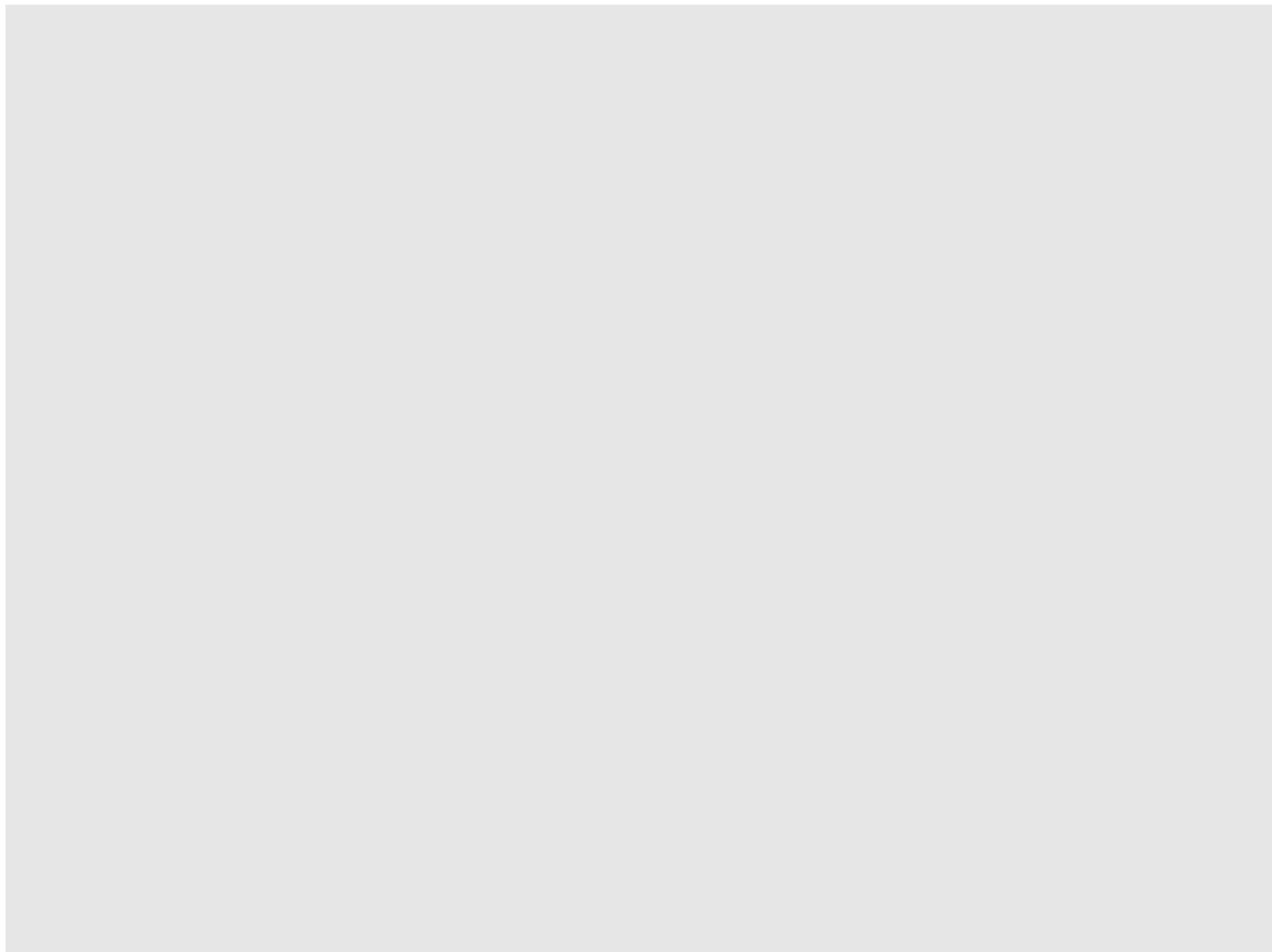
Students arrive for the first day of in-person class for OPS elementary schools at Springville Elementary School in Omaha on Monday, October 5, 2020. Families that have opted for in-person teaching will follow a 3-2 model, with students in the classroom every other day.

ANNA REED/THE WORLD-HERALD



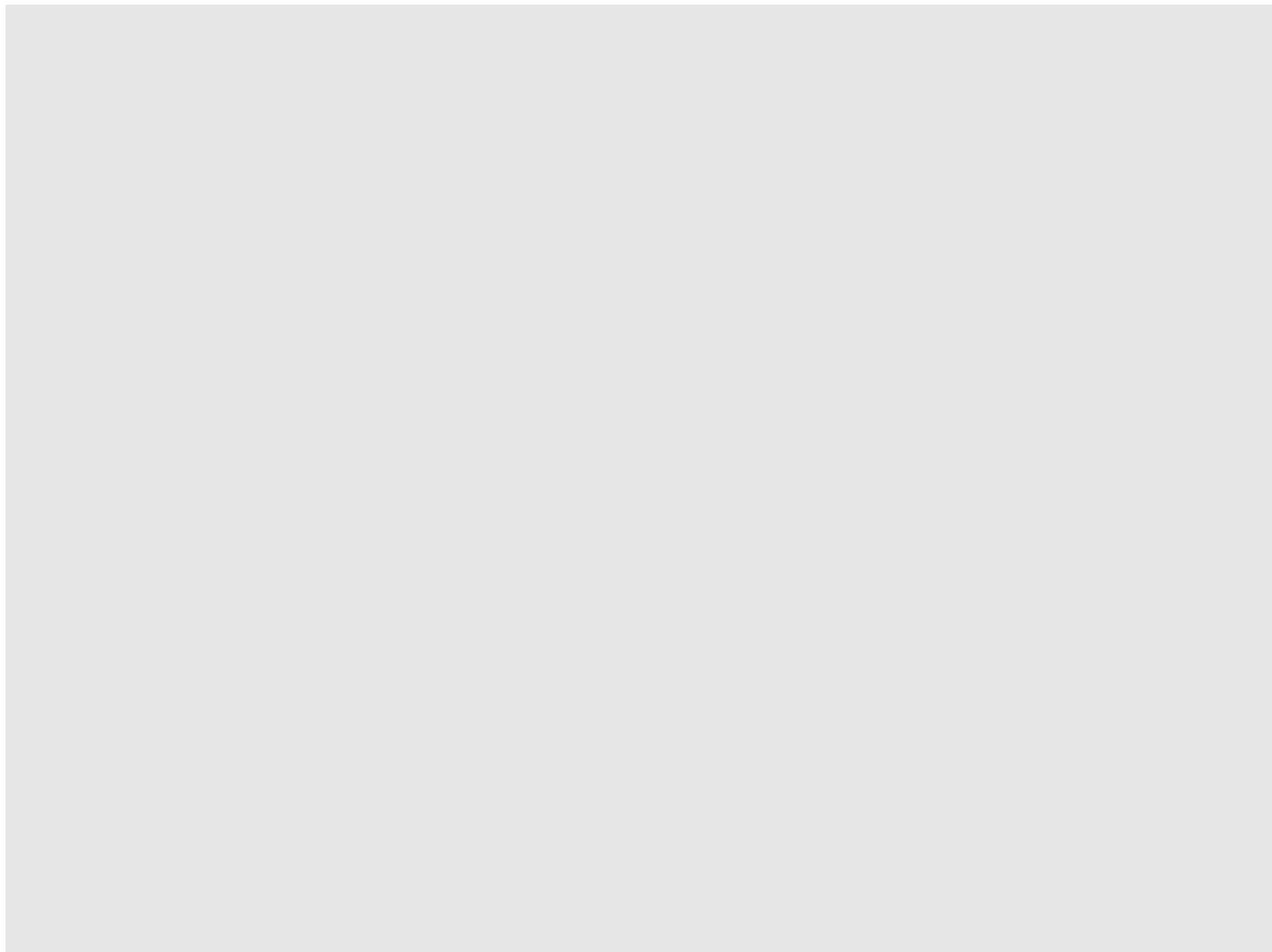
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ANNA REED/THE WORLD-HERALD



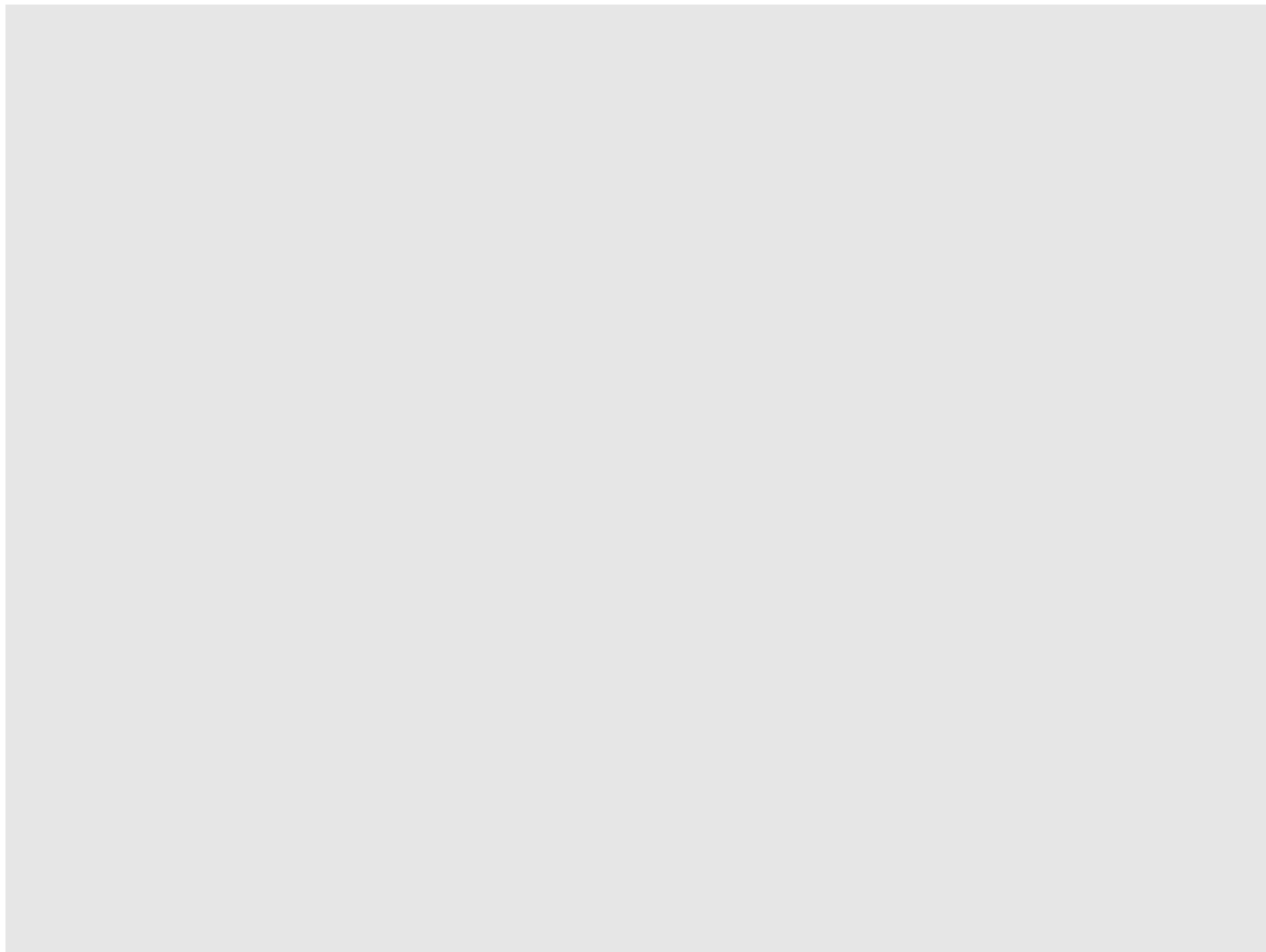
Students and staff arrive for the first day of in-person class for OPS elementary schools at Springville Elementary School in Omaha on Monday, October 5, 2020. Families that have opted for in-person teaching will follow a 3-2 model, with students in the classroom every other day.

ANNA REED/THE WORLD-HERALD



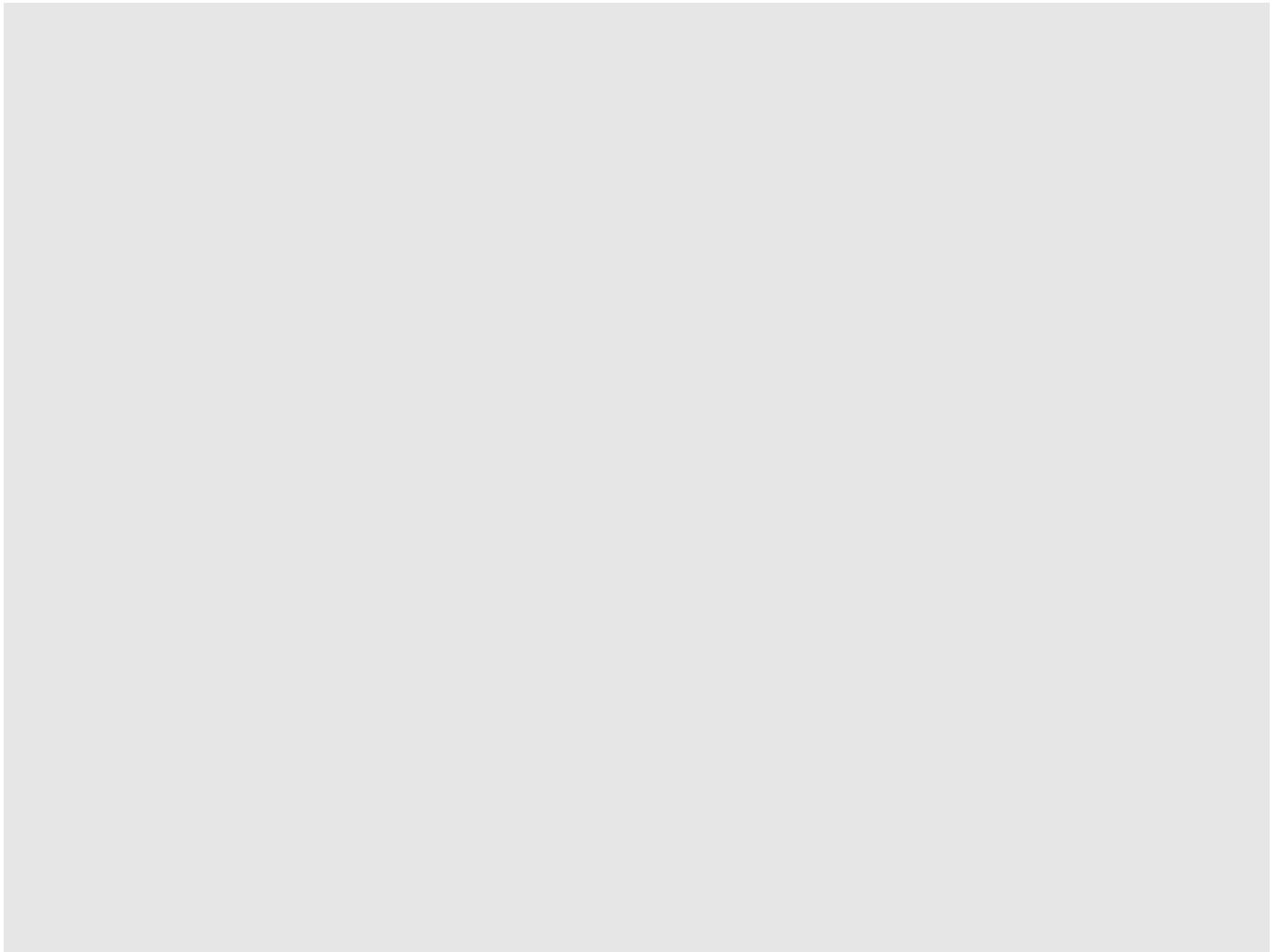
Superintendent Dr. Cheryl Logan speaks as students arrive for the first day of in-person class for OPS elementary schools at Springville Elementary School in Omaha on Monday, October 5, 2020. Families that have opted for in-person teaching will follow a 3-2 model, with students in the classroom every other day.

ANNA REED/THE WORLD-HERALD



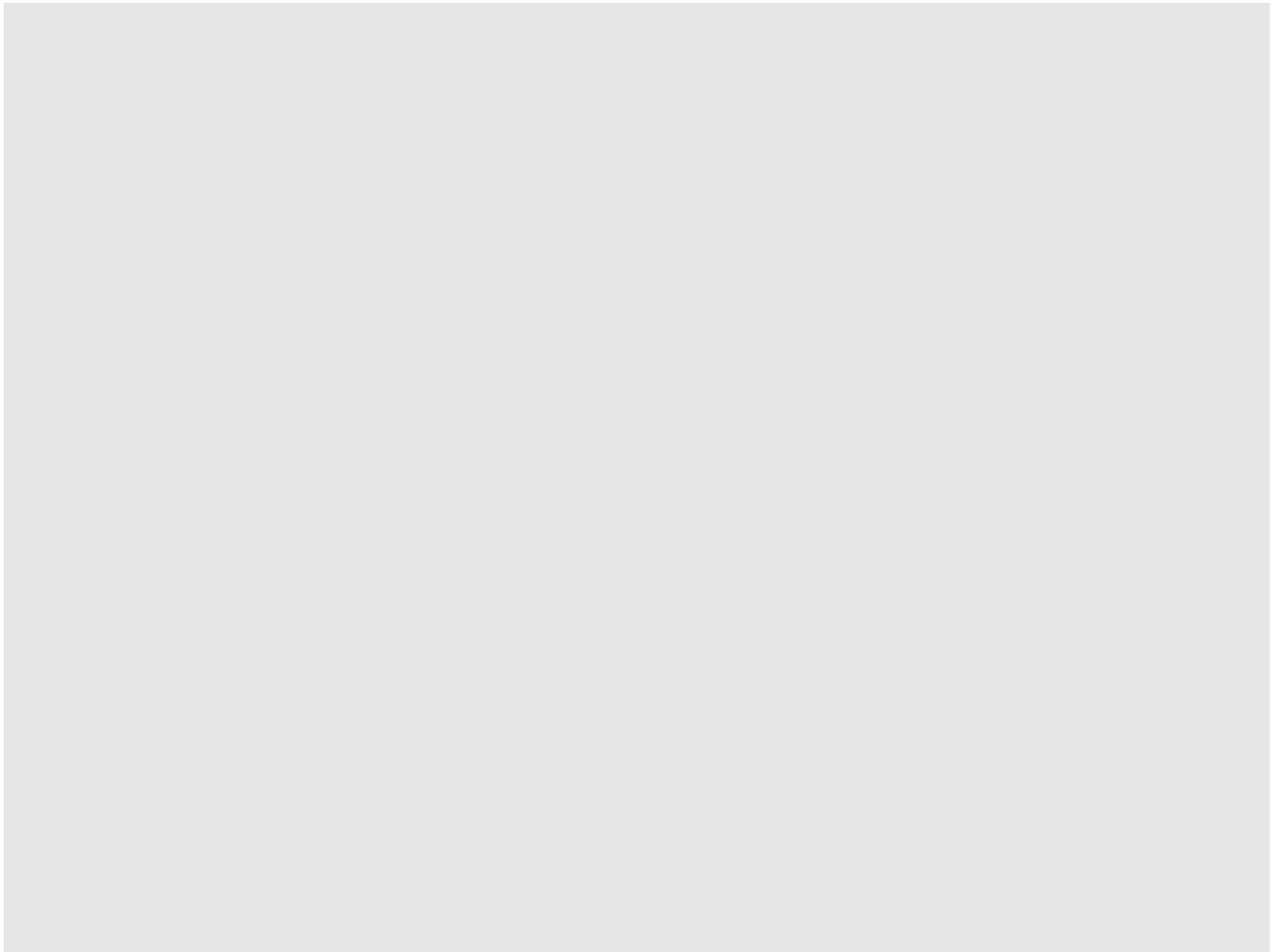
The first day of in-person class for OPS elementary schools at Springville Elementary School in Omaha on Monday, October 5, 2020. Families that have opted for in-person teaching will follow a 3-2 model, with students in the classroom every other day.

ANNA REED/THE WORLD-HERALD



Marian senior Amal Imran tries on her graduation gown at Marian High School in Omaha on Thursday.

LILY SMITH/THE WORLD-HERALD



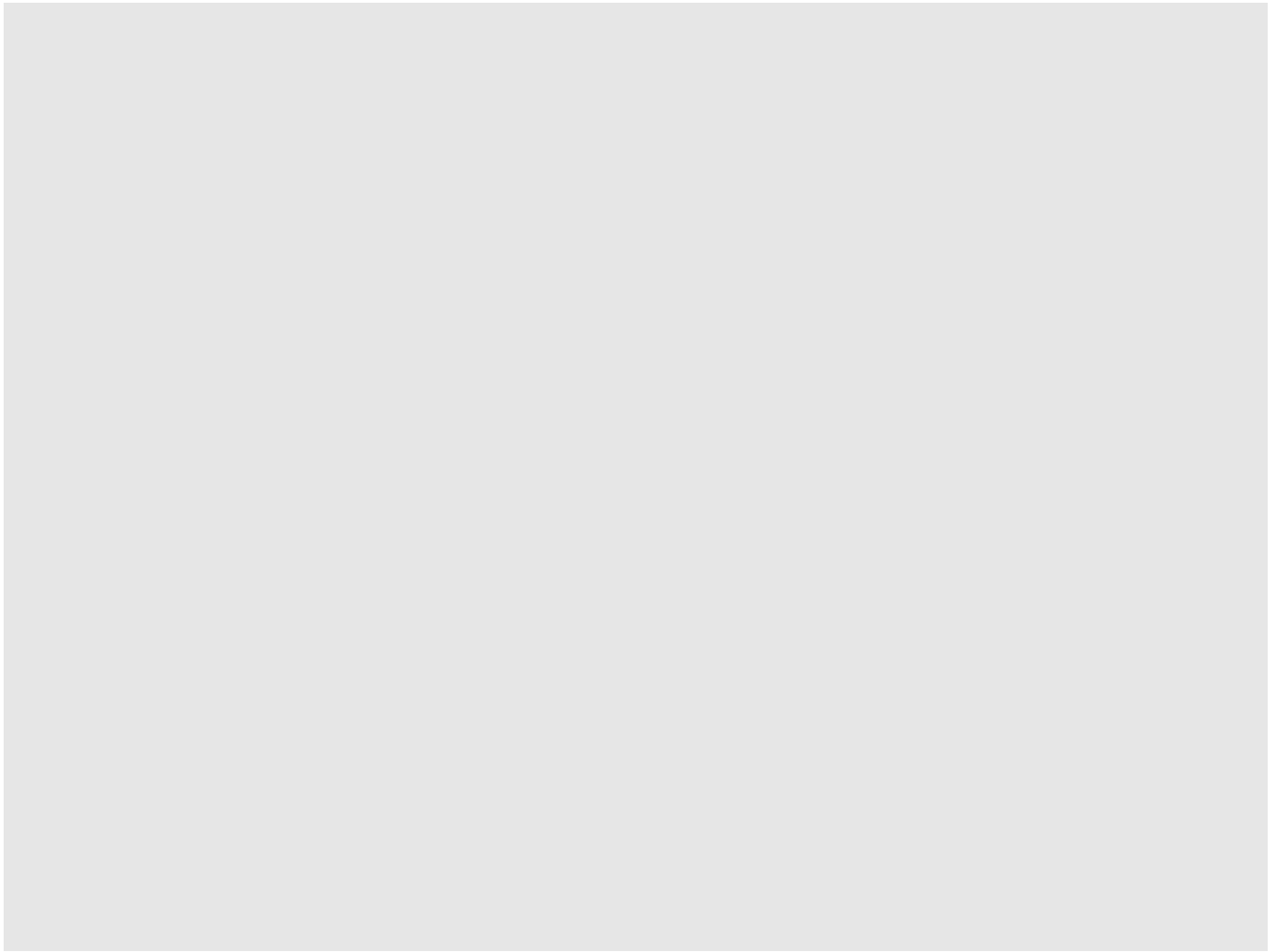
Guidance counselor Anna Sully-Sparwasser helps Marian senior Amal Imran put on her graduation cap at Marian High School in Omaha on Thursday.

LILY SMITH/THE WORLD-HERALD



Michelle Delisi, right, hands out graduation information and caps and gowns at Marian High School in Omaha on Thursday.

LILY SMITH/THE WORLD-HERALD



Guidance counselor Anna Sully-Sparwasser helps Marian senior Amal Imran put on her graduation cap at Marian High School in Omaha on Thursday.

LILY SMITH/THE WORLD-HERALD

Contact the writer at zhammack@journalstar.com or 402-473-7225. On Twitter @zach_hammack

Zach Hammack

K-12 education reporter

Zach Hammack, a 2018 UNL graduate, has always called Lincoln home. He previously worked as a copy editor at the Journal Star and was a reporting intern in 2017. Now, he covers students, teachers and schools as the newspaper's K-12 reporter.



'Mass exodus': COVID, politics may spark wave of principals quitting

More than one-third of principals say they've been threatened over COVID safety precautions they've taken.

By: Matt Zalaznick (<https://districtadministration.com/author/mzalaznick/>) | December 8, 2021



(AdobeStock)

Historically low job satisfaction among school principals could trigger a “mass exodus” of building leaders in the coming years, according to a survey released Wednesday.

Job satisfaction is at an “ultimate low” with almost four in 10 principals saying they are likely to leave the profession in the next three years, according to the [National Association of Secondary School Principals' survey](https://www.nassp.org/news/nassp-survey-signals-a-looming-mass-exodus-of-principals-from-schools/) (<https://www.nassp.org/news/nassp-survey-signals-a-looming-mass-exodus-of-principals-from-schools/>), which gauged the impacts of COVID, the polarized political climate and resource needs.

“This survey shows that the principal pipeline is becoming increasingly fractured at all levels, in every region of the country and in all school types,” NASSP President Gregg Wiecezorek said. “Recruiting and retaining school leaders will become even more difficult if more is not done to support educators in our schools.”

Among principals' key concerns are student wellness, mask mandates, vaccine requirements and teacher shortages, the survey found. And more than one-third of principals say they've been threatened over COVID safety precautions they've taken.

“While this will impact all students, historically marginalized communities, students of color and those who come from low socioeconomic backgrounds will be disproportionately affected by the departure of our strong and dedicated school leaders,” NASSP CEO Ronn

Nozoe said, "To prevent this, and the irreparable damage it will cause, we must act now."

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Here's a breakdown of the survey's key findings.

[\(https://districtadministration.com/\)](https://districtadministration.com/)



Principals fear a mass exodus. The number of principals who said they "strongly agree" with being generally satisfied in their job dropped dramatically, from 63% in 2019 to just 10% in 2021. Over the course of the year, and only about a quarter expressed certainty about remaining in their jobs until they retire while around the same number expected to leave "as soon as they can."

Teacher shortages are a major contributor to principals' dissatisfaction. Most principals of schools that are majority students of color or low-income are extremely concerned about filling classroom vacancies. More than two-thirds of all principals reported having more difficulty hiring high-quality teachers during the pandemic.

2. COVID's drastic impact. Not surprisingly, most principals say they have been working longer hours and facing more difficulties on the job than ever before. About half said their roles have changed "a great deal" since the COVID outbreak began.

While only a few said they were overly worried about contracting COVID themselves, many are worried about the health and wellness of their students. Only about one in five say their schools have enough nurses and counselors to support students.

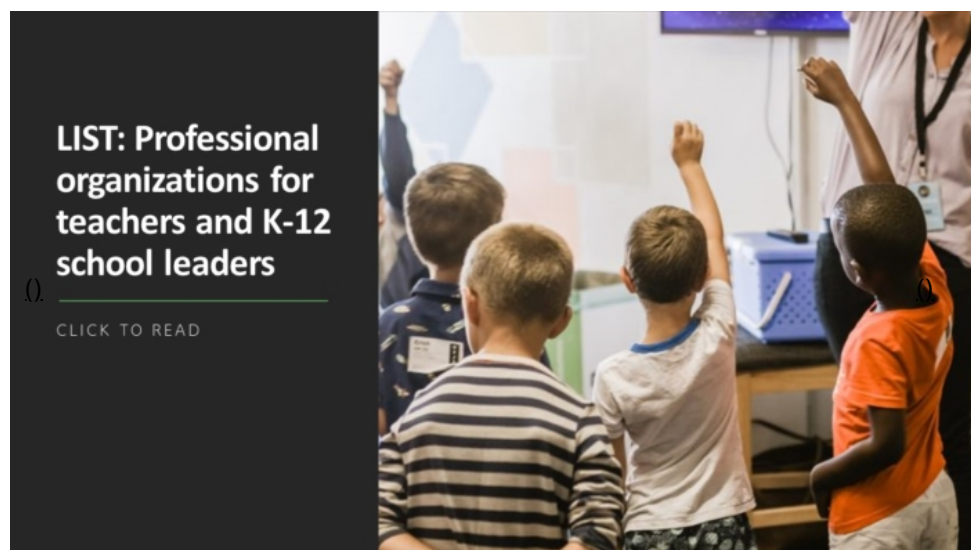
However, the top challenge reported by the most principals was implementing blended and distance learning.

3. Tense political pressures. Alarmingly, more than one-third of principals say they've been threatened in-person and online by parents and community members over COVID safety precautions they've taken. Consequently, 20% said the threats have increased the likelihood they will leave their jobs.

4. Pre-COVID conditions converge. Heavy workload, state accountability measures and time spent on compliance requirements were the top reasons that would make principals consider resigning.

Only one in four "strongly agreed" that they were getting sufficient support from the central office. And most principals said they wanted more opportunities to connect with principals facing the same challenges.

While most were content with their salary and benefits, fewer than three in 10 said they had adequate resources—including teaching materials and other supplies—to support students. And only about the same number felt district leaders had listened to their ideas about how to spend COVID-relief funding at their school.



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Colorado bill aims to direct more

A bill making its way through the Colorado legislature would allocate more marijuana tax revenues for school construction projects. Under the current law, \$40 million or 90 percent of total excise tax revenues goes toward

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the public school capital construction assistance fund
The new bill would enable 100 percent to be credited to
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Committee on American Civics Meeting

Monday, November 8, 2021 4:00 PM

Bayard High School Library
726 4th Ave.

Bayard, NE 69334

Becky Henkel: Absent

Kim Kildow: Present

Donna Stuart: Present

I. Opening the Meeting

I.A. Call to Order

Dr. Miller called the meeting to order at 4:04p.m.

I.B. Open Meetings Act

I.C. Notice of Meeting

I.D. Roll Call of Committee Members

I.E. Status of Absent Committee Members

No motion to excuse board member Becky Henkel

II. Approval of Agenda

Motion Passed: Motion to pass the agenda passed with a motion by Donna Stuart and a second by Kim Kildow.

Votes: Donna Stuart yea, Kim Kildow, yea.

III. Introduction of Guests

IV. Public Comments

Mr. Horn addressed the board about National History Day, Close Up, and the book [Trial of Tom Horn](#).

V. Review Nebraska State Statute 79-724

The committee reviewed Nebraska State Statute 79-724.

VI. Committee Discussion Items

VI.A. Discussion Regarding Social Studies Curriculum and Instruction Compliance with Nebraska State Statutes 79-719 to 79-723 and the Social Studies Standards Adopted by the Nebraska State Board of Education.

The committee discussed curriculum and instruction compliance with Nebraska State Statutes 79-719 to 79-726.

VI.B. Discussion Regarding Compliance with Statutory Requirements for Students

The committee discussed compliance with statutory requirements for the students. Mrs. Rafferty gave an update on the Civics test.

VI.C. Discussion Regarding Curricular Materials/Resources and Recommendations for Updating of Altering Curricular Resources

Mr. Horn requested the book Trial of Tom Horn to be utilized in his curriculum.

VI.D. Discussion Regarding the Following Strategy to Increase Positive Student Civics Participation in the Bayard Public Schools Community: Student Board Representative Program

President Kim Kildow spoke that we are in the 2nd year of this program. Students apply for this position, are graded on a rubric. Attend board meetings, write monthly report, and asked to write a summary at the end of their term. There were some suggestions from the policy committee on creating some improvements such as switching the due date to April 15th, and having an in-person interviews, and to give preference to first time applicants

VI.E. Discussion Regarding Potential Strategies to Increase Positive Student Civics Participation in the Bayard Public Schools Community: National History Day

The committee discussed National History Day and suggested invitations to project presentations.

VI.F. Discussion Regarding Potential Strategies to Increase Positive Student Civics Participation in the Bayard Public Schools Community: Minuteman Activities Conference Student Advisory Committee

Dr. Miller advised on the Minuteman Activities Conference Student Advisory Committee and recognized student leaders Kierra Miller and Xzeres Avilez.

VII. Set Next Meeting Date

Next meeting is set for February 14, 2022 at 4:00p.m.

VIII. Adjourn

Motion Passed: Motion for adjournment at 4:36p.m. passed with a motion by Donna Stuart and a second by Kim Kildow.

Votes: Donna Stuart, yea, Kim Kildow, yea.

Secretary

Board of Education Regular Meeting

Monday, November 8, 2021 7:00 PM

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

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

I. Opening the Meeting

I.A. Call to Order

The regular meeting of Bayard Public Schools Board of Education was called to order by President Kildow at 07:02p.m. President Kildow noted a copy of the Board Member Code of Ethics and the Annual Calendar of the Board of Education were included with the meeting materials for board members' reference.

I.B. Open Meetings Act

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

I.C. Notice of Meeting

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

I.D. Roll Call

The following members were present: Carolyn Applegate, Kim Burry, Becky Henkel, Kim Kildow, Joe Applegate, Donna Stuart, Student Board Representative Nate Barker, Administrators present: Superintendent Miller, Principals McLaughlin and Rice, and Director Tonniges.

I.E. Status of Absent Board Members

II. Approval of Agenda

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

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

III. Introduction of Guests

Dr. Miller introduced the following guests: Mrs. Ehler, Nate, Crystal, and Haley Edmunds, Scarlett Norman, Ms. Bauer, Mr. Posey, Mrs. White, Mrs. Ferrero, Connor Posey, Karen and Taylor Petersen, and Delaney Eagle Elk.

IV. Public Comments

Karen Petersen addressed the board and thanked the board for writing the letter and sending it to the state for CSE. She gave a personal invite for Friday, November 12th 6:00p.m. at Morrill County Hospital Training Center to meet Elizabeth Tegtmeier who running for State Board. Karen encouraged the board to go speak with her.

V. Recognition of Student Achievements

The following students were recognized for State Land Judging: Laura Albro, Matt Applegate, Hunter Giesler, Garret Hopkins, Kolton Kriha, Kierra Miller, Taylor Petersen, Cambree Schmaltz, and Candace Wolfe. Taylor and Matt were present for the recognition. Zach Araujo was recognized for qualifying for State Cross Country.

VI. Student Board Representative Report

Student Board Representative Nate Barker gave his report to the board. Student Activities: Sophomores went through cert training. Several students took the act. Sophomores took pre act. Themes at the volleyball games went really well. We have the BeKind week next week. Choir did a dress rehearsal, performance for elementary, and old west choir fest. Other Pertinent Student Information/ Feedback from students: Several wrestlers are concerned about safety in the wrestling room after the mats were cut. Progress on Student Board Representative Initiative: Mrs. Nolte would be the supervisor. Held informational meetings with students. Had meeting with Mr. Rafferty. Sent out form to pair tutors with someone who needs it. Need to hold meetings with tutors to get them paired up.

Nate gave his report to the board.

VII. Invited Presentations and Discussions with Presenters

VII.A. Presentation by Members of the Junior Class Regarding Plans for the Junior/Senior Prom

Delaney Eagle Elk advised the board that Prom will be at the Legacy of the Plains Museum on April 23, 2022. The theme will be Victorian Masquerade and food is undecided at this time.

VII.B. Strategic Plan Progress Presentation and Discussion

VII.B.1. Presentation and Discussion Regarding the Following Strategic Plan Strategy: Utilize effective communication systems to engage staff, students, parents, and community members in relationships that support student learning. Specifically, a presentation regarding attendance coding/communication and the impact of attendance on credit and compliance with the state's compulsory education statutes.

Dr. Rice presented on attendance practices.

VII.C. Quarterly Update/Report from Mrs. Candace Ehler, Family Liaison

Mrs. Ehler presented her report to the board. Academics: Weekly Attendance meetings with secretaries and principals. Elementary- 9 students currently being monitored, Secondary- 13 students being monitored, 2 referred to the County Attorney. Secondary PLCs began with Mrs. Rafferty and Dr. Rice. Grade level and content based PLC groups progressing and tracking interventions. Progress monitoring for Elementary Students- 8 students. Continuing Elementary "Ketchup List" to assist teachers/staff with targeting work and grades that students may need help with. Working with Pathfinders staff to complete work. EL Training and ELPA21 Screening. Leadership: Hope Squad -Year 2 Implementation, Students Chosen- meetings begin Nov 2, 2021 . Work with School Counselor, School Psychologist, LMHP to coordinate services. Attended Work-Based Learning Workshop October 20, 2021. Administered BESS Mental Health Screener. Working

with Mrs. Rafferty to develop report . Attended Daycare Opportunity Meeting. Administered Connected Adult Survey at the Elementary. Developed survey about award ceremonies and organized agenda for Fall Sports Banquet. Engagement: Family Events - Lights On Afterschool-partnered with Pathfinders. Red Ribbon Week at Elementary School - Pumpkin Decorating, Drug Free Presentation- Zak Douglass. Current totals of interactions: 39 Parent/Family, 7 Businesses, 3 Resource Organizations. Working with senior student to locate resources for living independently. Community: Planning in progress for: Soup Supper November 16 / Food Drive November 15-19, 2021, PreSchool Nutrition Event Nov 9, 2021, Upcoming Community Coffee- Nov 10, 2021 at Bayard City Library. Thanksgiving Food Boxes -Partnering with Pathfinders to organize, Local Businesses and Community Members Donating Turkeys, Delivering Nov 19, 2021, These families will also receive Christmas boxes from the Elks in December and will be contacted to participate in the Giving Tree by Mrs. Rafferty.

VIII. Board Committee Reports and Recommendations

Committee of the Board met on Childcare, Policy Committee met, and Committee on American Civics met

IX. Action Items

IX.A. Consent Agenda

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

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

IX.A.1. Minutes of Previous Meeting

IX.A.2. Bills

IX.A.3. Board Member Reports

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

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

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

IX.A.4.b.a. District Annual Report

IX.A.4.b.b. ACT Results

IX.A.5. Adoption of the Following Policy on First Reading: Proposed Revised Policy No 9006 - Student Board Representative

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

IX.B. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Isaias Mancias as eSports Coach

Motion Passed: Motion to approve Isaias Mancias as eSports Coach passed with a motion by Donna Stuart and a second by Joe Applegate.

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

IX.C. Discuss, Consider, and Take All Necessary Action in Regard to the Audit/Annual Financial Report for the Fiscal Year ending August 31, 2021

Julie Peetz, CPA, from Rauner & Associates, P.C. presented on the audit. Julie advised the school had a clean audit.

Motion Passed: Motion to receive the 2020-2021 audit passed with a motion by Donna Stuart and a second by Kim Burry.

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

IX.D. Discuss, Consider, and Take All Necessary Action in Regard to Consideration of Adding Softball for the 2022-2023 School Year

Motion Passed: Motion to approve adding Softball for the 2022-2023 school year passed with a motion by Carolyn Applegate and a second by Becky Henkel.

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

X. Discussion Items

X.A. Review and Discussion of Policies 4027 through 4062 in the 4000 series.

The board discussed policies 4027 through 4062 in the 4000 series.

X.B. Discussion Regarding Student Board Representative Suggestion for Memorial Naming

The board discussed the Student Board Representative suggestion for a Memorial Naming.

X.C. Discussion Regarding Upcoming Nominations for the Volunteer Section of the Mike Cillessen Memorial Board

XI. Reports

XI.A. Principals and District Administrators

Mr. McLaughlin provided his report to the board. Academics: We have been doing a lot of work in preparation for our school accreditation visit. Our PreK program has been observed by the State on the ECCERs assessment and Mrs. Reish, and Miss Stacey have the scores and we went up from last year's assessment. This speaks to our ability to adjust and provide a great learning environment for our young learners. Mrs. Cochran, Mrs. McKibbin, Mrs. Ehler, Mrs. Nesbitt, and Mrs. Batt have all been working toward creating a usable document that accurately describes the Multi-Tiered Systems of Support that are in our school across all academic areas. This just means that if a student is struggling, we have processes in place to intervene, and the plan is known by all staff members and families. We were able to have our first student council voted AR party and it was a Fear Factor game where the kids were able to do some fun activities that celebrated their work in earning their AR goals. Our teachers have been very flexible in their approach this year with subs being a little short Interventions this year have been better than ever before, Mrs. Barker is commended for her work in organizing our teams to help clarify expectations in this area. Leadership: The school is getting started on our annual food drive from now until November 15th. Several businesses are participating and the students will be collecting food as well. Student council is doing a wonderful job with announcements and AR parties We have our Hope Squad all set up and meeting . Our Leader in me staff groups are really working hard to make our building a great place to be, we had a great red ribbon week with door decorating, speakers, and pumpkin decorating. We have had several family events to start the

year, most recently we had Lights on After School, and the bookfair is our next family night with soup! Community: Mrs. Cochran and Nurse Jobman are doing excellent work with our life skills courses. Mrs. Jobman is also commended for setting up our health screenings next. The work of our staff in using social media to start the year has been refreshing and very positive. Student and staff members of the week and month are also really impactful for our kids. Mrs. Cochran and Mrs. James are commended for their work in developing a great student assembly each month.

Dr. Rice provided her report to the board. Academics: 63 students took the ACT on October 23rd. I have completed all of the formal teacher evaluations for the semester. I would like to commend our teachers for their dedication to our students and for providing engaging learning experiences. Our teaching staff is to be commended for the work they are doing in their PLC groups. Teachers examined the NWEA data and worked on strategies to implement into lessons. Teachers will continue to do this important work on November 29th. Leadership: Students have developed a plan for “Be Kind Week” Students are encouraged to wear different colors each day, write and hand out compliments, and create a mural. Mrs. White and Kierra Miller are to be commended for their leadership. Mrs. White and Mrs. Posey are to be commended for their work to start the Teacher of the Month and Student of the Week boards. Engagement: The sophomore class completed their CERT training on October 13th and will be a part of a simulation on March 2nd to practice their newly learned skills. Nurse Jobman will be completing school screenings on November 10th for the 7th grade, 10th grade, and new high school students. School pictures will be on November 10th at the high school. Community: The 21st Century Singers performed at Old West Weekend and received a Silver. Thanks to Mrs. Pilkington for making this happen. Mr. Keszler and the Broadcasting class is to be commended for the great work they have done striving the games during the fall season.

Ms. Tonniges provided her report to the board. Academics: Each week started checking the eligibility list, and so far, every student has been working hard to maintain their grades so they can participate. So far, all students have been trying to excel to the best of their abilities by working with teachers during intervention time. The academic all-state entries are coming out and they’re due December 14, 2021. Leadership: Facilities: I appreciate our custodial staff working hard to ensure facilities are well-kept and safe. Jeff, Connie, and Roberto did a great job getting things set and ready to go when we had sub-districts. Please when you see them give them a Thank You. Football: We had a good season and were close to making it to the playoffs. Volleyball: Overall the volleyball season was good. We just got done hosting sub-districts here since we are the higher seed and thought that we did a great job to make it to Districts. It sounds like we have not made districts for a long time and got runner-up in districts. Next year I am hopeful we might go to state volleyball after what I have seen this year. XC: Zach Araujo placed 81 at state cross country. It was great to see Zach run and compete which did very well. OneACTs and 21st show choir: Is looking to start off on a good note. We will be hosting the One-Act MAC conference here on November 16 starting at 9 am. Boys Basketball: 23 total. Girls Basketball: 27 total. Boys Wrestling: 8 total and Girls Wrestling: 2. Hoping to get both boys and girls wrestlers out this coming season. Esports: 10 total. One Acts: 23 total. Engagement: MAC Student Advisory Committee: Our conference is looking for one junior and one senior to participate in this leadership role just like the NSAA student advisory committee. The students that earned selection for this committee are Kierra Miller and Xeries Aviliez. FFA

just got back from National FFA Convention and heard they had a good time learning and exploring new activities. Looking forward to the start of the winter sports season. November 15 is the first day of practice. Finding students and adults to take to the Sportsmanship Summit which is going to be Alliance and is on November 16, 2021, we can take a total of eight. Fall 2021 Athletic Awards Ceremony November 11, 2021 starting at 6:30 pm. Community: I think the whole community has been very supportive when it comes to all of our activities. Continue to keep growing and exploring many different opportunities along the way. I have received the following proposal for an under armor contract to help out with our school.

Mrs. McKibbin provided her report to the board: Academics: Our students are progressing in their academics. We had some students take the ACT and the Pre-ACT in October. I would like to commend Mr. McLaughlin and Mrs. Linde Rafferty for their work on preparing and administering the ACT test to our students. Leadership: I attended a PRT (Planning Region Team) meeting this week which involves the early childhood process which I am continuing to learn more about. Our regional coordinator is out of Chadron. I attended the Special Education Law Conference through Zoom yesterday and today. They are hoping to have it in person next year. Our mental health teams continue to meet weekly. The FLEX funding report was resubmitted. Engagement: We have three school age students going through the evaluation process. We have had two new students move into the district. Community: One aspect of the PRT meetings is to involve parents in the meetings and get parental input. Our team is hoping to get parents more involved to improve local knowledge and Child Find.

XI.B. Superintendent

I appreciate the work of our school staff in actively sharing the good work that occurs in classrooms with our community through the school's social media channels. Our staff and students are to be commended for their ongoing efforts. I would like to thank Mrs. Rafferty, Mr. McLaughlin, and Dr. Rice for their work preparing for our school to again host the ACT test at no cost to our high school students. The commitment of our team to providing opportunities for our students is deeply appreciated. We are planning to take all of the high school students to Creek Valley High School (Chappell) on November 9th for a presentation by Ethan Fisher for all of the MAC Conference High School Students. Mr. Fisher's presentation is designed to encourage students to make positive choices and to avoid the use of drugs and/or alcohol. We are looking forward to giving our students the opportunity to hear this message alongside their peers from other schools. Several members of the school improvement team will be attending a workshop with NDE staff as we make final preparations for our upcoming school improvement visit. We are pleased to have filled several positions for paras and aides over the past few weeks. I appreciate the work of our team in recruiting talented individuals to help our various programs. We have made our final presentation for grant funding from the Recreational Trails Program (Nebraska Game and Parks Commission). Our project proposal is being considered along with 20 others. There is funding available for approximately 3 or 4 projects. We continue to await a response on the COPS grant application that was submitted by Dr. Rice and Bobbie Stuart. I appreciate the Policy Committee meeting recently to review policy proposals for the Student Board Representative program. I appreciate the continued efforts to provide quality opportunities for students through the program. We are preparing for an upcoming school accreditation visit. Mrs. Ferrero will be sharing information about the itinerary/schedule once it is finalized with our external review lead, Ms. Lori Liggett. I appreciate Mrs. Ehler's work in assessing the

community's preferences for awards/honors for our students. This assessment process involved surveying students, staff, and parents. We have designed the upcoming fall sports banquet/pot luck in response to the feedback we received. We greatly appreciate all of the volunteers who help make our activities programs possible. We look forward to inviting our volunteers to the fall sports banquet and honoring them during the program. I would like to commend our bus drivers for their cooperation and professionalism in working to ensure that our students are transported to and from school and activities safely. Their contributions make a substantial difference in our ability to offer quality opportunities to our students.

XII. Set Next Meeting Date

Next meeting set for December 13, 2021 at 7:00p.m.

XIII. Adjournment

Motion Passed: Motion for adjournment at 8:56p.m. passed with a motion by Donna Stuart and second by Becky Henkel.

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

Secretary

Bayard Public Schools

12/13/2021

GENERAL FUND

Vendor Name	GL Acct #	Description	Amount
21ST CENTURY EQUIPMENT LLC	01 2610 610 001 001 1	New cutting edge and wing extensions for	874.81
	Total		874.81
ALARM SECURITY TECHNICIANS	01 2620 352 002 002 2	nov21 ast monitoring	28.95
	01 2620 352 001 001 1	nov21 ast monitoring	28.95
	Total		57.90
B & C STEEL CORPORATION	01 1100 610 001 001 1	CNC metal	135.20
	Total		135.20
BASE EDUCATION LLC	01 2120 610 001 001 1	base ed	4,500.00
	Total		4,500.00
BAYARD AUTOMOTIVE	01 2710 610 000 000 0	lug nuts	7.80
	01 2610 610 001 001 1	new battery for snow plow tractor	136.65
	01 2710 610 000 000 0	fuel filter oil can	34.75
	01 1100 610 001 001 1	shop supplies	549.98
	Total		729.18
BAYARD PUBLIC SCHOOLS - ACTIVITY	01 1100 610 001 001 1	candy bars for science project	7.00
	Total		7.00
BAYARD PUBLIC SCHOOLS - LUNCH	01 1160 610 000 000	adult meals nov 21	855.75
	Total		855.75
Bayard Tiger Paws	01 2710 626 000 000	nov21 fuel	1,594.98
	01 2710 626 000 000	nov21 fuel discount	(31.90)
	01 2610 626 001 001 1	nov 21 mower fuel	53.54
	01 2610 626 001 001 1	nov 21 mower fuel discount	(1.07)
	Total		1,615.55
BAYARD TRANSCRIPT	01 2310 540 000 000 0	publications	575.99
	01 2310 540 000 000 0	NOV 21 PUBLICATIONS	277.02
	Total		853.01
BENZEL PEST CONTROL	01 2620 352 001 001 1	oct 21 pest control	110.77
	01 2620 352 002 002 2	oct 21 pest control	110.78
	01 2620 352 001 001 1	pest control	110.78
	01 2620 352 002 002 2	pest control	110.77
	Total		443.10
BLACK HILLS ENERGY	01 2610 621 001 001 1	#242155 heating fuels	2,168.51
	01 2610 621 002 002 2	#462419 heating fuels	1,062.24
	01 2610 621 000 000 0	#267959 heating fuels	59.52
	Total		3,290.27
CANNON FINANCIAL SERVICES	01 1100 610 001 001 1	oct21 copier rental	142.45
	01 1100 610 002 002 2	oct21 copier rental	142.45
	Total		284.90
Capital One	01 6968 610 002 002 2	COOKING CLUB CRAFTS	33.59
	Total		33.59
CARDMEMBER SERVICE	01 1100 580 001 001 1	Hotel at conference sight	1,027.33
	01 1100 580 001 001 1	Hotel at conference sight	1,027.33
	01 1100 330 001 001 1	NMEA Conference Registration	100.00
	01 1100 330 001 001 1	Music Inservice-schmidt	100.00
	01 1100 610 002 002 2	Christmas Elementary Music	383.77
	01 2620 610 001 001 1	command strips for senior banners	19.17
	01 2510 610 000 000 0	blood drive hospitality	35.90
	01 3535 610 000 000 0	BLACK AND WHITE - Tough PLA (600g)	171.03
	01 2510 382 001 001 1	1 mo cell phone	36.75
	01 3540 610 002 002 2	https://www.walmart.com/ip/Preschool-	73.24
	01 2120 580 001 001 1	rafferty travel	604.93
	01 2710 626 000 000	fuel	84.22
	01 2320 580 000 000 0	sup conference travel	908.52
	01 2310 580 000 000 0	lodging	208.97
	01 2510 580 000 000 0	postage	23.46
	01 1100 610 002 002 2	screencastify	29.00
	01 2320 810 000 000 0	journal star	9.99
	01 2510 810 000 000 0	mail chimp	9.99
	01 2710 610 000 000 0	tires	1,001.87
	01 2120 330 001 001 1	rafferty conf	200.00
	01 2580 580 000 000 0	gier travel conf	59.27
	01 2410 610 001 001 1	inservice hospitality	166.46
	01 2410 580 001 001 1	welc conf travel	392.40
	Total		6,673.60
CENTURY LINK	01 2510 382 000 000 0	#1510 telephone	150.17
	01 2510 382 000 000 0	#0450 telephone	174.20
	01 2510 382 000 000 0	#1785 telephone	568.66
	01 2510 382 000 000 0	#7931 telephone	209.17
	Total		1,102.20

CHIMNEY ROCK GOLF COURSE	01 2310 340 000 000 0	external review dinner	630.00
	Total		630.00
CITY OF BAYARD	01 2610 621 000 000 0	#31200 electric	37.00
	01 2610 621 001 001 1	#75400 electric	5,277.17
	01 2610 410 001 001 1	#75400 utilities	636.00
	01 2610 621 002 002 2	#75600 electric	2,592.59
	01 2610 410 002 002 2	#75600 utilities	964.50
	Total		9,507.26
CLASS INTERCOM	01 1100 735 001 001 1	social platform	995.00
	Total		995.00
COACH MASTERS INC	01 2710 610 000 000 0	Inspection/Repairs on MCI Motorcoach	9,622.05
	Total		9,622.05
CROSSROADS MUSIC	01 2620 352 001 001 1	Sound System In Auditorium Nov 10	234.78
	01 1100 610 000 000 0	Roland-cable 20'	29.99
	01 1100 610 000 000 0	Keyboard stand	52.99
	01 1100 610 000 000 0	Fender rumble speaker	499.99
	01 1100 610 000 000 0	Digital piano	799.99
	01 1100 610 000 000 0	Storage/travel case	419.99
	Total		2,037.73
CULLIGAN WATER CONDITION	01 2610 610 001 001 1	nov21 r/o	25.50
	01 2610 610 002 002 2	nov21 r/o	105.90
	Total		131.40
DAS STATE ACCOUNTING - CENTRAL	01 1100 382 000 000 0	oct 21 network	259.49
	Total		259.49
DENNIS SUPPLY CO.	01 2620 610 001 001 1	pressure pump for new locker room	538.56
	Total		538.56
DUEKER, NEAL	01 2710 332 000 000 0	mileage reimbursement	139.84
	Total		139.84
EAST WEST BOOKS	01 2220 640 001 001 1	Hack your cupboard: Make great food with	27.99
	01 2220 640 001 001 1	Policing and race: the debate over exces	31.95
	01 2220 640 001 001 1	Managing anxiety disorder	31.95
	01 2220 640 001 001 1	Managing OCD	31.95
	01 2220 640 001 001 1	Managing panic disorder	31.95
	01 2220 640 001 001 1	Managing PTSD	31.95
	01 2220 640 001 001 1	Overcoming suicidal thoughts	31.95
	01 2220 640 001 001 1	BREAKING OUT THE DEVIL	21.99
	01 2220 640 001 001 1	BRONTE	24.99
	01 2220 640 001 001 1	S/H	10.00
	Total		276.67
EDUCATIONAL SERVICE UNIT #13	01 2190 591 000 000 0	therapeutic behavior/mental health	300.00
	01 2190 591 000 000 0	21-22 deaf/hard of hearing	3,901.00
	01 2190 591 000 000 0	mips	210.00
	01 2190 591 000 000 0	transition services 21-22	1,776.00
	01 1100 330 001 001 1	scott horn posey malcolm cpi training	200.00
	01 1160 330 000 000 0	ehler cpi training	50.00
	01 1200 330 003 002 2	unzicker stuart cpi training	100.00
	01 1100 330 002 002 2	james, cochran cpi training	100.00
	01 1200 330 003 001 1	reish mckibbin cpi training	100.00
	01 1100 382 001 001 1	nov 21 dl	757.00
	01 1100 382 001 001 1	nov 21 erate	350.00
	01 1160 591 000 000 0	nov 21 neva	708.33
	01 1200 330 003 000 0	sped inservice	73.50
	01 1200 591 003 000	sup esu programs sa	542.04
	01 6408 591 004 000 0	meridian a	2,022.41
	01 6408 591 004 000 0	meridian b	3,914.82
	01 1200 591 003 002 2	sup elem ot	1.22
	01 1200 591 003 002 2	sup elem low vision	21.06
	01 1200 591 003 002 2	sup elem speech meridian	7.30
	01 1200 591 003 002 2	sup hs ot	120.60
	01 1200 591 003 002 2	sup hs low vision	4.86
	01 1200 591 003 002 2	sup elem pt	16.78
	01 1292 591 003 000 0	sup 0-2 esu programs	21.15
	01 1291 591 003 000 0	sup 3-5 esu programs	128.58
	01 1291 591 003 000 0	sup 3-5 ot	37.22
	01 2141 591 003 001 1	hs psych counseling	3,381.14
	01 2161 591 003 002 2	elem ot	15.30
	01 2161 591 003 001 1	hs ot	1,507.50
	01 2162 591 003 000	3-5 ot	465.30
	01 2153 591 003 000 0	0-2 speech	264.31
	01 2171 591 003 002 2	elem pt	307.80
	01 2171 591 003 001 1	hs pt	209.70
	01 2181 591 003 002 2	elem low vision	263.25
	01 2181 591 003 001 1	hs low vision	60.75
	01 2152 591 003 000 0	3-5 speech	1,607.26
	01 2151 591 003 001 1	hs speech	674.65

	01 2151 591 003 002 2	elem speech	2,646.23
	01 2151 591 003 002 2	elem meridian speech	91.25
	01 1200 591 003 001 1	panhandle beginnings	965.70
	01 2190 591 000 000 0	non sped counseling	751.36
	01 1200 591 003 002 2	sup elem pt	24.62
	Total		28,699.99
EDUCATIONAL SERVICE UNIT #2	01 2220 640 002 002 2	21-22 elibrary	250.00
	01 2220 640 001 001 1	21-22 elibrary	250.00
	Total		500.00
FIRST STUDENT INC	01 2712 340 003 000 0	sped transportation	600.00
	01 2712 340 003 000 0	sped transportation	600.00
	01 2712 334 003 002 2	bus route	600.00
	Total		1,800.00
IDEAL LINEN SUPPLY	01 2610 610 001 001 1	mops mats raqs	407.25
	01 2610 610 002 002 2	mops mats raqs	377.42
	01 2610 610 001 001 1	mops mats raqs	401.38
	01 2610 610 002 002 2	mops mats raqs	373.46
	Total		1,559.51
IDEAL/BLUFFS FACILITY SOLUTIONS	01 2710 610 000 000 0	wand	74.99
	01 2710 610 000 000 0	Glass Cleaner Tabs	63.95
	01 2710 610 000 000 0	Glass Cleaner	64.99
	01 2610 610 001 001 1	shop towel case	218.50
	01 2610 610 001 001 1	Floor tool	77.99
	01 2710 610 000 000 0	shop towels	296.49
	Total		796.91
INDEPENDENT PLUMBING & HEATING	01 2620 352 001 001 1	leak repair	207.50
	Total		207.50
ISOM, JAMIE	01 2510 580 000 000 0	mileage for external review	226.24
	Total		226.24
J W PEPPER & SON INC.	01 1100 610 001 001 1	materials for accompaniment	49.99
	01 1100 610 001 001 1	materials for accompaniment	24.99
	01 1100 610 001 001 1	shipping	9.99
	01 1100 610 001 001 1	materials for accompaniment	49.99
	01 1100 610 001 001 1	materials for accompaniment	24.99
	01 1100 610 001 001 1	SHIPPING	9.99
	01 1100 610 001 001 1	materials for accompaniment	26.99
	01 1100 610 000 000 0	christmas music	303.99
	01 1100 610 001 001 1	SHIPPING	(9.99)
	01 1100 610 001 001 1	materials for accompaniment	(49.99)
	01 1100 610 001 001 1	materials for accompaniment	(24.99)
	01 1100 610 001 001 1	Music for WTC	31.39
	Total		447.34
JOHNSON CONTROLS	01 2620 352 001 001 1	unit vents not heating classrooms	278.50
	01 2620 352 002 002 2	SPED RTU NOT WORKING	431.00
	Total		709.50
JONES SCHOOL SUPPLY CO. INC.	01 1100 610 001 001 1	Tiger Certificates	17.00
	01 1100 610 001 001 1	S/H	5.25
	Total		22.25
JOSTENS	01 2310 610 000 000 0	reimburse cap	(6.99)
	01 2310 610 000 000 0	reimburse gown	(33.67)
	01 2310 610 000 000 0	diploma covers	274.61
	Total		233.95
KILDOW, KIMBERLY	01 2310 580 000 000 0	mileage reimbursement-st. ed conf	486.08
	Total		486.08
KSB SCHOOL LAW	01 2510 340 000 000 0	policy	350.00
	Total		350.00
KUSKIE OIL CO.	01 2710 626 000 000	nov 21 fuel	2,891.22
	Total		2,891.22
KUXHAUSEN, KIRK	01 2510 580 000 000 0	mileage for external review	122.08
	Total		122.08
LAKEVIEW BOOKS	01 2220 640 001 001 1	Covid-19 and other pandemics: a	31.95
	01 2220 640 001 001 1	Coronavirus Pandemic of 2020	31.95
	01 2220 640 001 001 1	Pandemic, Protest, and Politics: a look	31.95
	01 2220 640 001 001 1	Patrick Mahomes: new NF: superstar	31.95
	01 2220 640 001 001 1	Turmoil in America: the 2020 Election	31.95
	01 2220 640 001 001 1	S/H	10.00
	Total		169.75
LIGGETT, LORI	01 2510 580 000 000 0	MEAL	92.68
	01 2510 580 000 000 0	mileage for external review	124.32
	Total		217.00
Logoz	01 2310 610 000 000 0	board recognition shirts	1,020.00
	Total		1,020.00
MATHESON TRI-GAS INC.	01 1100 610 001 001 1	Metal bandsaw blades (2)	166.82

	Total		166.82
MCI COMM SERVICE	01 2510 382 000 000 0	nov 21 telephone	<u>34.78</u>
	Total		34.78
MENARDS	01 1100 610 001 001 1	Lumber for 8th grade stools	409.08
	01 2620 610 001 001 1	supplies for closet in old gym	41.89
	01 1100 610 001 001 1	Shop supplies	186.40
	01 2620 610 001 001 1	boards for gym closet	<u>107.50</u>
	Total		744.87
MIDAMERICA BOOKS	01 2220 640 001 001 1	Joe Biden: 46th US president	25.95
	01 2220 640 001 001 1	Donald Trump: 45th US president	25.95
	01 2220 640 001 001 1	Killing of George Floyd	25.95
	01 2220 640 001 001 1	S/H	<u>9.95</u>
	Total		87.80
MILLER, NICK	01 2510 580 000 000 0	mileage for external review	<u>206.64</u>
	Total		206.64
MORRILL COUNTY HOSPITAL	01 2710 340 000 000 0	bus driver physical	<u>167.00</u>
	Total		167.00
NE COUNCIL OF SCHOOL	01 1100 330 001 001 1	2021 Fall NETA conference registration	129.00
	01 1200 330 003 000 0	mckibbin-nases conf	150.00
	01 1200 810 003 000 0	mickibbin dues	<u>425.00</u>
	Total		704.00
NORTHWEST EVALUATION ASSOCIATI	01 1100 810 002 002 2	map growth	<u>480.00</u>
	Total		480.00
NORTHWEST HEALTH AND SAFETY	01 1160 610 000 000	Infant/Child AED Electro Pads	<u>389.30</u>
	Total		389.30
OMAHA MARRIOTT DTN CAPITAL DIS	01 2310 580 000 000 0	Kildow lodging	366.00
	01 2310 580 000 000 0	Burry lodging	<u>549.00</u>
	Total		915.00
ONE SOURCE	01 2510 810 000 000 0	background checks	<u>154.00</u>
	Total		154.00
OREGON TRAIL PLUMBING & HEATING	01 2620 352 001 001 1	heater repair	<u>1,027.00</u>
	Total		1,027.00
Oriental Trading Company, Inc.	01 3540 610 002 002 2	https://www.orientaltrading.com/christma	<u>57.19</u>
	Total		57.19
PANHANDLE PUBLIC HEALTH DISTRIC	01 1100 330 002 002 2	Panhandle Safety and Wellness	35.00
	01 2510 330 000 000 0	Panhandle Safety and Wellness	<u>35.00</u>
	Total		70.00
QUALITY INN -NORTHPLATTE	01 1100 580 002 002 2	eha training lodging -batt	<u>94.83</u>
	Total		94.83
RAFFERTY, LINDE	01 2120 580 001 001 1	reimburse mileage nsca academy	<u>424.48</u>
	Total		424.48
RICE, KELLEY	01 2410 610 001 001 1	reimburse supplies	<u>92.39</u>
	Total		92.39
SANDBERG IMPLEMENT	01 2610 610 001 001 1	snowblower parts	<u>72.06</u>
	Total		72.06
SCHOOL SPECIALTY LLC	01 2410 610 002 002 2	Laminating film Roll 1" core, gloss, 1.5	<u>164.55</u>
	Total		164.55
SIMMONS OLSEN LAW FIRM P.C.	01 2330 317 000 000 0	legal fees	185.00
	01 2330 317 000 000 0	legal fees	1,831.50
	01 2330 317 000 000 0	LEGAL FEES	<u>259.00</u>
	Total		2,275.50
SOAR PEDIATRIC THERAPY, LLC	01 2173 591 003 000 0	oct 21 0-2 pt	232.55
	01 2172 591 003 000 0	oct 21 3-5 pt	250.17
	01 2171 591 003 002 2	oct 21 elem pt	2,012.82
	01 2173 591 003 000 0	0-3 pt	46.08
	01 2172 591 003 000 0	3-5 pt	288.35
	01 2172 591 003 000 0	mileage 3-5 pt	63.84
	01 2171 591 003 002 2	elem pt	1,040.17
	01 2171 591 003 002 2	mileage elem pt	<u>56.00</u>
	Total		3,989.98
SOLIANT HEALTH	01 1160 591 000 000 0	school psych	3,444.00
	01 1160 591 000 000 0	school psych	3,075.00
	01 1160 591 000 000 0	school psych	2,624.00
	01 1160 591 000 000 0	school psych	<u>2,993.00</u>
	Total		12,136.00
STAPLES	01 2510 610 000 000 0	label maker tape	89.96
	01 1100 610 000 000 0	6 Tape dispensers	12.94
	01 2510 610 000 000 0	12 coffee	<u>115.98</u>
	Total		218.88
STAR-HERALD	01 2220 640 002 002 2	elem 2022 sub	<u>353.60</u>
	Total		353.60
STEPH'S STUDIO	01 1100 352 001 001 1	day photographer in classrooms	325.00
	01 1100 352 002 002 2	day photographer in classrooms	<u>325.00</u>

	Total		650.00
STERLING COMPUTERS CORP	01 6992 610 004 000 0	Dell Chromebook 3100 2-1 32GB Hard	8,281.80
	01 6992 610 004 000 0	Google Chrome Management Console	960.00
	Total		9,241.80
SYNCB/AMAZON	01 1100 610 001 001 1	Calculator	92.82
	01 2710 610 000 000 0	Wireless backup camera system for buses	368.55
	01 2710 610 000 000 0	Electrical wiring for backup camera's	35.90
	01 2710 610 000 000 0	Electric wire loom covering	11.99
	01 2710 610 000 000 0	Electrical Connectors variety pack	19.95
	01 2710 610 000 000 0	Heat shrink gun for wire connectors	15.99
	01 2710 610 000 000 0	Screw]driver bit set for drill	29.99
	01 2710 610 000 000 0	Electrical wire end	26.66
	01 2710 610 000 000 0	Zip ties	13.98
	01 2710 610 000 000 0	self drilling screws	15.95
	01 2670 610 000 000 0	LCDBros Screen Replacement for Dell	42.70
	01 2710 610 000 000 0	BIRDROCK HOME Snow Moover 60"	199.80
	01 1100 610 002 002 2	Pilot G2 metallic	12.89
	01 1100 610 002 002 2	Women's Victorian Pioneer Dress Blue	40.99
	01 3599 610 000 000 0	binoculars for bird watching	869.71
	01 2710 610 000 000 0	2-pack LED whit lights	35.98
	01 2670 610 000 000 0	LCDBros Screen Replacement for Dell	85.40
	01 1100 610 000 000 0	Blue test Compass	25.89
	01 1100 610 001 001 1	abrasive cloth	58.00
	01 1100 610 002 002 2	200 Pack 3 Oz Paper Cups - Disposable	8.99
	01 1200 610 003 001 1	Ink Cartridge Brothers - All 4 cartridge	76.99
	01 1100 610 000 000 0	4 rolls 24in x 150ft	57.98
	01 1100 610 000 000 0	HP Heavy coated	46.89
	01 1100 610 002 002 2	Dry Erase Lapboard	79.90
	01 2410 733 002 002 2	Space Heater	71.90
	01 3540 610 002 002 2	playdoh	23.98
	01 1100 733 001 001 1	Cart with 15 Drawers	89.99
	01 2710 610 000 000 0	TCL 50-inch Class 4-Series 4K UHD	395.90
	01 3535 610 000 000 0	BLACK - SKINNY TUMBLERS (4 pack)	29.50
	01 3535 610 000 000 0	ROSE GOLD - SKINNY TUMBLERS (4	29.50
	01 3535 610 000 000 0	WHITE - SKINNY TUMBLERS (4 pack)	28.95
	01 3535 610 000 000 0	MARBLE - SKINNY TUMBLERS (4 pack)	29.50
	01 2620 610 000 000 0	air purifiers	389.98
	01 1100 610 002 002 2	Bic Gel-ocity	7.99
	01 3540 610 002 002 2	mirrors emotions poster playdoh	35.62
	01 2710 610 000 000 0	Ninja CE251 Programmable Brewer, with	79.99
	01 2710 610 000 000 0	Buyplus 5-to-20 Foot Extension Pole and	49.99
	01 1100 610 002 002 2	Hatchet Paperback – December 26, 2006	18.19
	01 6998 610 000 000 0	Weize 12V 20AH Lead Acid Battery	163.56
	01 2710 610 000 000 0	supply	6.99
	01 3535 610 000 000 0	EverBrite 18-pack Mini LED Flashlight Se	21.98
	01 3535 610 000 000 0	Catcrafter Silicone Epoxy Resin Molds Ki	51.96
	01 3535 610 000 000 0	6pcs Artificial Flowers Outdoors Fake Da	17.99
	01 3535 610 000 000 0	Festival Chunky and Fine Glitter Mix, Te	12.99
	01 1100 610 002 002 2	storage containers	59.98
	01 1100 610 002 002 2	storage containers	32.54
	01 1100 610 002 002 2	storage containers	111.84
	01 1100 610 002 002 2	storage containers	89.97
	01 1100 610 002 002 2	CafePress Nebraska Greetings Postcards	108.92
	01 3535 610 000 000 0	ISSEVE 85Pcs Crochet Hook Set	18.99
	01 1100 610 001 001 1	Calculator	50.00
	01 3540 610 002 002 2	emotions book	11.58
	01 3535 610 000 000 0	6 by 9mm Barrel Pony Bead, Orange,	8.68
	01 3535 610 000 000 0	The Beadery 6 by 9mm Barrel Pony Bead	6.60
	01 3535 610 000 000 0	The Beadery 6 by 9mm Barrel Pony Bead,	10.09
	01 3535 610 000 000 0	The Beadery 6 by 9mm Barrel Pony Bead,	8.13
	01 1100 610 001 001 1	Write On-Cling On Static Easel Sheets	29.71
	01 1100 610 000 000 0	Screen Replacement for Dell Chromebook	143.00
	Total		4,520.37
TIME MANAGEMENT SYSTEMS	01 2510 610 000 000 0	timeclock	162.50
	Total		162.50
UNIVERSITY OF NEBRASKA MEDICAL	01 6968 352 002 002 2	afterschool program observation	500.00
	Total		500.00
VERA'S AUTO & TIRE SERVICE	01 2710 610 000 000 0	tiire repair	25.00
	Total		25.00
VERIZON	01 2710 610 000 000 0	oct 21 gps	210.47
	Total		210.47
	General Fund Total		\$126,390.19
	Building Fund		\$0.00
	Payroll		\$427,794.00

2021 State Education Conference

November 17-19, 2021

Kim Kildow

Wellness 4All: ESU 5 Mental Health Program

Jen McNally ESU 5

- 75% of students will access supports if they are there, and are six times more likely to complete treatment if it's in school.
- Creating a system where it is safe to land.
- Mental health impacts on climate and culture for staff: feel safer, see conflict as opportunity, see self-care and wellness as essential to job wellness.
- Benefits of mental health program: reduced in school suspensions, reduced office referrals, increased engagement, reduced truancies, test scores have gone up.
- Collective efficacy that is rooted in wellness with building of a tiered system to get stuff off teachers' plate to prevent content burnout with so many different programs and interventions. In other words, what works and what doesn't and what can we get rid of.

When School's Safety is Under Attack: What I Wish I Would Have Known Prior

Stephanie Kaczor Riverside Public Schools

- School safety is about what people do, not gadgets.
- Prevention happens every day and relationships matter with everyone.
- Focus on troubling behavior, not the person.
- People always remember how a crisis was handled.
- Stay consistent with communication.
- Do walk-throughs once a week for safety – think like a kid.
- 50% of school shooters come through the front door.
- 71% of school shooters were bullied.

Board Meetings Gone Wild

KSB School Law

- Publish notice of meeting in newspaper now.
- Items must be sufficiently descriptive to give the public reasonable notice of the matters to be considered.
- Back and forth with the public will lead to violations of the open meetings act.

- Public comment should be at least quarterly.
- Consider eliminating the approval of the meeting agenda as it cannot be changed 24 hours before the meeting.
- Be consistent with a time limit for public comment.
- No mechanism in Nebraska to get rid of a board member – can censure a member – recall of the board started by someone else.
- Consider having a committee of the board do the superintendent evaluation – no obligation to do it at a public meeting.

Teacher Contracts

Perry Law Firm and KSB School Law

- Abrogation – annul contract, abolish by authoritative action
- April 15th – teacher contracts
- Going to be getting an endorsement as a new hire – put in contract when they start.
- Professional Practices Commission – anyone can file a complaint.
- No such thing as a temporary teacher – replacement teacher.

More Than a Golf Tournament: How Foundation/District Can Maximize Relationships

Jennifer Sibal – Gering, Nicole Anderson – Columbus, Lance Swanson – South Sioux City

- Fundraising and Advancement – personal/relationship oriented, distinguishes higher potential, results oriented, more cost effective method.
- Advancement and Sustainability – weigh special events impact, annual funds, internal giving, alumni outreach, retirees, philanthropic outreach.
- What does a foundation offer a district – opportunity.
- Alumni Engagement – building relationships with those who have benefitted from your school district.
- Trust in engagement – not always asking for money.
- Alumni Tours – plant seeds, hear stories on tours, get back to fueling when they were in school, subtle hints on future projects, make the tour an experience.
- Retiree engagement – gatekeepers, close to mission, respect commitment, mentors, connection to alumni, planning/giving.
- Staff giving campaigns – amount and percentage of staff giving says a lot about the culture of your school district.
- Business and community – sponsorship campaign, businesses want access to kids, stewardship

- Foundation needs to know the needs of the district – connecting from high school to middle school to elementary.
- Foundation is the bridge between the school and the community.

Pain in the App 7.0

KSB School Law

- Students are on Instagram, Snapchat, and TikTok.
- Instagram makes teen girls feel worse about themselves, and can predict mental health based on Instagram useage.
- Raising most sleep deprived kids ever.
- Schools can regulate off campus speech including on social media with evidence of a material and substantial disruption.
- CDC's definition of bullying – unwanted aggressive behavior, perceived power imbalance, repeated multiple times.

2021 State Education Conference

*Pre-conference: The First Amendment and Schools

*** doesn't apply to private schools

*** regarding staff consideration must be taken whether they are speaking as a public employee or a private citizen

*Sped laws for board members

*** KSB presented so as always was very engaging, but a lot of info presented fast and furious! IDEA, 504's and FERPA were gone over.

*what school lawyers want board members to know

*** FB posts from parents

*** it is normal for us to not know everything that happens at school and the story behind social media posts

*New funding proposal

*** all schools will receive Education Stabilization Base Aid

*** \$1100/student. Increase yearly by 2 1/2%

*** Local Effort Rate to 75 cents;

*** general fund levy lid 95 cents

*** allocated income tax fund 2.3% to 20%

*** plus additional 400M

*** other receipts not counted against

*** equalization

*** no net option funding

*** implement 2022-2023

*** every 4 years education committee conducts audit

*Education Committee Goals

*** mental health and community supports in schools

*** study how lottery funds are being allocated

*** address teacher/staff shortage

*State Board panel

*** there were 4 members there and they fielded questions from why the state board should still exist to what they have learned this past year

*** general fund levy lid 95 cents

*** allocated income tax fund 2.3% to 20%

*** plus additional 400M

*** other receipts not counted against

*** equalization

*** no net option funding

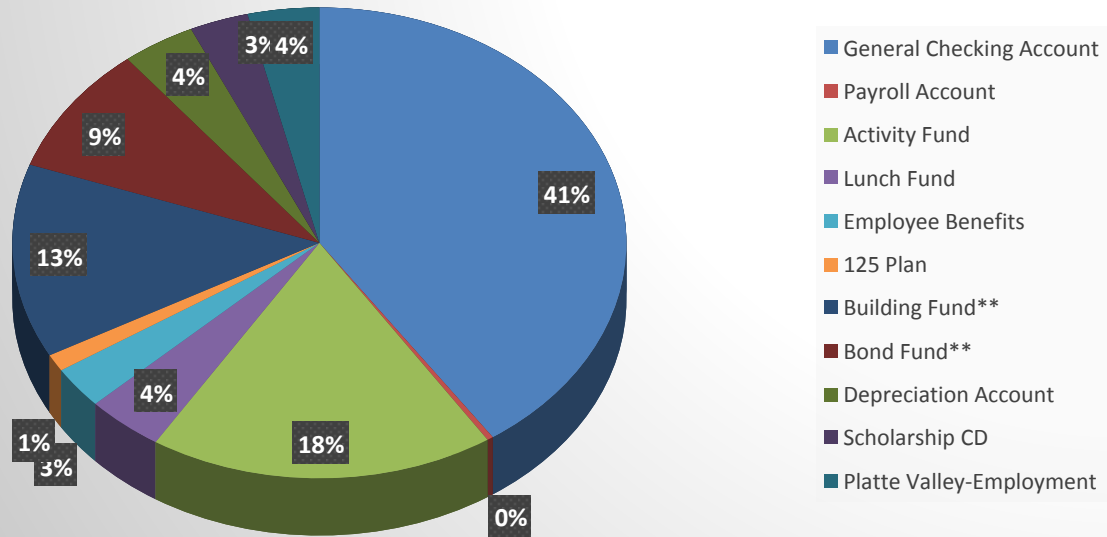
*** implement 2022-2023

***every 4 years education committee conducts audit

BAYARD PUBLIC SCHOOL
 TREASURER REPORT
 BANK STATEMENT BALANCES as of November 30, 2021

General Checking Account	\$	859,933.43	
Payroll Account	\$	6,881.76	
Activity Fund	\$	386,529.32	
Lunch Fund	\$	86,353.98	
Employee Benefits	\$	61,276.80	
125 Plan	\$	25,045.06	
Building Fund**	\$	283,230.63	
Bond Fund**	\$	188,319.27	
Depreciation Account	\$	82,416.45	
Scholarship CD	\$	65,933.27	
Platte Valley-Employment	\$	80,053.43	
	\$		2,125,973.40

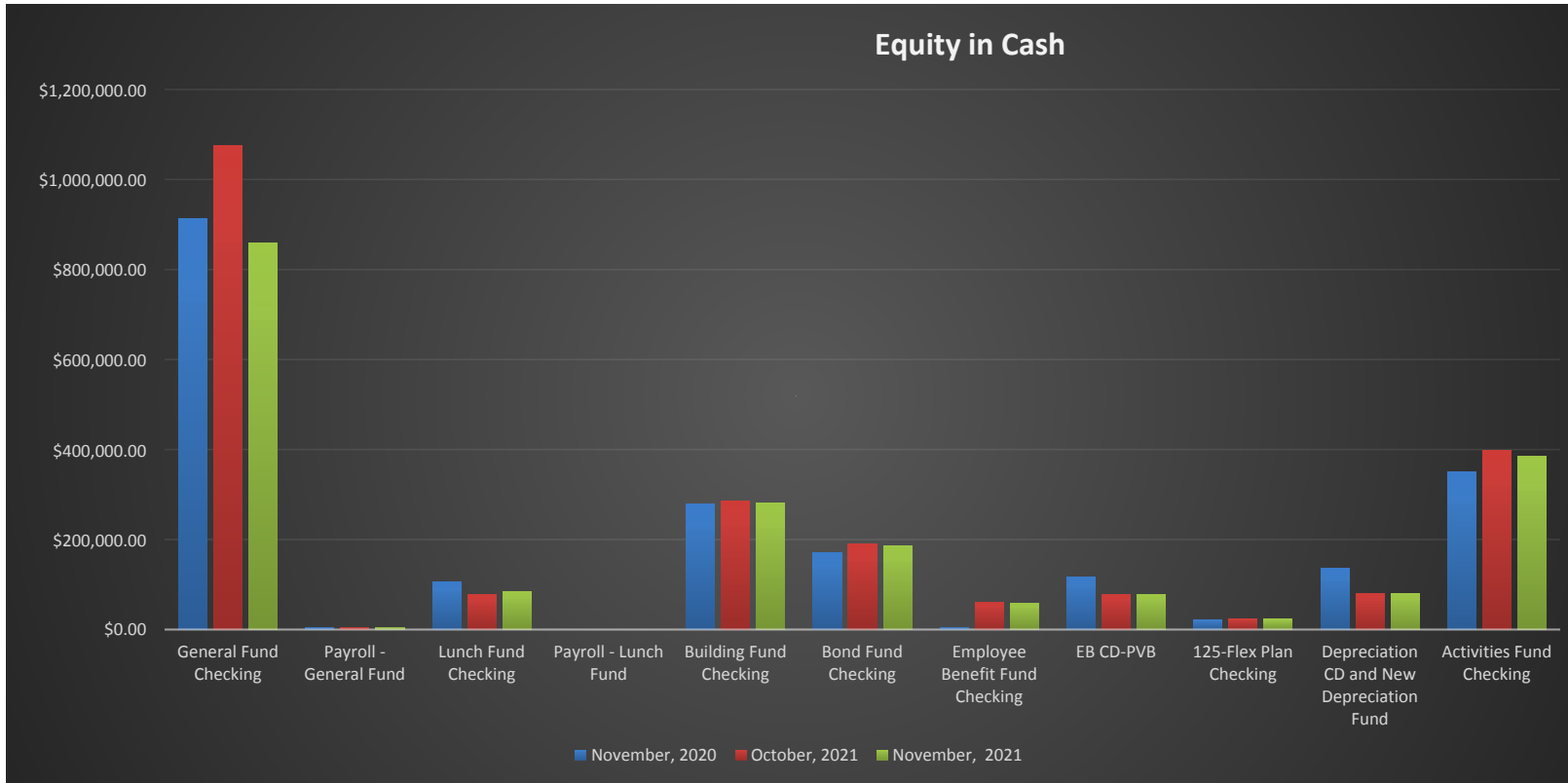
Account Percentages



Bayard Public Schools

Equity in Cash
November 30, 2021

Fund	Fund #	November, 2020 PRIOR YEAR BALANCE	October, 2021 PRIOR MONTH BALANCE	November, 2021 REVENUES	November, 2021 EXPENSES	November, 2021 ENDING BALANCE
General Fund Checking	01-101	\$913,871.74	1,077,554.92	297,618.84	(515,240.33)	\$859,933.43
Payroll - General Fund	01-104	\$6,870.81	6,883.65	426,325.10	(426,326.99)	\$6,881.76
Lunch Fund Checking	02-101	\$108,612.37	79,149.15	31,104.17	(23,899.34)	\$86,353.98
Payroll - Lunch Fund	02-104	\$0.00	0.00	10,519.04	(10,519.04)	\$0.00
Building Fund Checking	03-101	\$281,612.27	288,002.64	2.50	(4,774.51)	\$283,230.63
Bond Fund Checking	04-101	\$171,952.68	192,266.07	1.67	(3,948.47)	\$188,319.27
Employee Benefit Fund Checking	05-101	\$6,603.15	63,193.92	3,364.25	(5,281.37)	\$61,276.80
EB CD-PVB	05-106-1000	\$119,589.07	80,053.43	0.00	0.00	\$80,053.43
125-Flex Plan Checking	05-107	\$24,441.31	26,864.61	4,493.32	(6,312.87)	\$25,045.06
Depreciation CD and New Depreciation Fund	06-101	\$137,788.75	82,290.20	126.25	0.00	\$82,416.45
Activities Fund Checking	07-101	\$352,068.95	400,819.62	15,768.27	(30,058.57)	\$386,529.32
Scholarship CD	07-114	\$72,693.00	65,720.87	212.40	0.00	\$65,933.27
TOTAL		\$2,196,104.10	\$ 2,362,799.08	\$ 789,535.81	\$ (1,026,361.49)	\$2,125,973.40



Year	Grant	Amount Award	Current Expenditures	Received Reimbursement	Amount Left to be reimbursed	Pending Reimbursemnts	Amount to Rollover
19/20	EdQuest 5yr	\$20,000.00		\$1,900.00	\$18,100.00	\$0.00	
19/20	FEMA Generator	\$180,000.00	\$22,854.12	\$17,140.59	\$0.00		
20/21	21st Century Pathfinders	\$50,000.00	\$50,000.00	\$0.00	\$50,000.00	\$50,000.00	
20/21	SFI Year 3	\$385,451.00	\$305,833.80	\$250,046.12	\$135,404.88	\$55,789.00	\$79,984.00
20/21	ESSERS #2 (pending)	\$382,767.00	\$46,448.09	\$46,448.09	\$336,318.91		
20/21	Flex	\$17,523.00	\$17,721.85	\$0.00	\$17,523.00		
20/21	RLIS	\$8,953.12	\$0.00	\$0.00	\$8,953.12		
21/22	ESSERS III (pending)	\$860,241.00	\$27,035.23	\$0.00	\$860,241.00		
20/21	Cares Afterschool Grant	\$5,550.00	\$5,550.00	\$5,550.00	\$0.00		
20/21	Albertson's Grant (Nutrition)	\$3,000.00	\$0.00	\$1,500.00	\$1,500.00		
21/22	Cares Afterschool Grant #2	\$5,550.00	\$0.00	\$5,550.00	\$0.00		
21/22	REAP	\$19,981.00	\$999.00	\$0.00	\$19,981.00		
21/22	Healthy Schools Mini Grant	\$3,000.00	\$0.00	\$0.00	\$3,000.00		
21/22	IDEA	\$74,332.00	\$11,874.46	\$0.00	\$74,332.00		
21/22	IDEA ARP	\$17,262.00	\$0.00	\$0.00	\$17,262.00		
	Title I		\$34,696.96				
21/22	CSI YR 4	\$153,000.00	\$24,648.46	\$0.00	\$153,000.00		
21/22	FEMA #3 Covid		\$0.00	\$0.00	\$0.00		
21/22	Early Childhood	\$71,380.00	\$27,566.82	\$0.00	\$71,380.00		
21/22	21st Century Pathfinders	\$50,000.00	\$4,653.35	\$0.00	\$50,000.00		
21/22	Nebraska Appleseed Nutrition Grant	\$450.00	\$0.00	\$0.00			
21/22	Environmental Club Grant-Nebraska Children & Families	\$2,500.00	\$0.00	\$0.00			
21/22	Venture Labs Club- Nebraska Children & Families	\$2,500.00	\$0.00	\$0.00			
21/22	HAL		\$2,260.83				
Totals		\$2,313,440.12	\$579,882.14	\$328,134.80	\$1,985,305.32	\$105,789.00	\$79,984.00

Total Awarded Grants	\$2,313,440.12
Total money spent toward grants	\$579,882.14
Grant Reimbursement Received	\$328,134.80
Pending Reimbursements	\$105,789.00
Entitled Funds Not yet claimed	\$145,958.34

Bayard Public Schools 2011-2020

Competitive Grants/Donations/Refinances

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2022
NCLB	\$109,680.00	\$101,925.00	\$93,217.00	\$96,011.00	\$93,728.00	\$81,472.00						
IDEA	\$22,364.00	\$22,364.00	\$22,364.00	\$22,364.00	\$22,364.00	\$22,377.00	\$34,679.00	\$26,364.00	\$76,045.00	\$76,858.00	\$74,332.00	
Title I				\$8,137.00	\$4,091.00	\$3,963.00						
ESSA							\$85,035.00	\$97,367.00	\$125,542.00	\$142,285.00	\$140,532.00	
Education Jobs	\$2,071.00											
Early Childhood Education Grant				\$125,000.00	\$100,000.00	\$100,000.00	\$22,815.00	\$34,225.00	\$29,613.00	\$11,747.00	\$71,380.00	
21st Century Community Learning Center Grant					\$69,320.00	\$69,320.00	\$69,320.00	\$55,456.00	\$50,000.00	\$50,000.00	\$50,000.00	
Flex								\$15,682.66	\$17,050.00	\$17,523.00		
Perkins Grants		\$8,000.00	\$12,661.00	\$14,799.00	\$11,000.00				\$10,963.78			
REAP				\$12,988.00		\$14,407.00	\$21,151.00	\$19,865.00		\$25,325.19	\$19,981.00	
RLIS									\$7,372.00			
Nebraska Department of Environmental Quality			\$20,895.00									
Quivey Bay Foundation			\$25,000.00									
Oregon Trail Community Foundation			\$2,500.00						\$5,000.00			
Sustainable Schoolyards				\$12,000.00								
Partner Commitments (UNL)					\$20,000.00	\$20,000.00	\$20,000.00					
Valley Bank and Trust		\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00							
Platte Valley Bank		\$25,000.00										
Bond Refinance Savings	\$114,298.00				\$246,328.00					\$29,478.00		
Dollar General Literacy Grant					\$3,000.00							
Title IV-A SSAE Grant (FranklinCovey Partnership)							\$78,302.00					
Comprehensive School Improvement (CSI)(SFI)								\$542,000.00		\$300,368.00	\$153,000.00	
Nebraska Diesel Emission Mitigation Program Grant								\$42,000.00	\$42,000.00	\$42,000.00		
Solar and Wind Energy (Teacher Evaluation)								\$18,748.32				
FEMA Hazard Mitigation Grant-Generator									\$180,000.00			
FEMA Tornado												
Fema Covid									\$12,500.25			
ESSERS									\$100,454.00	\$382,767.00	\$860,241.00	
CenturyLink Grant (Schluterbusch)					\$1,000.00							
Albertson's Nutrition Equity Grant											\$3,000.00	
Bayard Public Library Partnership									\$4,000.00			
IDEA ARP											\$17,262.00	
Healthy Schools Mini Grant											\$3,000.00	
Nebraska Children&Families CARES										\$5,550.00	\$5,550.00	
Appleseed Nutrition Grant											\$450.00	
Nebraska Children&Families Environment Club											\$2,500.00	
Nebraska Children&Families Venture Club											\$2,500.00	
Beyond School Bells										\$14,351.00		
EdQuest										\$20,000.00		
Afterschool Equipment Grant									\$9,333.66			
VAPE grant										\$5,000.00		
Total	\$248,413.00	\$182,289.00	\$201,637.00	\$316,299.00	\$595,831.00	\$311,539.00	\$331,302.00	\$851,707.98	\$660,540.03	\$1,083,901.19	\$1,403,728.00	

Workforce Partnerships

Experience Works Partnership

Foster Grandparent Partnership

Total

\$576,033.00
\$422,475.00
\$16,191.00
\$590,761.00
\$2,071.00
\$494,780.00
\$413,416.00
\$50,255.66
\$57,423.78
\$113,717.19
\$7,372.00
\$20,895.00
\$25,000.00
\$7,500.00
\$12,000.00
\$60,000.00
\$100,000.00
\$25,000.00
\$390,104.00
\$3,000.00
\$78,302.00
\$995,368.00
\$126,000.00
\$18,748.32
\$180,000.00
\$0.00
\$12,500.25
\$1,343,462.00
\$1,000.00
\$3,000.00
\$4,000.00
\$17,262.00
\$3,000.00
\$11,100.00
\$450.00
\$2,500.00
\$2,500.00
\$14,351.00
\$20,000.00

\$6,187,187.20

	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
SPED SA	203514	190292	236959	176641	173212	161004	149226	159657	144585	193236	
SPED SA Trans	34648	35272	35149	13943	7191	1707	0	4889	4426	7367	
Apportionment	45257.2	60184.75	53374.07	56933.23	52911.56	54742.33	50996.05	45439.32	52018.47	42808.41	
State Aid	2039213.66	2007080.36	2099946	2109919	2097895	1942483	1877561	1943838	1985757	1974495	
Breakfast State	763.5	554.12	875.18	722.95	789.5	1935.45	1858.45	1697.35	1612.8	1666.9	
Lunch Federal	118230.16	113919.96	124632.4	143382.9	150883.8	154781.1	147439.8	153368	118227.5	1975.68	
Lunch State	548.02	599.69	614.99	594.91	560.26	513.23	480.07	494.86	463.3	0	
Fruit Veggie	11144.4	0	0	0	0	0	0	0	0	0	
Distance Ed	2000	2000	4000	16000	0	0	6425.64	6469.29	10142.28	14473.65	
IDEA/Poverty	33651	126793	80180	10910	88198	68640	9834	58852	56940	0	
Summer Food Expanding	0	0	6290.71	6518.12	0	0	0	0	0	0	
Nutrition Training	0	0	0	1994.26	0	0	0	0	0	0	
Summer Feeding	0	0	0	10013.98	8134.03	5821.09	7053.04	6434.55	95890.14	226675.6	
HAL			0	0	0	0	2342	2202	4748	4745	

Nebraska Framework Continuous Improvement External Team Visitation Report

School System: Bayard Public Schools

Head of the School System: Dr. Travis Miller

External Team Leader: Lori Liggett

External Visitation Date(s): December 1-2, 2021

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Nebraska Framework Remote Report Continuous Improvement Process Overview School System:

I. School System Overview: (Brief description or snapshot of the School System)

The legal description of the Bayard School District is District #21 Morrill County, Nebraska. The district covers 262 square miles and includes properties located in Morrill, Scotts Bluff, Banner, and Box Butte Counties. The district is a Class III school, organized as a PK-6 elementary and a 7-12 secondary with approximately 350 students, 35 certified staff, 25 classified, and four administrators. The student population is made up of the following demographics: 18% Hispanic, less than 1% African or Asian American, 1% Native American, 4% Two or More Races, and 76% White. The district has a 56% FR lunch population.

II. External Visitation Team Members

EXTERNAL TEAM LEADER	POSITION/SCHOOL SYSTEM	CONTACT INFORMATION
Lori Liggett	Superintendent Gordon-Rushville Public Schools	lori.liggett@grmustangs.org

EXTERNAL TEAM MEMBERS	POSITION/SCHOOL SYSTEM	CONTACT INFORMATION
Dr. Jamie Isom	Superintendent Keya Paha Public Schools	jisom@kpschools.org
Kacy Heiser	HS Math Instructor Gordon-Rushville Public Schools	kacy.heiser@grmustangs.org
Kirk Kuxhausen	Elementary Principal Mitchell Public Schools	kirkk@mitchelltigers.org
Nick Miller	Assoc. High School Principal North Platte High School	nmiller@nppsd.org

III. External Visitation Agenda: (Dates, locations, activities, timelines, participants)

External Visit Agenda and Schedule [External Visit Agenda and Schedule](#)

Administration Interview- Dr. Travis Miller, Supt. Mr. Matthew McLaughlin, Elementary Principal, Ms. Micki McKibbin, SPED Director, and Dr. Kelley Rice, 7-12 Principal. [Admin Interview Responses](#)

Elementary Student Interviews Jayde & Zoe-6th, Henry D., Kinlee-5th, Christopher & Emmalee-4th, Addison & Cooper-3rd, Cutler & Livie-2nd, Mac & Paxton-1st
[Elementary Student Response](#)

7-12 Student Interview Lauren, Gage, Leah, Noah, Riley, Connor, Lexi, Zach, Cambree, Karter, Candace, Kolton [7-12 Student Interview Responses](#)

Elementary Teacher Interviews (seven teachers) [Elementary Teacher Interviews](#)

Secondary Teacher Interviews (six teachers) [7-12 Teacher Interviews](#)

Board Member Interviews Kim Kildow, Donna Stuart, Kim Burry [BOE Interview](#)

IV. Introductory Comments: (Purpose of the visit; description of overall visitation process; background information; and additional remarks)

The purpose of this visit is to assist Bayard Public Schools in selecting or fulfilling school improvement goals and plans by adding an outside, objective view of the school improvement procedures.

By enlisting the professional advice and perspective of colleagues from outside the system, the school is receiving unbiased feedback about the day-to-day operations of the school, as well as an in-depth evaluation of student achievement. An External Review Increases the depth of understanding of the school district for moving forward to achieve their school improvement goals. An External Review also provides an opportunity for the District to showcase its many accomplishments, and the myriad of opportunities it provides for its students.

The visitation process included two full days of classroom observations, interviews with stakeholder groups including students, certified staff, classified staff, parents, patrons, BOE members, and administration. Formal and informal conversations were held regarding curriculum, assessment, challenges, strengths, and what concerns there may be for the future in regards to the District. A formal presentation was given at the end of the process to stakeholders including the findings of the External Review Team in regards to the District's accolades and next steps in the continuous improvement process.

The Nebraska Framework: Remote External Team Report, August 2020

V. Description and Overview of the Continuous Improvement Process: (Team membership, timelines, a summary of activities, and *for public schools, a description of how multicultural education is incorporated into the process*)

CIP TEAM NAME: Steering Committee				
TEAM MEMBER	POSITION	REPRESENTING	CONTACT	DATE ASSIGNED
LEAD: Dr. Travis Miller	Superintendent	Bayard Public Schools	travis.miller@bayardtigers.org	05-21
LEAD: Cheryl Ferrero	Teacher	Bayard Elementary	cheryl.ferrero@bayardtigers.org	05-21
Dr. Kelley Rice	Principal	Bayard Jr/Sr High	kelley.rice@bayardtigers.org	05-21
Matt McLaughlin	Principal	Bayard Elementary	matt.mclaughlin@bayardtigers.org	05-21
Jenny Gier	Instructional Technology Coordinator	Bayard Public Schools	jenny.gier@bayardtigers.org	05-21
Barb Pieper	Teacher	Bayard Jr./Sr. High	barb.pieper@bayardtigers.org	05-21
Julie Cochran	Counselor	Bayard Elementary	julie.cochran@bayardtigers.org	08-21
Jessica Nesbitt	Teacher	Bayard Elementary	jessica.nesbitt@bayardtigers.org	05-21
Micki McKibbin	SPED Director	Bayard Public School	micki.mckibbin@bayardtigers.org	05-21

The Bayard Public Schools Continuous Improvement Team Timeline and Communication Schedule includes:

Meetings on the 2nd and 4th Tuesdays of the month after school

- We will meet in Room 3B
- Twice a month, more if needed as we get closer
- We will meet in person as often as we can
- Managing through email communications and Google Calendar
- These steps are considered a procedure, by the district.

Multicultural Report [Bayard Annual Multicultural Report](#)

- a. **Continuous Improvement Process Commendations:** (Successful activities, procedures, and accomplishments in the overall progress of the continuous school improvement process)

- The District is committed to the Leader in Me curriculum as is apparent in all buildings, classrooms, and teaching. Student behavior and conduct demonstrate an embeddedness of the curriculum's values and objectives in all aspects of the daily operations of the school.
- The District held and continues to hold regularly scheduled meetings and planning sessions to address continuous improvement needs. Ex. include professional learning communities that address culture, academics, and behavior.
- The District uses constant student recognition and accolades as is apparent in the hallways, classrooms, and regularly scheduled recognition ceremonies. It is apparent that the culture of the District emphasizes all staff having an understanding of the art and science of teaching. Ex. The foundations of Explicit Direct Instruction are obvious in the classroom, without being a scripted practice. This was observed through interviews with staff and classroom visits.
- The District practices strong support for all students and a process to identify when interventions are needed for individual students or groups.. Ex. MTSS team participation at the elementary, social-emotional training and interventions, development of a watch-list for academic and social needs.

b. **Continuous Improvement Process Recommendations:** (Advice and suggestions for consideration concerning the overall continuous school improvement process)

- Develop a more formalized process for documenting continuous improvement action plan(s) Ex. staff training in the CIP process, universal staff access to student data.
- Consider including parents/board members as active members of the schoolimprovement process team.

VI. **School System Improvement Goal(s):** (Identified by the host School System and documented in an Action/Improvement Plan)

- English Language Arts 80% Of students will make projected growth based on MAPS by2022.
- Improve ACT composite scores to equal or exceed the national average.

a. **School Improvement Goal(s) Commendations:** (Comments about goals, assessments, interventions/strategies, and/or staff development activities that havebeen successfully accomplished or hold promise for success.)

Students were observed pair reading and reading aloud at all grade levels and in all disciplines, including secondary classrooms. This supports the district's goal of improving reading comprehension skills K-12.

The District practices strong support for all students and a process to identify when interventions are needed for individual students or groups.. Ex. MTSS team participation at the elementary, social-emotional training and interventions, development of a watch-list for academic and social needs.

b. **School Improvement Goal(s) Recommendations:** (Comments and suggestions for consideration by the local School System)

After reviewing student data, conducting interviews, and classroom observations, it is apparent that at Bayard Public Schools student academic growth is occurring. With teacher support, students set goals for their own growth in the areas of reading and math. NWEA testing data showed consistent cohort score improvements. This consistent improvement indicates that the measures implemented by the District are working. It is obvious that the culture of the district is a shared vision of the Board of Education, administration, certified, classified staff, students, and parents alike. It is the recommendation of the External Visit Team that the District continue in its endeavors to provide rigorous and meaningful educational opportunities for all students.

VII. Action/Improvement Plan: (Upload, insert, or attach the School System's Action/Improvement Plan document)

[9-12 Action Plan](#) [K-6 Action Plan](#)

VIII. Final Thoughts, Commendations and/or Recommendations: (Additional comments and guidance not already addressed in the report.)

In no particular order:
Commendable overall positive, caring, and productive school culture and dynamics
Multiple student celebrations
Hall of Fame, Academic Award, Book of Knowledge Award, Honor Yoke, ACT scores,
Community support- fiscally and time
Committed staff
Opportunities for students while having limited financial resources
Traditions- both academic and activity
Strong Board of Education
Dedicated administration
Well maintained facilities
Innovative practices
Whole child priority
The District lives the Leader in Me philosophy

IX. Next Steps:

Continue to review data and implement strategies as appropriate for continued student success.

X. Directions for the Submission of the External Team Remote External Visitation Report and Improvement/Action Plan

1. Finalize the report and save as a PDF.
2. Submit a copy of the finalized report (PDF), including the Improvement/ Action Plan, via email to the school system and the NDE at: nde.accreditation@nebraska.gov

Nebraska Department of Education
Accountability, Accreditation, and Program Approval
Accreditation Section

POLICY NO. 9006 - STUDENT BOARD REPRESENTATIVE

I. PURPOSE

The Bayard Board of Education believes that the views, insights, and suggestions of a student board representative on the Board of Education can provide great value in the decision making process regarding educational policies and programs that affect all students. The purpose of this participation is to help the Board of Education gain greater insight into student activities, programs, and needs; to encourage student involvement in school district governance activities; to provide greater awareness and understanding of mutual issues among students, school staff, and community; to provide for the active involvement of students in their education; and to foster inquiry so students may freely express their views and listen to and evaluate the opinions of others. The purpose of this policy is to define the selection and term of office and the rights and responsibilities of the student board representative on the Board of Education.

II. SELECTION AND TERM OF OFFICE

1. Student representation to the Board of Education is open to all students in grades 9-12 at Bayard Public Schools who are in proper academic standing equivalent to participation in athletics or other student activities and maintain proper academic standing throughout their term of office.
2. The term of office will be one semester. The first semester will start in September and end in December. The second semester will start in January and end in April.
3. Students must complete the Google form application in full by April 15th to be considered for the next school year, and an in person interview will be scheduled for each student with the Committee on American Civics. The Bayard Board of Education will give preference to first time applicants in an effort to provide this opportunity for all interested students. The students' application and interview will be scored on a rubric, and the Bayard Board of Education will select one student board representative for the first semester to be sworn in at the September Board of Education meeting, and one student representative for the second semester to be sworn in at the January Board of Education meeting. If no student applications are received by the deadline, then the Board of Education will work with the Secondary Principal to appoint a student representative for each semester.
4. The student board representative serves at the discretion of the Bayard Board of Education. The Board of Education may remove a student board

representative for failure to fulfill his or her duties, for failure to maintain academic standards, or for behaviors that the Board determines unacceptable as a student board representative.

III. RIGHTS AND RESPONSIBILITIES

1. Following the student board representative's selection, they will attend an orientation session with the Superintendent and the Board of Education President. This session will be held prior to the student board representative's first Board of Education meeting.
2. The student board representative will attend and sit on all regular meetings of the Board of Education during their semester term and can be appointed to Board committees at the discretion of the Board of Education President.
3. The student board representative will dress and act appropriately while serving on the Board of Education in a manner consistent with the Board Member Code of Ethics, and follow all the rules, policies, and regulations that the Board of Education follows.
4. The student board representative will not have the right to make or second motions or vote on agenda items before the Board.
5. The student board representative will not be permitted to participate in Board of Education meetings from which the general public is excluded to include: executive/closed sessions, negotiations sessions, or personnel portions of the regular meetings of the Board of Education.
6. The student board representative will receive all regular meeting agendas, minutes, and other pertinent information, excluding any confidential materials.
7. The student board representative will communicate with fellow students to obtain input and keep students informed on pertinent issues before the Board of Education in a manner approved by the Secondary Principal.
8. The student board representative will work to represent opinions of all students and not solely their own personal opinions.
9. The student board representative will be required to submit a monthly report to the Board of Education regarding student activities and other pertinent student information.

10. The student board representative will be required to develop an initiative for the betterment of the school district to be approved by the Secondary Principal prior to being presented to the Board of Education for consideration.

11. The student board representative will be required to submit a written summary of their experience on the Board of Education at the completion of their semester term.

Adopted:
Reviewed:
Revised:



Canon
SAVIN.

- *OVER 50 YEARS OF EXPERIENCE IN THE INDUSTRY*
- *LOCAL REFERENCES AVAILABLE*
- *MULTIPLE LOCAL TECHNICIANS AVAILABLE*
- *EXCELLENT CUSTOMER SERVICE*
- *SUPPORTS THE LOCAL ECONOMY*

COPIER CONNECTION, INC.

PROPOSAL

Presented to: **BAYARD PUBLIC**
SCHOOLS

For any further information please contact:

Scott Snygg

Office: (308) 632-5520 ext. 107

Email: ssnygg@bbc.net

Cell: (308) 631-4784

1912 Broadway Scottsbluff, NE - Phone (308) 632-5520 - Fax (308) 632-2895

A division of: **ConnectingPoint** 

INTUITIVE USABILITY, OUTSTANDING COLOR QUALITY, HIGH PRODUCTIVITY

The imageRUNNER ADVANCE C5500 Series is designed to improve office productivity and to deliver high-quality color output for demanding office environments. These intelligent systems provide an intuitive user experience and support Canon's holistic business solutions.

Print up to 60 ppm in color/black and white

Scan up to 160 ipm (300 dpi) (BW, color, duplex)

Print up to 12" × 18"

6,350-sheet maximum paper capacity



Workflow Efficiency

- An intuitive user interface with a large, responsive color touch-screen with smartphone-like usability helps make carrying out tasks easy.
- My ADVANCE enables a unique, personal experience, creating a customized user experience tailored to meet each user's workflow needs.
- Canon's MEAP platform supports a range of integrated solutions designed to simplify workflow and achieve a holistic business solution.
- Scalable support for mobile and flexible work styles can help increase efficiency by allowing workers to capture or print documents and access certain cloud applications.¹
- Scan and convert documents to Searchable PDF, Microsoft® Word, and Microsoft® PowerPoint® files through a single-pass, duplexing document feeder that holds up to 150 originals.
- Intelligent features, such as motion sensor technology to wake the device from sleep mode and the ability to remove blank pages when scanning, help maximize productivity.

Security

- Control who has access to the device with authentication by using the standard Universal Login Manager application.
- Help limit unauthorized distribution of sensitive information with an array of standard and optional document security features.
- Help facilitate information privacy and security by controlling access with IPsec, port filtering capabilities, and SSL technology.

Cost Management

- The ability to apply print policies, monitor output, and restrict usage by user can help reduce unnecessary printing, enable cost recovery, and help save money on paper and toner.
- Tight integration with output management solutions, such as optional uniFLOW, provides the ability to carry out detailed tracking, reporting, and cost analysis.
- Quality and reliability, combined with remote diagnostics and assistance, contribute to maximizing uptime and can help reduce time spent by IT resolving issues.
- Consistent user operation, combined with remote and centralized fleet management, can help simplify IT management of a single device or fleet.



Device and Fleet Management

- The ability to pre-configure devices makes installation easy, and fleet management is simplified with the ability to synchronize settings across multiple devices.
- Canon's device management tools give you a centralized point of control across your entire fleet, including the ability to check device status and consumables, turn off devices remotely, capture meter readings, as well as manage address books and printer drivers.
- Standard Genuine Adobe® PostScript® and PCL® support integration with enterprise applications and legacy systems to help streamline business processes.

Quality and Reliability

- Canon's signature reliability and engine technologies contribute to high-quality output to help meet the needs of busy departments.
- Outstanding imaging technologies and toner allow for consistently striking images using Canon's V² color profile and 1200-dpi print resolution.
- Designed to achieve maximum uptime with status notifications to help keep supplies replenished, intuitive user maintenance videos, the ability to replace toner on the fly, and automatic job rerouting (with optional solutions).

Sustainability

- Fusing technologies, CS toner, and innovative sleep mode features help lower overall energy consumption.
- Help minimize waste with default two-sided printing, Secure Print, and the ability to hold print jobs, preview them and change print settings at the device, so you can achieve the results you want the first time.
- ENERGY STAR® certified and rated EPEAT® Gold.²

Configuration



Main Unit

Type

Color Laser Multifunctional

Core Functions

Standard: Print, Copy, Scan, Send, Store

Optional: Fax

Processor Speed

Canon Dual Custom Processor (Shared)

Control Panel

10.1" TFT LCD WSVGA Color Flat-panel

Memory

4.0 GB RAM

Hard Disk

Standard: 250 GB/Maximum: 1 TB

Interface Connection

Network: 1000Base-T/100Base-TX/10Base-T,
Wireless LAN (IEEE 802.11 b/g/n)

Others

Standard: USB 2.0 x2 (Host), USB 3.0 x1 (Host),
USB 2.0 x1 (Device)

Optional: Serial Interface, Copy Control Interface

Paper Output Capacity (LTR, 20 lb. Bond)

Standard: 250 Sheets

Maximum: 3,450 Sheets
(with External Finisher and Copy Tray)

Paper Sources (LTR, 20 lb. Bond)

Standard: Dual 550-sheet Paper Cassettes,
100-sheet Stack Bypass

Optional

Dual 550-sheet Paper Cassettes
(CASSETTE FEEDING UNIT-AM1),
2,450-sheet High Capacity Paper
Cassette (HIGH CAPACITY CASSETTE
FEEDING UNIT-A1),
2,700-sheet Paper Deck
(PAPER DECK UNIT-F1)

Paper Capacity (LTR, 20 lb. Bond)

Standard: 1,200 Sheets

Maximum: 6,350 Sheets

Finishing Capabilities

Standard: Collate, Group

With Inner Collate, Group, Offset, Staple, Hole Punch,
Staple-free Staple, Staple On Demand

With External Collate, Group, Offset, Staple, Booklet, Hole
Finishers: Punch, Staple-free Staple, Staple On Demand

Supported Media Types

Paper Thin, Plain, Recycled, Color, Heavy,

Cassettes Pre-punched, Letterhead, Bond,

(1/2): Transparency, Tab, Envelope

Stack Bypass: Thin, Plain, Recycled, Color, Heavy,
Pre-punched, Labels, Letterhead, Bond,
Coated, Transparency, Tab, Tracing,³
Envelope

CASSETTE FEEDING UNIT-AM1

Thin, Plain, Recycled, Color, Heavy, Pre-punched,

Letterhead, Bond, Transparency

HIGH CAPACITY CASSETTE FEEDING UNIT-A1

Thin, Plain, Recycled, Color, Heavy, Pre-punched,
Letterhead, Bond

PAPER DECK UNIT-F1

Thin, Plain, Recycled, Color, Heavy, Pre-punched,
Letterhead, Bond

Supported Media Sizes

Paper Letter, Executive, Statement-R, Envelope

Cassette 1: [No.10 (COM10), DL, ISO-C5], Custom Size
(3-7/8" x 5-7/8" to 11-3/4" x 8-1/2")

Paper 12" x 18", 11" x 17", Legal, Letter, Letter-R,

Cassette 2: Executive, Statement-R, Envelope
[No.10 (COM10), Monarch, DL, ISO-C5],
Custom Size (3-7/8" x 7-1/8" to 12" x 18")

Stack Bypass: 12" x 18", 11" x 17", Legal, Letter, Letter-R,
Executive, Statement, Statement-R,
Envelope [No.10 (COM10), Monarch, DL,
ISO-C5], Envelope Custom Size (3-7/8" x
3-7/8" to 12-5/8" x 18"), Custom Size
(3-7/8" x 5-1/2" to 12-5/8" x 18"), Free
Size (3-7/8" x 5-1/2" to 12-5/8" x 18")

CASSETTE FEEDING UNIT-AM1

12" x 18", 11" x 17", Legal, Letter, Letter-R, Executive,
Statement-R, Custom Size (3-7/8" x 7-1/8" to 12" x 18")

HIGH CAPACITY CASSETTE FEEDING UNIT-A1: Letter
PAPER DECK UNIT-F1: Letter

Supported Media Weights

Cassettes: 14 lb. Bond to 140 lb. Index (52 to 256 g/m²)

Stack Bypass: 14 lb. Bond to 110 lb. Cover (52 to 300 g/m²)

Duplexing: 14 lb. Bond to 80 lb. Cover (52 to 220 g/m²)

Warm-up Time

From Power On: 30 Seconds

From Sleep Mode: 10 Seconds

Quick Start-up Mode: 4 Seconds⁴

Dimensions (W x D x H)

24-3/8" x 29-1/4" x 47-2/7" (620 mm x 742 mm x 1201 mm)⁵

Installation Space (W x D)

Basic: Stack Bypass + Cassette drawers open:
37-1/8" x 46-3/8" (943 mm x 1176 mm)⁶

Weight

Approx. 362.7 lb. (164.5 kg)⁶

Print Specifications

Print Speed (BW and Color)

iR ADV Up to 60 ppm (Letter); Up to 36 ppm
C5560i: (Letter-R); Up to 34 ppm (Legal);
Up to 32 ppm (11" x 17")

iR ADV Up to 50 ppm (Letter); Up to 30 ppm
C5550i: (Letter-R); Up to 29 ppm (Legal);
Up to 27 ppm (11" x 17")

iR ADV Up to 40 ppm (Letter); Up to 24 ppm
C5540i: (Letter-R); Up to 23 ppm (Legal);
Up to 22 ppm (11" x 17")

iR ADV Up to 35 ppm (Letter); Up to 23 ppm
C5535i: (Letter-R); Up to 21 ppm (Legal);
Up to 18 ppm (11" x 17")

Print Resolution

1200 dpi x 1200 dpi, 600 dpi x 600 dpi

Standard Page Description Languages

UFR II, PCL6, Adobe PS 3

Direct Print

Available from USB, Advanced Box, Remote UI, and
Web Access⁷

Supported File Types

PDF, TIFF, JPEG, EPS,⁸ XPS

Printing from Mobile and Cloud-based Services

A range of software and MEAP-based solutions are
available to provide printing from compatible mobile
devices or Internet-connected devices and cloud-based
services depending on your requirements. Please contact
your sales representative for further information.⁹

Fonts

PCL fonts: 93 Roman, 10 Bitmap fonts, 2 OCR fonts,
Andalé Mono WT J/K/S/T (Japanese,
Korean, Simplified and Traditional
Chinese),¹⁰ Barcode Fonts¹¹

PS fonts: 136 Roman

Operating System¹²

UFR II: Server 2003/Server 2003 R2/Windows
Vista/Server 2008/Windows 7/Server
2008 R2/Windows 8/Server 2012/
Windows 8.1/Server 2012 R2/Windows 10,
MAC OS X (10.6.8 or later)

PCL: Server 2003/Server 2003 R2/Windows
Vista/Server 2008/Windows 7/Server
2008 R2/Windows 8/Server 2012/
Windows 8.1/Server 2012 R2/Windows 10

PS: Server 2003/Server 2003 R2/Windows
Vista/Server 2008/Windows 7/Server
2008 R2/Windows 8/Server 2012/
Windows 8.1/Server 2012 R2/Windows 10,
MAC OS X (10.6.8 or later)

Copy Specifications

Copy Speed (BW and Color)

iR ADV Up to 60 ppm (Letter); Up to 36 ppm
C5560i: (Letter-R); Up to 34 ppm (Legal);
Up to 32 ppm (11" x 17")

iR ADV Up to 50 ppm (Letter); Up to 30 ppm
C5550i: (Letter-R); Up to 29 ppm (Legal);
Up to 27 ppm (11" x 17")

iR ADV Up to 40 ppm (Letter); Up to 24 ppm
C5540i: (Letter-R); Up to 23 ppm (Legal);
Up to 22 ppm (11" x 17")

iR ADV Up to 35 ppm (Letter); Up to 23 ppm
C5535i: (Letter-R); Up to 21 ppm (Legal);
Up to 18 ppm (11" x 17")

First-Copy-Out Time

iR ADV As fast as 2.9 seconds (BW)/

C5560i: 4.5 seconds (Color)

iR ADV As fast as 3.5 seconds (BW)/

C5550i: 5.2 seconds (Color)

iR ADV As fast as 4.1 seconds (BW)/

C5540i: 6.1 seconds (Color)

iR ADV As fast as 4.9 seconds (BW)/

C5535i: 7.4 seconds (Color)

Copy Resolution

Reading: 600 dpi x 600 dpi

Printing: 1200 dpi x 1200 dpi

Multiple Copies

Up to 9,999 copies

Magnification

25%-400% (1% Increments)

Preset Reductions

25%, 50%, 64%, 73%, 78%

Preset Enlargements

121%, 129%, 200%, 400%

Basic Copy Features

Preset Reduction/Enlargement Ratios by Area, Paper
Setting, Previous Settings, Favorite Settings, Finishing,
Two-Sided, Density Adjustment, Original Type Selection,
Interrupt Mode, Setting Confirmation/Cancel

Special Copy Features

Book to Two Pages, Two-sided Original, Finishing,
Booklet, Job Build, Non-1, Add Cover, Insert Sheets,
Different Size Originals, Density Adjustment, Original
Type Selection, Transparency Cover Sheets, Page
Numbering, Copy Set Numbering, Sharpness, Erase
Frame, Secure Watermark, Print Date, Shift, Gutter,
Print & Check, Negative/Positive, Repeat Images, Merge
Job Blocks, Job Done Notice, Mirror Image, Print on Tab,
Store in Mail Box, Superimpose Image, Copy ID Card,
Detect Feeder Multi Sheet Feed, Free Size Original, Color
Balance, Adjust One-Touch Color, Area Designation

Scan Specifications

Type

Color Platen and Single-Pass Duplexing Automatic
Document Feeder

Document Feeder Paper Capacity

150 Sheets (20 lb. Bond)

Document Feeder Supported Media Sizes

11" x 17", Legal, Letter, Letter-R, Statement, Statement-R

Document Feeder Supported Media Weights

BW Original: 13 lb. Bond to 58 lb. Cover (50 to 157 g/m²)

Color

Original: 17 lb. Bond to 58 lb. Cover (64 to 157 g/m²)

Platen Acceptable Originals

Sheet, Book, 3-Dimensional Objects [Up to 4.4 lb. (2 kg)]

Pull Scan

Color Network ScanGear2 for both Twain and WIA

Supported Windows Vista/7/8/8.1/10 Windows
OS Server 2003/Server 2003 R2/Server
2008/Server 2008 R2/Server 2012/
Server 2012 R2

Scan Resolution

600 x 600 dpi, 400 x 400 dpi, 300 x 300 dpi, 200 x 400 dpi,
200 x 200 dpi, 200 x 100 dpi, 150 x 150 dpi, 100 x 100 dpi

Scan to Mobile Devices and Cloud-based Services

A range of solutions is available to provide scanning to
compatible mobile devices and certain cloud-based
services depending on your requirements.

Scan Speed (Letter)

Single-sided Scanning (BW):

80 ipm (300 dpi)/80 ipm (600 dpi)

Single-sided Scanning (Color):

80 ipm (300 dpi)/60 ipm (600 dpi)

Double-sided Scanning (BW):

160 ipm (300 dpi)/150 ipm (600 dpi)

Double-sided Scanning (Color):

160 ipm (300 dpi)/80 ipm (600 dpi)

Send Specifications

Destination

E-mail/Internet Fax (SMTP), SMB, FTP, WebDAV,
Mail Box, Super G3 Fax (Optional), IP Fax (Optional)

Address Book

L/DAP (2,000)/Local (1,500)/Speed dial (200)

Send Resolution

600 x 600 dpi, 400 x 400 dpi, 300 x 300 dpi, 200 x 400 dpi,
200 x 200 dpi, 200 x 100 dpi, 150 x 150 dpi, 100 x 100 dpi

Communication Protocol

File: FTP, SMB, WebDAV

E-mail/I-Fax: SMTP, POP3, I-Fax (Simple, Full)

File Format

Standard: TIFF, JPEG, PDF (Compact, Searchable,
Apply policy, Optimize for Web, PDF
A/1-b), XPS (Compact, Searchable),
Office Open XML (PowerPoint, Word)

Optional: PDF (Trace & Smooth, Encrypted),
PDF/XPS (Digital Signature)

Universal Send Features

Original Type Selection, Two-sided Original, Book to Two
Pages, Different-size Originals, Density Adjustment,
Sharpness, Copy Ratio, Erase Frame, Job Build, Direct
Send, Delayed Send, Preview, Finished Stamp, Job Done
Notice, File Name, Subject/Message, Reply-to, E-mail
Priority, TX Report, Original Content Orientation, Skip
Blank Originals, Detect Feeder Multi Sheet Feed

Fax Specifications (Optional)

Modem Speed

Super G3: 33.6 kbps

G3: 14.4 kbps

Compression Method

MH, MR, MMR, JBIG

Resolution

400 x 400 dpi, 200 x 400 dpi, 200 x 200 dpi, 200 x 100 dpi

Sending/Recording Size

Statement-R to 11" x 17"

Fax Memory

Up to 30,000 pages

Speed Dials

Max. 200

Group Dials/Destinations

Max. 199 dials

Sequential Broadcast

Max. 256 addresses

Memory Backup

Yes

Fax Features

Original Type Selection, Two-sided Original, Book
to Two Pages, Different-size Originals, Density for
Scanning, Sharpness, Copy Ratio, Erase Frame, Job
Build, Specifying the Sender's Name (when sending
fax), Sender's Name (TTI), Select Line, Selecting the
Telephone Line (when sending fax), Direct Send, Delayed
Send, Preview, Finished Stamp, Job Done Notice, TX
Report, Detect Feeder Multi Sheet Feed

Store Specifications

Mail Box (Number Supported):

100 User In-boxes, 1 Memory RX In-box, 50 Confidential
Fax In-boxes, 30,000 Maximum Pages Stored

Advanced Box:

Communication Protocol: SMB or WebDAV

Supported

Client PC: Windows (Windows Vista/7/8/8.1/10)

Concurrent Connections (Max.):

SMB: 64

WebDAV: 3 (Active Sessions)

Advanced Box Available Disc Space:

Approx. 16 GB (Standard HDD)

Approx. 480 GB (Optional 1 TB HDD)

Advanced Box Features:

Disabling Advanced Box, Storage Filtering, Authentication
for Advanced Box Log-in, Search Function, Sort Function,
Printing a PDF File with a Password, imageWARE Secure
Audit Manager Support

Memory Media

Standard: USB

Security Specifications

Authentication

Standard: Universal Login Manager, User
Authentication, Department ID
Authentication, Access Management
System, Device and Function Level Log-in
uniFLOW

Optional:

Data

Standard: Trusted Platform Module (TPM), Hard Disk
Password Lock, Hard Disk Drive Erase, Mail
Box Password Protection, Hard Disk Drive
Encryption (FIPS140-2 Validated)

Optional:

Hard Disk Drive Mirroring, Hard Disk Drive
removal, IEEE 2600.2 Common Criteria
Certification, Data Loss Prevention
(Requires uniFLOW)

Network

Standard: IP/Mac Address Filtering, IPsec, TLS
Encrypted Communication, SNMP V3 0,
IEEE 802.1X, IPv6, SMTP Authentication,
POP Authentication before SMTP

Document

Standard: Secure Print, Adobe LiveCycle® Rights
Management ES2.5 Integration

Optional:

Encrypted PDF, Encrypted Secure Print,
User and Device signatures, Secure
Watermarks, Document Scan Locking

Environmental Specifications

Operating Environment

Temperature: 50 to 86°F

Humidity: 20 to 80% RH (no condensation)

Power Requirements

C5560i/C5550i: 120-127V AC, 60 Hz, 11.5 A

C5540i/C5535i: 120-127V AC, 60 Hz, 10 A

Plug (Main Unit)

C5560i/C5550i: NEMA 5-20P

C5540i/C5535i: NEMA 5-15P

Power Consumption

Maximum: Approx. 1.8 kWh

Standby: Approx. 66.2 W

Sleep Mode: Approx. 0.8 W¹³

Typical Electricity Consumption (TEC) Rating:

3.2 kWh (iR ADV C5560i)

2.0 kWh (iR ADV C5540i)

2.5 kWh (iR ADV C5550i)

1.6 kWh (iR ADV C5535i)

Standards

ENERGY STAR® Certified

Rated EPEAT® Gold²

RoHS Compliant

Consumables

Toner

GPR-55 Toner¹⁴

Toner Yield (Estimated @ 5% Coverage)

Black: 69,000 Images

Color (C, M, Y):¹⁵ 60,000 Images

Footnotes

¹ Subscription to a third-party cloud service required. Subject
to third-party cloud service providers' terms and conditions.

² For current EPEAT rating (Gold/Silver/Bronze),
please visit www.epeat.net.

³ Some types of tracing paper cannot be used.

⁴ Time from device power-on to when copy jobs can
be programmed.

⁵ Includes main unit and either Cassette Feeding Unit-AM1,
High Capacity Cassette Feeding Unit-A1, or Cabinet Type-N.

⁶ Includes main unit, consumables, and Cassette Feeding Unit-AM1.

⁷ PDF print from Web sites is supported.

⁸ EPS can be printed directly only from the Remote User Interface.

⁹ For more information, including compatibility, please
visit <https://www.usa.canon.com/mobile-app>.

¹⁰ Requires the optional PCL International Font Set-A1.

¹¹ Requires the optional Barcode Printer Kit-D1.

¹² Other operating systems and environments including
AS/400, UNIX, Linux and Citrix may be supported. Some
of these solutions are chargeable. SAP Device types are
available via the SAP Market Place. For more information,
contact your sales representative.

¹³ 0.8 W Sleep mode not available in all circumstances
due to certain settings.

¹⁴ GPR-55L Toner also available for Color (C, M, Y).

¹⁵ Yield (estimated @ 5% coverage) is 26,000 images.

For detailed specifications and a comprehensive list of optional
accessories, see the **imageRUNNER ADVANCE C5500 Series
Specifications document**.



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3ea-CANON DIGITAL ADV IRC5535 reman
High school, grade school, office

COPIER SPECIFICATIONS

AUTO DOCUMENT FEEDER

5- PAPER SUPPLIES

FINISHER/STAPLER

NETWORK SCANNER

DATA EARSE

35 COPIES PER MIN B & W

35 COPIES PER MIN COLOR

NETWORK PRINTER

1-FAX UNIT

2-CANON DIGITAL ADV IR5240
High school, grade school

COPIER SPECIFICATIONS

AUTO DOCUMENT FEEDER

DUPLEXING

FINISHER/STAPLER

NETWORK PRINT

40 COPIES PER MIN

40 COLOR PER MIN

NETWORK SCANNING

LEASING

60 MONTHS.....\$275.00

THIS CURRENT LEASE, TRAINING, SETUP AND INSTALL

SERVICE AGREEMENT will remain the same \$375.00

. INCLUDES ALL PARTS, LABOR, ALL DRUMS AND TONER.

50,000 black and white copies

Color \$0.055 per coy

Security Camera Project Cost By Vender

Camera Quotes

Vender	Camera Cost
Mobius	\$53,053.00
2020 Technologies	\$45,695.00
Verkada	\$59,304.00

Wiring Data Drops

Mobius	\$33,980.00
2020 Technologies	\$17,995.00
Richard Stolz	\$22,750.00

**A.M. "Mike" Cillessen Memorial Board
Volunteer Section Award Nomination Form**

Nominee:

Name: Tammy Tillman

Nominated by:

Name: Bobbie Stuart

Daytime Phone: 279 0899 Home or Mobile Phone: _____

Address: 7335 CR 110

City: Bayard State: NE Zip: 69334

E-mail Address: bobbie.stuart@bayardtigers.org

Please provide a brief statement below. Areas of consideration include but are NOT limited to the following:

Need: Briefly describe nominee's volunteer services and the need for these services in the school.

Impact: Describe the impact or difference the nominee's volunteer service made in the school.

Initiative: Did nominee start a new program, use new methods to solve problems, initiate activities?

Challenges: Did the nominee overcome unusual challenges, such as a disability, limited resources, and public perception?

You may attach up to two pages of attachments to this form.

Tammy has a long history w/BPS. Even in retirement, Tammy goes out of her way to fill the needs of our district. Tammy has done record keeping for Volleyball & basketball, assisting with state reporting, and being a mentor for many staff. She ensures we show our Tiger Pride when we host events. Although Tammy has retired, she continues to support the needs of our District and is proud to share her wealth of knowledge with others. Her commitment & pride to our District do not go unnoticed.

DEADLINE FOR SUBMISSION IS THE FIRST THURSDAY IN DECEMBER.

SEND NOMINATIONS TO:

Bayard Public Schools, Attn: Office of the Superintendent, PO Box 607, Bayard, NE 69334

***A.M. “Mike” Cillessen Memorial Board
Volunteer Section Award Nomination Form***

Nominee: Name: Pat and Roger Korell

Nominated by:

Name: Zach Nesbitt

Daytime Phone: 308-672-2411 Home or Mobile Phone:
308-672-2411

Address: 7396 RD 106B

City: Bayard State: NE Zip: 69334

E-mail Address: zachary.nesbitt@bayardtigers.org

Please provide a brief statement below. Areas of consideration include but are NOT limited to the following:

Need: Briefly describe nominee’s volunteer services and the need for these services in the school.

Impact: Describe the impact or difference the nominee’s volunteer service made in the school.

Initiative: Did nominee start a new program, use new methods to solve problems, initiate activities?

Challenges: Did the nominee overcome unusual challenges, such as a disability, limited resources, and public perception?

You may attach up to two pages of attachments to this form.

Pat and Roger Korell have been taking tickets at volleyball, football, basketball games, and track meets for over 20 years. They have missed very few games in their long tenure at Bayard Public schools. The students of Bayard High school noticed their time spent taking tickets for our school, and used some leadership money to buy a good ticket taking table that would suit their needs. Although throughout the years they have had some health scares, they have rarely missed any games here at Bayard.

Not only do they take the tickets the know all the kids, the coaches, the coaches families, and nightly fans. As a coach I find join in stopping by the table to say hello and have a conversation with them. Usually that conversation is about the upcoming game and what I expect to happen. They also stop the players and talk to them about the games. They know all of their names and talk to them about the games they have played and the upcoming game. Even fans from other schools recognize Pat and Roger and can carry on conversations when they visit our schools. In reality they are the first faces that everyone sees when they come to a game and it is always a kind, smiling face. They make people that come to our games feel welcome and excited to be in our school.

Their impact is more than any coaches, parents, players, or employee could ever image. They have been their through thick and thin. They have seen the ups and the downs. They have been through numerous coaches. They have seen winning seasons and losing seasons. Yet, it never matters the season they are there with a smile on their face to take money and greet our guests. When they have decide to retire some day, I can’t even fathom the void it will leave in our school activities.

In their time at Bayard Public schools, they have overcome many health concerns. Most recently Roger has an electric wheel chair that he uses full time when taking tickets. They live 1 block from the school and it seems like it doesn’t matter if it is rain or snow they are greeting the people to our school activities. Roger is in his electric wheel chair almost all the time, but it doesn’t slow him down. He checks on the game, gets the money box up to the office, and is around to talk to anyone that will chat about farming, the game, the school, or this valley. The people of Bayard know Pat and Roger. The people of Bayard have the utmost respect and honor for them both.

I have started this form, but believe that I am not evening scratching the surface of the impact they have made for Bayard Public Schools. So many people would share so many stories about Pat and Roger I am finding out, and I bet they would remember each of those stories. For more information I really believe you could ask anyone in the town of Bayard

and most everyone even in the Pandhandle of Nebraska. They are the people that have set the bar high for volunteering. They changed the game from being a volunteer to becoming the face of our school. Thanks for considering Pat and Roger Korell.

Other comments that I have heard from others about Pat and Roger(I hope that others could add to this if asked)

If they don't know who you are when you come in, they will know who you are and what you do before you leave.

Roger was having a heart attack, but wouldn't get in the ambulance until Mrs Tillman knew so she could find someone to take tickets that night. He was more concerned over the tickets and being at the school than his health.

Pat and Roger will always share a diet pepsi and a popcorn for the games.

They love Mrs Tillmans potato soup in hospitality room.

I can count on one hand the number of times they missed taking tickets and it isn't because of weather, it is because of medial issues. (Even then Roger and Pat don't want to miss)

DEADLINE FOR SUBMISSION IS THE FIRST THURSDAY IN DECEMBER.

SEND NOMINATIONS TO:

Bayard Public Schools, Attn: Office of the Superintendent, PO Box 607, Bayard, NE 69334

POLICY NO. 4070 – BREASTFEEDING AND PREGNANT AND PARENTING STUDENTS POLICY

Bayard Public Schools provides a supportive environment to enable employees and parenting students to express milk during work hours

Bayard Public Schools supports breastfeeding mothers by accommodating the mother who wishes to express breast milk during her workday when separated from her newborn child. The provisions of this Breastfeeding Policy are intended to meet the requirements of the Fair Labor Standards Act as it relates to breaks for nursing mothers and shall be interpreted in a manner consistent with such requirements.

For up to one year after the child's birth, any employee or parenting student who is breastfeeding her child will be provided reasonable break times to express breast milk for her newborn.

BREAK TIME: Breastfeeding employees or parenting students are allowed to breastfeed or express milk during work hours using their normal breaks and meal times. For time that may be needed beyond the usual break times, employees may use personal leave or may make up the time as negotiated with their supervisors.

A PLACE TO EXPRESS MILK: The principal of each school will, upon request, designate a private room located within the school building for employees or parenting students to breastfeed or express breastmilk. The private room must be shielded from view and free from intrusion from coworkers and the public. A bathroom or toilet stall is not an acceptable or sanitary place for an employee or parenting student to express milk or breastfeed. If employees prefer, they may also breastfeed or express milk in another comfortable and private location agreed upon in consultation with the employee's supervisor.

BREASTMILK STORAGE: Expressed milk can be stored in general employee refrigerators, in designated refrigerators provided in the lactation room or in the employee's personal cooler. Any breast milk stored in the refrigerator must be labeled with the name of the employee or parenting student and the date of expression. Labeled breastmilk can be stored in a designated refrigerator for up to 6 days. Any non-conforming products stored in the refrigerator may be disposed of. Employees storing milk in the refrigerator assume all responsibility for the safety of the milk and the risk of harm for any reason, including improper storage, refrigeration and tampering.

PREGNANT OR PARENTING STUDENTS: The district recognizes that pregnant or parenting students have the right and responsibility to attend school. This attendance right and responsibility applies to students regardless of their marital or parental status. The district will educate pregnant or parenting students and will provide reasonable accommodations to support and encourage all pregnant or parenting students to obtain their high school diploma. No student will be excluded

from, denied the benefit of, or discriminated against under any educational program or activity because of pregnancy or parenting responsibilities.

ATTENDANCE AND LEAVE OF ABSENCES: Pregnant or parenting students will be permitted to attend to their own health care, their child's medical care, or other appointments related to pregnancy or parenting with the benefit of having any such absences or tardiness excused. A student will be permitted to take a leave of absence for pregnancy, childbirth, and any other prenatal and postnatal related medical needs, along with related recovery for the duration that is considered medically necessary by the student's licensed health care provider. At the conclusion of the leave of absence, a student will be immediately enrolled in the district at the same grade and status as when the leave began. Pregnant or parenting students shall be allowed to participate in all activities including extracurricular activities throughout the student's pregnancy and following unless administrators determine such participation poses a significant risk of injury to the student or to others. A pregnant or parenting student may be asked to obtain certification from the student's licensed health care provider regarding the student's safe participation in an extracurricular activity when such certification may be required of students for other conditions which require the attention of a licensed health care provider.

Any absences accumulated due to pregnancy or pregnancy-related conditions, or care for an ill child, should not count towards any district policies in effect under compulsory attendance requirements. Pregnant or parenting students with excused absences or tardiness shall be treated like all other students with excused absences or tardiness for any other medical reasons.

Pregnant or parenting students will be provided with assignments, classwork and any additional support needed to help the student keep up with class requirements due to absences related to pregnancy or parenting.

ALTERNATIVE MEANS TO COMPLETE COURSE WORK: The district will provide at least one alternate method, in addition to traditional classroom instruction to keep pregnant or parenting students in school. Such accommodation(s) may include accessing coursework online, home-based independent study, or at-home tutoring. Alternative methods of instruction or other alternative programs for pregnant or parenting students are voluntary for the student who may elect whether to engage in an alternative method of instruction or the traditional methods of instruction available to their peers. Pregnant or parenting students shall be allowed to attend their regular classrooms and complete regular coursework.

CHILD CARE: If in-school child care is not provided, a list of qualified licensed child care providers will be provided when requested by pregnant or parenting students. The list will be updated annually and include providers that participate in the quality rating and improvement system and meet all of the quality rating criteria for at least a step three rating in keeping with the Step Up to Quality Child Care Act. Nothing in this policy is intended to prohibit or limit any

POLICY NO. 4102 - TERMINATIONS – NON-CERTIFIED PERSONNEL

At-Will. Non-certified employees are employed by the District on an “at-will” basis. This means the employee has the right to end his or her employment with the District at any time with or without advanced notice and the District has the right to end the employee’s employment with the District at any time with or without cause or advanced notice.

Resignations. The District requests at least two weeks written notice of voluntary resignation by a non-certified employee. While this is not required, it gives the District the opportunity to make arrangements for a replacement. The District will maintain in the employee’s file whether or not the employee gave two weeks written notice of voluntary resignation.

Adopted: 8-17-76

Revised: 7-13-81, 8-10-87, 3-9-20

Reviewed: 5-10-10

POLICY NO. 4103 - FULL TIME FISCAL YEAR NON-CERTIFIED (CLASSIFIED) PERSONNEL, VACATION LEAVE

A full time fiscal year classified employee (herein, an “Employee”) shall receive paid vacation leave in the manner set forth herein. Employees who have worked less than 12 years of continuous service with the District shall receive up to 12 days of paid vacation leave per year, subject to a maximum accrual limit of 12 days of paid vacation leave. An Employee who has worked as a full time fiscal year classified employee with the District for over 12 consecutive years shall receive up to the number of paid vacation leave days during the year equal to the number of years of service that Employee has worked for the District as a full time fiscal year classified employee, subject to a maximum accrual limit equal to the Employee’s years of service to the District as a full time fiscal year classified employee (e.g. an Employee with 14 years of continuous service to the District may accrue up to 14 days of paid vacation leave during his or her 14th year, subject to the maximum accrual limit of 14 days). An Employee may carry over his or her paid vacation leave time from year to year, but in no event may the Employee accrue more than the maximum accrual limits set forth above. An Employee will accrue his or her vacation leave time in the manner set forth above on June 1 of each year, provided that an Employee must be employed as a full time fiscal year employee for six months before being entitled to accrue paid vacation leave. Notwithstanding anything herein to the contrary, a new Employee shall accrue paid vacation leave at a rate of one day per month during the time period between the date Employee has worked six months as a full time fiscal year employee and the immediately following June 1 (at which time the Employee will accrue paid vacation leave as set forth above).

Adopted: 8-17-76

Reviewed: 5-10-10

Revised: 11-11-13

POLICY NO. 4104 - PROFESSIONAL GROWTH

Every six years permanent certificated employees shall give evidence of professional growth. Six semester hours of college credit shall be accepted as evidence of professional growth or, in the alternative, such other activities as are approved by the Bayard Board of Education.

Each six year period beginning September 1, 1982, six semester hours must be earned related to the staff members major teaching assignment. These may come from college classes, workshops, correspondence courses, travel, literary contributions, student teacher supervision, work experience, educational committee work, adult education, adult education or college instruction or state conventions. No more than four semester hours may be credited from any of the above sources. However, all six semester hours may be earned by taking college courses.

College Classes

College courses taken will be at the graduate level and relate closely to the staff members major assignment, an additional endorsement, or towards an advanced degree. Advanced degree courses will only count if the staff member is enrolled in an approved graduate program.

Each semester hour of college credit must be supported by at least fifteen (15) hours of instructional time (classroom hours).

1 semester credit	15 hours of class
2 semester credit	30 hours of class
3 semester credit	45 hours of class
4 semester credit	60 hours of class
5 semester credit	75 hours of class
6 semester credit	90 hours of class

The above restrictions will apply to all college courses taken after September 1, 1982.

Workshops

Workshops taken for college credit must adhere to the same guidelines as regular college courses. Workshops without college credit will award one hour of credit for each fifteen hours of attendance.

Correspondence Courses

Correspondence courses taken for college credit must adhere to the same guidelines as regular college courses.

Travel

Travel with specific educational itinerary. This should have direct application to classroom activity and planned as educational travel. Education travel is valued at one semester hour per trip with a minimum of two weeks being spent. Trips requiring less time may earn credit at a prorated level in direct proportion to the amount of time spent. Special consideration shall be given for foreign travel. Maximum hours of credit from this source will be two.

Approval for credit should be requested prior to the trip. A written itinerary may be requested prior to the trip and a written report may be required at the completion of the trip.

Literary Contributions

Literary contributions of a professional nature which are published in any professional magazine may be considered for credit in fulfillment of the professional growth requirement. No credit will be allowed unless there is evidence of professional quality research and writing. Maximum hours of credit from this source will be two.

Student Teacher Supervision

Student teaching supervisors will receive one semester hour of credit for each student teacher. Credit for part-time supervision of a student teacher will be prorated according to the amount of time spent in supervising the student teacher. Maximum hours of credit from this source will be two.

Work Experience

Work experience may be credited to meet part of the professional growth requirement. Only experience which has a significant relationship to the educational field in which the individual is teaching will be considered. The key is to be found in the word “professional.” The work experience which will meet the demands of professional growth will fall into one or more of the three following categories:

1. The work will provide increased competence in the field which the teacher teaches or contemplates teaching, over and above the increase which might accrue from a repetition of experience.
2. The work will provide increased knowledge of subject matter over and above that increase which might accrue from continued or repeated teaching of a subject.
3. The work will prepare the individual for a new or different educational position from the one which he/she now holds.

Maximum hours of credit from this source will be two.

Educational Committee Work

Fulfilling a work assignment on a Bayard School Education Committee will allow a staff member to acquire one hour of credit for each fifteen hours of committee work carried out. The maximum credit earned from this source will be two. Committees which do not require fifteen hours will be granted credit on a prorated basis.

Adult Education

Any work taken in Adult Education should be relative to the teaching profession of the teacher. A maximum of two hours may be earned from this source.

15 hours	1 hour credit
22 hours	1 ½ hours credit
30 hours or more	2 hours credit

Adult Education or College Instruction

Adult education or college courses taught by staff members shall carry one hour of credit with a maximum of two hours earned in this manner. The course(s) must relate closely to the staff members assignment.

State Conventions

Attendance at a state convention may be credited to meet part of the professional growth requirement. One hour of credit may be given for attendance at a state convention which has at least fifteen hours of meetings. A copy of the agenda and request for credit must be presented to the superintendent prior to the convention. A maximum of two hours credit may be earned in this manner. No credit may be earned if college credit can be earned for attending the convention. A maximum of two hours credit may be earned in this manner. No credit may be earned if college credit can be earned for attending the convention. The guidelines for college courses would then be followed.

Successful Teaching Experience

A maximum of two hours may be earned by completing six years of successful teaching or administrative experience in the Bayard District.

Personnel who do not meet the professional growth requirements by the end of the sixth year (September 1) will not advance further on the salary schedule until the work is completed and the individual could have their contract terminated because they could not show evidence of professional growth as required by state statutes (79-12,113,1982). Not fulfilling the professional growth requirement is legal just cause for contract termination. A teacher who has not completed the requirements by September 1, ending the six year period, must wait one year for advancement on the salary schedule even though the work is completed at sometime during the year following the end of the six year period. The next six year period starts on September 1st, following completion of the requirements. The six year period for probationary teachers will begin on September 1, of their first year of employment within the district.

For further clarification it should be stated that no more than six semester hours earned in any six year period will be allowed to count toward the fulfillment of the professional growth requirement. There will be no credit carry-over of hours earned in any stated six year period into the next six year period.

Only hours earned in college courses will be allowed for movement across the salary schedule. Other hours earned will count for meeting the professional growth requirement but will not advance a teacher on the salary schedule.

Each staff member will be sent notices annually indicating work completed and work required for completion of the professional growth requirements, according to the records in the Superintendent's office. Staff members who have not completed requirements by the time of re-election in April of the sixth year of their employment under this policy will be given a contract for the same step as they are currently contracted for on the salary schedule. They will move up to the next step of the salary schedule if the requirement is completed and approved prior to September 1, of that year. Transcripts or proof of professional growth received after September 1, shall not be honored until the following contract year.

Each teacher is responsible for providing the Superintendent with proof of their professional growth. The Superintendent will be responsible for determining what will be allowed or acceptable for professional growth and will maintain a record of professional growth for each staff member and will make a report annually to the Board of Education.

Adopted: 9-13-82

Reviewed: 5-10-10

POLICY NO. 4105 - REPORTING CHILD ABUSE OR NEGLECT

It is mandatory that every employee of Bayard Public Schools report child abuse and neglect as set forth in this policy.

A. Child Abuse or Neglect Defined

As used herein, “child abuse or neglect” means knowingly, intentionally, or negligently causing or permitting a minor child to be:

1. Placed in a situation that endangers his or her life or physical or mental health;
2. Cruelly confined or cruelly punished;
3. Deprived of necessary food, clothing, shelter, or care;
4. Left unattended in a motor vehicle if such minor child is six years of age or younger;
5. Sexually abused; or
6. Sexually exploited by allowing, encouraging, or forcing such person to solicit for or engage in prostitution, debauchery, public indecency, or obscene or pornographic photography, films, or depictions.

The foregoing definition shall apply regardless of whether the perpetrator or perpetrators are student(s), school employee(s), the child’s parent(s), or any other person.

B. Reporting

1. **Mandatory Employee Reporting to Law Enforcement**: If any school employee has reasonable cause to believe that a child has been subjected to child abuse or neglect or observes such child being subjected to conditions or circumstances which reasonably would result in child abuse or neglect, then the employee shall immediately report such incident to the Bayard Police Department, the Morrill County Sheriff’s Department, the Nebraska State Patrol, or the Nebraska Department of Health and Human Services.
2. **Substance of Report**: A report to a proper law enforcement agency or the Department of Health and Human Services may be made orally by telephone with the caller giving his or her name and address and shall be followed by a written report, and to the extent available shall contain the address and age of the abused or neglected child, the address of the person or persons having custody of the abused or neglected child, the nature and

extent of the child abuse or neglect or the conditions and circumstances which would reasonably result in such child abuse or neglect, any evidence of previous child abuse or neglect including the nature and extent, and any other information which in the opinion of the reporter may be helpful in establishing the cause of such child abuse or neglect and the identity of the perpetrator or perpetrators.

3. **Reporting to Principal**: After an employee makes an oral report as set forth above, the employee shall immediately notify a principal of the report. The employee shall then, within 24 hours, draft a written report as required above and provide the written report to a principal. The principal shall include in the report any additional information known by the principal and submit the form to the proper law enforcement agency or the Department of Health and Human Services. The principal shall also provide a copy of the report to the Superintendent of Schools. If there is no principal available within 24 hours, then the employee shall provide his or her report directly to the proper law enforcement agency or the Department of Health and Human Services and provide a copy of the report to the Superintendent.
4. **Uncertainty. *Any uncertainty as to whether reasonable cause exists shall be resolved in favor of making a report to the proper law enforcement agency or the Department of Health and Human Services.*** An employee is not obligated to “prove” that child abuse or neglect has occurred or could occur. Having reasonable cause to believe could include having information as minor as an allegation. Employees should not take it upon themselves to investigate the case or contact the family of the child. Law enforcement and the Department of Health and Human Services are responsible for investigating.
5. **Record Keeping**. All employees shall keep written records of information obtained and reports made pursuant hereto.
6. **No Retaliation**. No employee shall be retaliated against for making a report hereunder.
7. **Immunity**. Any employee making a report under this policy is immune from civil or criminal liability, except for in the case of making maliciously false statements.

Legal Reference: Neb. Rev. Stat. 28-710 *et seq.*

Adopted: 8-11-86

Reviewed: 5-10-10

Revised: 1-9-12; 11-11-13

POLICY NO. 4106 - SAFETY INSTRUCTION

All head coaches will conduct a safety lecture in regards to potential dangers that might be incurred by participating in that particular sport. All coaches will instruct participants in their sports in the correct fundamentals of the sport and will not teach fundamentals that have been determined as illegal or unsafe.

All other faculty members who supervise activities or classroom activities where a student could sustain an injury from the activity will also conduct a class on the dangers and the safety precautions to be used during the activity or classroom sessions.

Adopted: 8-10-87

Reviewed: 5-10-10

POLICY NO. 4107 RESTRAINT AND SECLUSION

Restraint and seclusion (as further described in this policy) are behavioral and/or safety interventions and shall only be used in accordance with this policy.

1. General Guidelines

- A. Restraint and/or seclusion should not be used as a first method of safety intervention, except in emergency situations. When used as a safety intervention, other de-escalation efforts such as voice commands should be used prior to using restraint or seclusion.
- B. Restraint and/or seclusion shall never be used as a form of discipline or for retaliation or convenience.
- C. Restraint or seclusion should only be used when and to the extent reasonably necessary to maintain order or prevent a student from causing physical harm to himself or herself or others.
- D. School personnel shall continuously monitor a student's status during periods of restraint or seclusion.
- E. This policy does not apply to physical interventions which a student's health care provider has indicated are medically necessary for the treatment or protection of the student.
- F. Nothing in this policy shall prevent a staff member from using restraint and seclusion as provided for in a student's IEP, 504 plan, or behavior intervention plan.
- G. If a student develops a pattern of behavior which requires or is anticipated to require a recurring pattern of restraint and/or seclusion, the school should conduct a functional behavioral assessment or call a meeting of the student's IEP team to develop or revise a plan to reduce or eliminate the need for restraint or seclusion.
- H. Nothing in this policy shall allow a staff member to use restraint or seclusion which is unreasonable in duration and/or intensity considering the circumstances and school administration shall at all times maintain the authority to discipline a staff member if the administration deems unreasonable the staff member's use of restraint or seclusion.

2. Restraint

A. Physical Restraint. Physical restraint means the use of physical force to restrict significantly the student's movement. The following circumstances are examples when physical restraint is appropriate:

- i. To obtain possession of weapons or other dangerous objects.
- ii. To prevent or break up a fight.
- iii. As self-defense or in defense of others.
- iv. To escort a student from one area to another in the interest of safety or to maintain order.
- v. To calm or comfort a student.
- vi. To prevent self-injurious behavior.
- vii. As reasonably necessary to prevent imminent, severe destruction to school or another person's property.

B. Mechanical Restraint.

- i. Mechanical restraint means the use of any device or material attached or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove. Mechanical restraint includes the tying down, taping, or strapping down of a student.
- ii. Mechanical restraints do not include adaptive or protective devices used as recommended by the student's health care provider or safety equipment used as intended by the general population (e.g. seatbelts).

- iii. Mechanical restraints should only be used in the case of an emergency to prevent imminent danger to the student or others when physical restraint or seclusion would not be effective or is not possible.

C. Chemical Restraint.

- i. Chemical restraint is the administration of medication for the purpose of restraint.
- ii. Chemical restraint does not include medication as prescribed by and administered in accordance with the student's health care provider.
- iii. Chemical restraints of students are not permissible under any circumstances.

3. Seclusion

A. Definition. Seclusion is the confinement of a student in a room or other space from which the student is physically prevented from or incapable of leaving. Behavior interventions and/or disciplinary methods which do not restrict the student's physical movement or ability to leave are not considered to be seclusion. Examples of behavior interventions and/or disciplinary methods which are not considered seclusion are as follows:

- i. Timeout: Timeout means a behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting.
- ii. In-school suspension.
- iii. Detention.

B. When Permissible. Seclusion is only appropriate when a student is displaying physical behavior that presents a risk of injury to the student or others and the threat could be diminished if the student is secluded in a safe environment. Seclusion should only be employed as a last resort after other methods of intervention have been attempted without success or would be inappropriate under the circumstances. Seclusion is inappropriate for students who are severely self-injurious or suicidal.

- C. Duration. Seclusion should only be used as long as necessary to present the risk of injury.

- D. Supervision/Observation. When a student is secluded a staff member or the school's resource officer shall continually monitor and supervise the student and shall immediately notify an administrator as to where and why the student is being secluded. The staff member monitoring the student in seclusion should document all observations.

- E. Area of Seclusion. A student in seclusion must be able to exit the room or area if the supervising adult becomes incapacitated or leaves the area. The room or area used for seclusion must have adequate space, lighting, ventilation, heating/cooling for the safety of the student and must be free of objects that could be harmfully used by the student.

4. Documentation/Notices

- A. Reporting. A Restraint or Seclusion Report must be completed for each incident of restraint or seclusion and shall include:
 - i. Name of the student
 - ii. Name of the staff member(s) administering the restraint or seclusion;
 - iii. Date of the incident and the time the restraint or seclusion began and ended;
 - iv. Location of the restraint or seclusion;
 - v. A description of the restraint or seclusion;
 - vi. A description of the student's activity immediately preceding the behavior that prompted the use of restraint or seclusion;
 - vii. A description of the behavior that prompted the use of restraint or seclusion;
 - viii. Efforts to de-escalate the situation and alternatives to restraint or seclusion that were attempted; and

ix. Information documenting parent contact and notification.

B. Notice to Administrators. The building principal and Superintendent shall be notified of the restraint and seclusion incident as soon as possible.

C. Notice to Parents. The building principal, Superintendent, or their designee shall attempt to notify the student's parent or guardian of the restraint or seclusion incident as soon as possible after it commences.

D. Written Report to Parents. Within a reasonable period of time not to exceed 30 days after the incident, building principal or Superintendent shall also provide the parent or guardian with a written incident report. This report must include the following:

- i. the date, time of day, location, duration, and description of the incident and interventions;
- ii. the events or events that led up to the incident;
- iii. the nature and extent of any injury to the student; and
- iv. the name of a school employee the parent or guardian can contact regarding the incident.

5. Training.

A. Distribution of Policy. This policy shall be distributed to staff members on an annual basis.

B. Staff Training. Staff members who are reasonably anticipated to use restraint and/or seclusion on a regular basis shall be trained in the proper and safe use of restraint and seclusion.

Adopted: 3-12-12

Revised: 10-9-17

POLICY NO. 4108 - STAFF HEALTH AND SAFETY

An employee with a chronic communicable disease may be reassigned to a position that limits student/employee contact or may be placed on medical leave if medical judgments substantiate that such employee poses a significant health threat to students and/or other employees. The Board reserves the right to terminate an employee who is unable to return to work at the conclusion of the medical leave period.

A chronic communicable disease will be defined as a persistent or recurring infection that may be transmitted to a susceptible person by contact with an infected individual. This policy does not apply to acute infectious diseases of childhood such as measles, mumps, and chicken pox. A few diseases it does include are AIDS, C.M.V., and Hepatitis B.

The superintendent will be responsible for assuring that procedural safeguards are used when determining the employment status of employees with chronic communicable diseases.

Adopted: 8-8-88

Reviewed: 5-10-10

POLICY NO. 4109 - DRUG FREE SCHOOL AND COMMUNITY POLICY

Bayard Public School District is committed to providing an employment environment that is safe and provides appropriate motivation to ensure a creative and productive work force. To this end, the District unequivocally endorses the philosophy that the workplace should be free from the detrimental effects of illicit drugs and alcohol.

It is unlawful and, therefore, absolutely prohibited for any employee of the District to engage in the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of the school's activities.

DEFINITIONS

As used in this policy, prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of the school's activities shall mean, but not be limited to the following:

1. The unlawful possession, use, or distribution of any substance which is declared by the State of Nebraska or any other applicable law to be an illicit substance.
2. The possession, use, or distribution of alcohol on school premises or as a part of the school's activities.

As used herein, the term "school premises" shall mean any property owned, or in the other manner under the control of the Board of Education of the District.

As used herein, the phrase "as a part of the school's activities" shall mean any activity or enterprise carried out in whole or in part under the auspices of the District when supervising students or students are present.

PROCEDURES

1. All employees and each new employee will receive a copy of this policy.
2. Each employee will acknowledge receipt of this policy and will sign such form acknowledging receipt and acknowledging the District's Policy of absolutely prohibiting conduct as set forth in this policy (Policy #4109), and further acknowledging that serious sanctions can and will be taken against an employee, including termination of employment and referral for prosecution for any failure to comply with the above stated standards of conduct and further acknowledging that such compliance is mandatory, and further acknowledging that this policy is adopted pursuant to P.L. 101-226 34, C.F.R., Part 86, and other applicable statutes, and will further acknowledge that failure to comply with such federal requirements may be the District's receipt of federal funds in jeopardy.
3. In the event the employee does not understand the terms and conditions of this policy, it shall be the duty of the employee to ask for such points of clarification of the Superintendent of Schools or his/her designee at the time this policy is distributed to the employee. If no questions is directed by an employee to the Superintendent of Schools or his/her designee it shall be the legal position of the District to presume that the employee has understood and will abide by this policy.
4. In the event of any non-compliance by any employee with this policy, it shall be the duty of the Superintendent of Schools or his/her designee to inform any employee not in compliance about any drug and alcohol counseling and rehabilitation and re-entry programs that are available to employees within fifty (50) miles of the administrative offices of the District. If no such programs are available within 50 miles, then such other programs as may exist in the State of Nebraska shall be made known to such employee. The Superintendent or his/her designee shall maintain a list of such available services and shall from time to time update such list.
5. Sanctions which may be taken against an employee for non-compliance with this policy may be any one or more of the following:
 - a. An oral reprimand.

- b. A written reprimand.
 - c. Suspension with pay.
 - d. Suspension without pay.
 - e. Termination of employment.
 - f. Cancellation of employment.
 - g. Non-renewal of employment.
 - h. Referral to appropriate authorities for criminal prosecution.
 - i. Mandatory enrollment in in-patient care or otherwise as a term and condition to any continuing employment by the District.
 - j. Mandatory enrollment in any training programs that are may be provided by the District or others relating to any of the activities prohibited by this policy.
6. Disciplinary action sought to be imposed by the Superintendent or his/her designee shall be carried out in accordance with the established policies of the District. However, nothing in this policy shall be construed to vest any right in any employee beyond that required by law and the manner in which each case shall be handled in the sole discretion of the Superintendent or his/her Designee subject to the Superintendent's approval, provided only that such action shall be carried out within the bounds of applicable law.
7. Conviction of an employee of the District of any criminal statute relating to the unlawful use, possession, or distribution, of any controlled substance or alcohol, may result in disciplinary action being taken against such employee. When such conviction shall come to the attention of the Superintendent or other official of the District, an employee convicted as above described may be disciplined in any manner provided by statute, the contract of the employee, any existing policy of the District or any other applicable body of law. As used herein "applicable body of law" shall mean, but shall not be limited to, state and federal statutes, state and federal regulations, and any applicable case law.

8. As an alternative to discipline or as a concurrent requirement to the disciplinary action less severe than the maximum disciplinary action that may be carried out against an employee as referred to in the immediately preceding paragraph, the District, by and through its Superintendent or his/her designee may require the employee to successfully finish a drug abuse program. As used herein, the term “drug abuse program” shall mean a drug abuse program sponsored by an approved private or governmental institution. The Superintendent or his/her designee has written documentation satisfactory to the Superintendent or his/her designee that the employee has successfully finished such program. If aftercare is recommended by such institution, then the Superintendent or his/her designee in his/her sole discretion may require the employee to enroll such aftercare program and to participate in a manner satisfactory to the provider of such aftercare program. The Superintendent or his/her designee may require an employee to participate in aftercare in the same manner and under the same terms as may be required by the Superintendent or his/her designee. The Superintendent or his/her designee may require ongoing reporting of such participation as a term and condition of continuing employment by such employee at the District.

Adopted: 8-13-90

Reviewed: 5-10-10

POLICY NO. 4110 - INTERPERSONAL/HUMAN RELATIONS

The Board of Education is committed to promoting the worthy and dignity of all individuals regardless of race, creed, religion, physical or mental disability, color, gender, national origin, age, occupation, marital status, political opinion, sexual orientation, or personal appearance. The Board will not tolerate nor condone any act of bias, discrimination, insensitivity, or disrespect toward any person.

The Board of Education believes all students can learn and is committed to a policy of educating children for learning and living by helping them develop an appreciation for the achievements, problems, and aspirations of all people in our culturally diverse society.

The Board of Education directs the superintendent to develop regulations and procedures reflecting the Board's commitment to establish an atmosphere of understanding and respect in the schools which is conducive to providing equitable opportunities for success, promoting and enhancing students' unique talents, contributions, perspectives and cultures, and to encouraging sharing in their commonality and enrichment through their differences.

Adopted: 8-10-92

Reviewed: 5-10-10

POLICY NO. 4111 - SEXUAL/ETHNIC HARRASSMENT POLICY

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

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

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

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

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

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

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

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

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

RESPONSIBILITY

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

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

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

PHASE I: COMPLAINT

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

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

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

PHASE II: INVESTIGATION

Every effort shall be made to maintain full confidentiality throughout the entire investigation. The investigation phase will be directed towards securing signed statements about the complaint

itself. Minimally, it shall include the name(s) of the complainant(s) and person(s) accused of sexual/ethnic harassment; the date(s), time(s), location(s), description of the incident(s), witness(es), and the respective signed statement(s).

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

PHASE III: ACTION TAKEN

In determining whether conduct constitutes sexual/ethnic harassment, the individual conducting the investigation will examine the record as a whole and the totality of the circumstances, such as the nature of the alleged sexual advancements and the context in which the alleged incident occurred. The determination will be on a case-by-case basis. The individual conducting the investigation will review all information with the superintendent. The superintendent may take whatever disciplinary action is deemed appropriate. In any case where the disciplinary action of a school employee or student is subject to the due process procedures set forth in law, they will be followed as required.

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

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

If deemed necessary, the academic or employment situation of the complainant may be changed to provide for a non-intimidating or non-hostile atmosphere. These changes may occur

but are not limited to: a transfer of work situations, change of instructor, and, if pertinent, waiver of academic requirements. Decisions concerning such action must consider that the complainant is not to be inadvertently or otherwise punished because he or she has allegedly been sexual/ethnically harassed.

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

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

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

Adopted: 1-11-93

Reviewed: 5-10-10

**Bayard Public Schools
Administrative Reports**

December 13, 2021

Every Person, Every Day. It's a FACT!

[Elementary Principal's Report](#)

[Secondary Principal's Report](#)

[Activity Director/Assistant Principal's Report](#)

[Special Education Director's Report](#)



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

Elementary Principal's Report

Academics

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

- ❖ We are finishing up our NWEA winter assessments across the school. When looking at that data our teaching staff has seen quite a bit of growth across all grade levels. We know that when we see growth in line with the national averages, that our programs are working, and this is the case with some of our early returns. We will know more about each content standard assessment by the end of this week and will report our progress hopefully in the January meeting. The students honored today made growth above and beyond that of their national peers.
- ❖ Interventions are in place for those students who are falling behind and we use the testing data to plan for future interventions. One of the biggest challenges for us is making sure that our interventions target our student's areas of need, and there are often many levels of need within every classroom.
- ❖ Student council will have the AR party at the Midwest Theatre
- ❖ Our Leader in ME academic team is working on the student data binders and goal setting with students.
- ❖ Our departmentalization efforts in k-6 are going better than they have ever gone before, we have great leadership on all the teams that share kids and our PLC discussions are helping to minimize confusion and work to meet students needs.

Leadership

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

- ❖ The culture team is collaborating with Student Council on a few amazing projects, one of them is our monthly assembly, they will take it all over, and the other area they are working on is gradually getting more student decoration around the school, that way they see themselves as major contributors to our school.
- ❖ Student council is doing a wonderful job with announcements and AR parties

Engagement

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

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

- ❖ We had a great concert last week with music and band, our kids were pretty amazing with the play, the actors were spot on and the music sounded great.
- ❖ The preschool continues to put on great events to bring in parents and family members, most recently they decorated cookies with dad.

Community

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

- Enrollment numbers: 174 student Prek-6
- Move outs this year: 11
- Move ins this year: 24* of these 4 were returning from Covid
- Those who moved in and then out: 3
- We delivered food to community members today with a large donation from the Elk's lodge
- We've had a pretty good turnout for wrestling and basketball this year.

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Secondary Principal's Report

Academics

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

- ❖ NWEA testing will be completed before Friday, December 17th. There was some mix up with a couple of classes who took a test before the test window date was changed. We are working to correct the scores, so that we can accurately compare them to the Fall. So far, teachers have been pleased with the overall effort and scores of our students.
- ❖ Our math team will work with Kristin Kasten from ESU on January 4th on curriculum alignment since we have some new textbooks this year.
- ❖ Our coaches are to be commended for ensuring that any athlete that is failing a class attends Academic Intervention.

Leadership

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

- ❖ Mrs. White and the LEAD team are to be commended for their culture building activities and for providing the 12 Days of Christmas daily themes.
- ❖ Zach Araujo is to be commended for winning the Ben Sass Fall 2021 Photography contest. His picture will be printed and hung in one of Ben Sass' offices.
- ❖ Ms. Scott and her art students are to be commended for their work on the new murals in our school. Currently they are working on the bathrooms in the academic hallway. Students will be painting positive quotes on the walls and stall doors in both the boys and girls bathrooms.

Engagement

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

- ❖ The staff and students are to be commended for their participation in the External Review process. The time they gave is greatly appreciated.
- ❖ On November 30th, all freshmen and sophomores attended Connect the Dots at the Community Center in Bridgeport. This career exploration program is run by Nebraska Extension. Sarah Paisley, our 4-H Educator, is commended for arranging this opportunity for our students.

Community

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

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

- ❖ The JH/HS Christmas Concert will be Tuesday, December 14th at 6:30PM
- ❖ Mr. Rafferty and the FFA students are commended for their work in selling poinsettias during the Holiday Season.
- ❖ Andrew Hunziker was here with Education Quest to help Seniors complete their FASFA
- ❖ Current Enrollment for JH/HS is 171
 - Since school started, we have had 6 students move in, 4 students move out, 2 who moved in and then out, and 6 who are in an alternative placement.

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Activities Director's Report

Academics

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

- ❖ Each week started checking the eligibility list, and so far, every student has been working hard to maintain their grades so they can participate. So far, all students have been trying to excel to the best of their abilities by working with teachers during intervention time.

Leadership

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

- ❖ **Speech:** 10 students out. Speech practice started December 9, 2021. Students are looking to decide which speeches they will do. The speech started a fundraiser on December 2, 11, and January 8. The fundraiser is during halftime during varsity basketball games. Each free throw will cost \$1 for a chance to win a liter of pop or a two-liter bottle of pop and \$2 for the three-point throw.
- ❖ **Girls Basketball:** Has a total of 25 players out and so far the season is off to a good start.
- ❖ **Boys Basketball:** 21 total players and is starting off to a good start to the season we have finished two home games with both wins.
- ❖ **Wrestling:** Boys wrestling has been doing good along with the girls wrestling program.
- ❖ **One-Acts:** The students went to North Platte High School on December 1 where they held districts. We had four students make the top one acts top performance: Kierra Miller, Hunter Miller, Stephanie Edmund, and Candance Wolfe and they did a really good job in the Cry of The Peacock. They placed 7th place even though they got 7th place they truly did an incredible job performing. Mrs. Posey has done a great job with working with One-Acts and helping Mrs. Plikington out. Also, Adam, Conner, and bus driver Steven helped out by carrying all of the props out of the trailer and back onto the trailer with the help of our students. I want to thank them for helping out with loading, carrying, and unloading props on and off the trailer. All of the students did an outstanding job not only made a positive impact on the other students and performers at North Platte.
- ❖ **Elementary Christmas Program:** That was held on December 7, 2021, starting at 7 pm did a very good job. Thank You to Miss. Schmidt and Mrs. Plikington on

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putting the Christmas program together. Next, will be the the Jr./Sr. High School Christmas Program on December 14, 2021 starting at 7 pm please come out and watch the program.



Engagement

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

- ❖ **Coaches Evaluations Fall Sports:** Dr. Miller and I went through all of the fall sports programs and that went very well. Coaches, I thought did a very good job of letting parents and the community know when everything starts. Honestly, there is some work to be done for the following season to help make our program more successful. I think by doing these coach evaluations does help see how we can improve and help our coaches to be successful.
- ❖ **MAC Student Advisory Committee:** They had their first meeting went very well to help better the conference. Their main focus right now is sportsmanship once they get that down they want to be more involved with the other schools in our conference. It is very similar to the NSAA Student Advisory Committee but within the conference to help show and make a difference in our communities.



Community

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

- ❖ We finally had our Fall Sports Banquet with all of them together and that went very well. Coaches did a very good job speaking very highly of their programs along with handing out letters to the students.
- ❖ Also, we invited all of the volunteers that helped out with all of the sports to the banquet and thanked them for all of their hard work and dedication.
- ❖ Thank You to the custodial staff for making the football field look nice and keeping up with all of the activities.

Down below are some proposals from vendors to look at and consider to help our activities program improve while giving our coaches and students what they need to be successful.

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HIGHLIGHT SCHOOL ATHLETIC AGREEMENT

AMONG UNDER ARMOUR, UNIVERSAL ATHLETIC, AND BAYARD HS (“SCHOOL”)

School: Bayard HS, 726 4th Ave. Bayard, NE 69334

Phone: (308) 586-1700

Activities Director: Tencie Tonniges, tencie.tonniges@bayardtigers.org

Colors: Orange/Black

Mascot: Tigers

School’s Obligations to Under Armour and its Authorized Servicing Team Dealers (“Team Dealers”)

- The term of this agreement commences on **January 1, 2022** and ends on **June 30, 2024** (“Term”).
- During the Term, School shall purchase Under Armour products for School’s athletic teams (“Teams”) from the Team Dealer(s) set forth below.
- All Teams shall exclusively wear and use head-to-toe Under Armour products, including without limitation footwear, socks, uniforms, and headwear, commencing with year **3**. School shall use best efforts to exclusively use Under Armour’s inflatables for School teams.
- School shall place orders with Team Dealers for custom and stock uniforms by: (i) **January 15** for fall sports; (ii) **May 31** for winter sports; and (iii) **November 15** for spring sports. Stock apparel (excluding uniforms), footwear, and accessories can be ordered at any time.
- Under Armour and/or Team Dealer shall receive placement of two (2) banners for display on-field and on-court for each School team. Aside from Under Armour and Team Dealer(s), no other manufacturer, distributor, marketer or seller of athletic apparel, accessories or footwear shall have the right to place signage at School’s teams’ facilities.
- School hereby grants to Under Armour the right to reproduce, display and otherwise use game photographs and/or audiovisual footage of the School’s team games subject to applicable NCAA, NFHS, or applicable high school rules.

Under Armour’s and Team Dealers’ Obligations to School

- Under Armour shall provide School with **10%** of free coaches products valued at Under Armour’s then-current retail pricing based on School’s total purchases of Under Armour products through Team Dealer. Such free products shall be fulfilled after all products for all sports have been shipped in each year. Licensee products (including but not limited to inflatable balls, socks, sport-specific bags, team headwear and eyewear) cannot be purchased with the promotional product credit.
- Under Armour shall provide a onetime signing bonus of **\$1000** valued at Under Armour’s then-current retail pricing.
- Under Armour shall provide team t-shirts free of charge to all members of a state championship Team.
- Under Armour shall provide a free warm-up set to the league/conference coach of the year.
- Team Dealers shall maintain appropriate levels of Under Armour inventory to satisfy School’s requirement on a timely basis.

Termination. A party may terminate this agreement in the event of a material breach of any term or condition of this agreement by any other party and failure by the breaching party to cure the breach within ten (10) days following receipt of notice from the non-breaching party. In addition, Under Armour may change a Team Dealer upon thirty (30) days written notice to Team Dealer(s) and School. Further, Under Armour shall have the right to terminate this agreement if: (a) the Team is required to wear

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and/or use products that are not supplied by Under Armour; or (b) School coaches, staff, or Team members commit any act or are involved in any occurrence which in the sole but reasonable discretion of Under Armour reflects unfavorably upon Under Armour or its products.

Miscellaneous. Maryland law shall govern this agreement, without regard to principles of conflicts of laws thereunder. The parties agree that the terms of this agreement are confidential and except as required by applicable law, the parties shall not disclose in any way or to any third party any terms of this agreement. School shall not assign its rights or obligations under this agreement without prior written consent of Under Armour. The relationship among Under Armour, Team Dealers, and School shall be that of independent contractors. This agreement may be executed in two (2) counterparts, each of which shall be deemed an original but both of which together shall constitute one and the same agreement. The signatures of the parties may be delivered by facsimile or imaged document, in PDF, TIFF, or JPEG format, and if delivered by facsimile or imaged document, said executed documents may be considered originals for all purposes.

IN WITNESS WHEREOF, each party acknowledges that a duly authorized representative of such party has executed this agreement as of the date set forth below, and acknowledges that such party has read, understands and agrees to the terms and conditions of this agreement.

SCHOOL

UNDER ARMOUR, INC.

Signature

Signature

Printed Name

Printed Name

Title

Title

Date

Date

By signing below, Team Dealer agrees that School will purchase Under Armour products from the Team Dealer at its discounts of: **40%** off Under Armour's retail price for apparel and accessories (does not include decoration costs), and **35%** off Under Armour's retail price on all footwear.

AUTHORIZED TEAM DEALER

Team Dealer Name

Signature

Printed Name / Title

Date

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Lou's SPORTING GOODS

PHONE: 800-926-8326 · E-mail: sales@lousteam.com

BAYARD HIGH SCHOOL LOU'S SPORTING GOODS PREMIUM PROGRAM

Terms: January 1, 2022 thru June 30, 2027

Lou's Premium program is designed to reward the school for doing all of it's athletic business with Lou's Sporting Goods by offering contract discount pricing on several major brands. The school can choose the products and brands it prefers in each sport and not be locked into a single brand for all sports.

Lou's will offer the following discount off of Manufacturer Suggested Retail Price:

Under Armour Team	40% off stock Apparel	35% off stock shoes
Nike Team	30% off stock Apparel	25% off stock shoes
Adidas Team	40% off stock Apparel	35% off stock shoes

All custom uniform pricing will be determined between the Lou's sales representative and the coach/AD.

Lou's Sporting Goods agrees to provide a rebate of 5% of Bayard High School's previous year's paid purchases between \$10,000 - \$14,999. If paid purchases are \$15,000 - \$19,999, the rebate will go to 8%. If paid purchases exceed \$20,000, Lou's will provide a 10% rebate allotment. This rebate is to be given on July 1 of each successive year of the agreement in years two thru five. The rebate will be applied to a separate "rebate" account created for the school.

All merchandise ordered to be charged against the annual rebate will be ordered separately and posted to the "rebate" account. All merchandise is to be billed at the manufacturer's suggested retail price. All merchandise rebates from Lou's that remain unused or unallocated will expire on June 30 of each year.

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Low's SPORTING GOODS

PHONE: 1-800-926-8326 · E-mail: sales@lousteam.com

A 25% discount will be offered on all Under Armour, Nike and Adidas product shown on school web sites administered by Lou's Sporting Goods. If there are web merchandise sales, they will count towards the rebate program.

Exceptions to the rebate program:

Shipping charges must be paid by the school and do not count towards the rebate volume.

Decoration costs do not count towards the rebate volume.

School Representative:

Date:_____

Signed:_____

Title:_____

Lou's Sporting Goods Representative:

Date:_____

Signed:_____

Title:_____

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ALL SCHOOL AGREEMENT



DATE: Jan. 1st, 2022-June 30th, 2025

THIS ALL-SCHOOL AGREEMENT is entered into effect as of the above dates, by Garretson's Sport Center, 3817 W. 10th Street, Greeley, CO 80634, and Bayard High School, 726 4th Ave, Bayard, NE 69334.

BAYARD HIGH SCHOOL AGREEMENT INCLUDES THE FOLLOWING:

- Coaching staff will receive a **FREE** polo for up to 3 coaches per sport at the discretion of the Athletic Director.
- A ten percent (10%) credit will be issued on total purchases through Garretson's Sport Center.
- The 10% credit may be used by Bayard HS at retail value at the discretion of the school and the sales representative.
- Ten percent (10%) credit schedule will be done on a three-quarter basis within the agreed time period per year. Quarters will end on the following dates 11/1, 3/1, 6/1.
- Bayard will receive 40% OFF main brand name apparel (UA, Adidas, Ect.) and 35% OFF shoes.
- All athletic equipment must be purchased through Garretson's if prices are equal or lower than competing vendors for exact product and appropriate deadlines can be met. If prices are not within a competitive range and deadlines cannot be met, Bayard may purchase from another vendor.
- Invoices should be paid within 30 days of invoice date otherwise Bayard is subject to up to 2% decrease of the 10% credit unless other arrangements are made.
- Breach of agreement is subject to loss of 10% return, free items returned, or deemed appropriate by Garretson's Sports Center.

Garretson's Sports Center would like to create a good working relationship with Bayard high school staff and seek to be as flexible as possible. We deal with over 400 factories; have our in-house screen print, vinyl lettering, laser engraving, embroidery, chenille, and

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sewing operations. Our intent is to provide the school with great service and product while giving back to the school to create a win-win situation for both parties.

AGREED TO AND ACCEPTED:

GARRETSON'S SPORTS CENTER:

BY:

NAME: TODD

GARRETSON (OWNER)

DATE:

BAYARD HIGH SCHOOL:

BY:

__NAME:

DATE:

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HIGHLIGHT SCHOOL ATHLETIC AGREEMENT

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- The term of this agreement commences on **January 1, 2022** and ends on **June 30, 2024** (“Term”).
- During the Term, School shall purchase Under Armour products for School’s athletic teams (“Teams”) from the Team Dealer(s) set forth below.
- All Teams shall exclusively wear and use head-to-toe Under Armour products, including without limitation footwear, socks, uniforms, and headwear, commencing with year **3**. School shall use best efforts to exclusively use Under Armour’s inflatables for School teams.
- School shall place orders with Team Dealers for custom and stock uniforms by: (i) **January 15** for fall sports; (ii) **May 31** for winter sports; and (iii) **November 15** for spring sports. Stock apparel (excluding uniforms), footwear, and accessories can be ordered at any time.
- Under Armour and/or Team Dealer shall receive placement of two (2) banners for display on-field and on-court for each School team. Aside from Under Armour and Team Dealer(s), no other manufacturer, distributor, marketer or seller of athletic apparel, accessories or footwear shall have the right to place signage at School’s teams’ facilities.
- School hereby grants to Under Armour the right to reproduce, display and otherwise use game photographs and/or audiovisual footage of the School’s team games subject to applicable NCAA, NFHS, or applicable high school rules.

Under Armour’s and Team Dealers’ Obligations to School

- Under Armour shall provide School with **10%** of free coaches products valued at Under Armour’s then-current retail pricing based on School’s total purchases of Under Armour products through Team Dealer. Such free products shall be fulfilled after all products for all sports have been shipped in each year. Licensee products (including but not limited to inflatable balls, socks, sport-specific bags, team headwear and eyewear) cannot be purchased with the promotional product credit.
- Under Armour shall provide a onetime signing bonus of **\$1000** valued at Under Armour’s then-current retail pricing.
- Under Armour shall provide team t-shirts free of charge to all members of a state championship Team.
- Under Armour shall provide a free warm-up set to the league/conference coach of the year.
- Team Dealers shall maintain appropriate levels of Under Armour inventory to satisfy School’s requirement on a timely basis.

Termination. A party may terminate this agreement in the event of a material breach of any term or condition of this agreement by any other party and failure by the breaching party to cure the breach within ten (10) days following receipt of notice from the non-breaching party. In addition, Under Armour may change a Team Dealer upon thirty (30) days written notice to Team Dealer(s) and School. Further, Under Armour shall have the right to terminate this agreement if: (a) the Team is required to wear and/or use products that are not supplied by Under Armour; or (b) School coaches, staff, or Team members commit any act or are involved in any occurrence which in the sole but reasonable discretion of Under Armour reflects unfavorably upon Under Armour or its products.

Miscellaneous. Maryland law shall govern this agreement, without regard to principles of conflicts of laws thereunder. The parties agree that the terms of this agreement are confidential and except as required by applicable law, the parties shall not disclose in any way or to any third party any terms of this agreement. School shall not assign its rights or obligations under this agreement without prior written consent of Under Armour. The relationship among Under Armour, Team Dealers, and School

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

shall be that of independent contractors. This agreement may be executed in two (2) counterparts, each of which shall be deemed an original but both of which together shall constitute one and the same agreement. The signatures of the parties may be delivered by facsimile or imaged document, in PDF, TIFF, or JPEG format, and if delivered by facsimile or imaged document, said executed documents may be considered originals for all purposes.

IN WITNESS WHEREOF, each party acknowledges that a duly authorized representative of such party has executed this agreement as of the date set forth below, and acknowledges that such party has read, understands and agrees to the terms and conditions of this agreement.

SCHOOL

UNDER ARMOUR, INC.

Signature

Signature

Printed Name

Printed Name

Title

Title

Date

Date

By signing below, Team Dealer agrees that School will purchase Under Armour products from the Team Dealer at its discounts of: **40%** off Under Armour's retail price for apparel and accessories (does not include decoration costs), and **35%** off Under Armour's retail price on all footwear.

AUTHORIZED TEAM DEALER

Team Dealer Name

Signature

Printed Name / Title

Date

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Special Education Director's Report

Academics

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

- ❖ Our students are progressing in their academics.
- ❖ Lesson Pix was purchased to help create visual schedules for students who are in need of assistance.
- ❖ We are currently working on completing MAPS testing and preparing for NSCAS testing.

Leadership

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

- ❖ I attended a Policies and Procedures workday at the ESU with regional Special Education Directors.
- ❖ Mr. Reish took a group of students to a Safety conference at WNCC this week.
- ❖ Our mental health teams continue to meet weekly.

Engagement

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

- ❖ We have three school age students going through the evaluation process.
- ❖ We have had two new students move into the district.

Community

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

- ❖ I would like to commend Mrs. Candace Ehler on the organization of Community Coffee get togethers.
- ❖ I would also like to commend Mr. Rafferty on the beautiful poinsettias that were in the greenhouse.

Current Special Education numbers:

Birth-2: 3

Preschool: 7

Elementary: 30

Secondary: 28

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Superintendent's School Improvement Report
Presented to the
Board of Education of Bayard Public Schools
December 13, 2021

Vision, Culture, & Instructional Leadership

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

- I would like to commend the staff, students, and community on hosting a successful school accreditation visit. In particular, the following members of the school improvement team are to be commended: Mrs. Cheryl Ferrero, Mrs. Julie Cochran, Mrs. Jenny Gier, Mrs. Jessica Nesbitt, Ms. Barbara Pieper, Mrs. Micki McKibbin, Dr. Kelly Rice, and Mr. Matt McLaughlin.
- The visiting team was very complimentary of our students and our staff's commitment to working together to help our students.

Operations, Resource, & Personnel Management

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

- Mr. Kurt Wagner has taken over the Transportation Director position. I look forward to his leadership in the transportation program. We are still looking for additional drivers. If you know anyone who might be interested, please have them call Mr. Wagner at the bus barn.
- The suburbans we are purchasing with ESSER II and III funds are scheduled to arrive next week. We will be seeking reimbursement immediately.
- As you will recall, the requirement to expend funds then request reimbursement creates cash flow issues. We anticipate our cash position to be very tight over the next several months, especially if there are any delays at NDE. Depending on the timing of reimbursements, we could be waiting on over \$200,000 in reimbursements between the CSI claims, afterschool claims, and ESSER II and III claims.
- The ESSER II project to replace the HVAC unit in the high school auditorium has been moved back to at least February due to shipping delays. That project is scheduled to be run through the building fund.
- We continue to await a response on the COPS grant application that was submitted by Dr. Rice and Bobbie Stuart.

Board Governance & Policy

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

- I appreciate the Budget Committee meeting recently to review our finances, discuss compensation and benefits costs associated with staff and labor market changes, and other opportunities for our school district. The Budget Committee is planning to meet again in January.
- I appreciate Kim Burry and Kim Kildow attending the State Education Conference. Attending the conference is a substantial time commitment, so their attendance is appreciated.
- The Legislature will convene in January for a 60-day session. There will likely be bills that would impact our school and community, so we will want to be paying attention to the various bills and prepare to advocate for bills that will help our students/community and also be prepared to oppose those bills which might be harmful to our students/community.

Mission Statement:

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Communication & Community Relations

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

- I would like to thank Mrs. Ehler for working with Ms. Tonniges and the coaching staff to coordinate a fall sports banquet. Mrs. Ehler's work on the banquet was in response to the survey feedback we received from students, parents, and staff regarding how best to honor our sports participants on their accomplishments.
- I have been in touch with Cathy McDaniel at Oregon Trail Community Foundation regarding some possible ways to partner with the Bayard Public Schools Support Fund to try to garner financial support for the upcoming choir trip to Washington, D.C.
- We continue to work to provide students with quality opportunities to take advanced coursework in partnership with WNCC. This semester, students at Bayard High School took the following courses for either college credit or dual credit: Basic Nutrition, Body Structure & Function, Business Law, College Algebra, English Comp I, Intro to Psychology, Principals of Microeconomics, US History I, and World Civilization I.
- Enrollment for 2nd semester includes Applied Statistics, Biology, English Comp II, Environmental Science, History of the American West, Intro to Education, Intro to Psychology, Medical Terminology, Nutrition and Diet Therapy. 14 students are signed-up to take 21 classes for the upcoming semester.

Ethical Leadership

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

- I would like to commend all of our staff and students on the pending completion of the first semester. Our staff has worked to keep improving our school in the face of much change and uncertainty. I am proud of our team and their ongoing efforts.

Superintendent's Goals

Goal 1: Board and Superintendent Practices

- Based upon the recent workshop regarding early childhood, we have submitted a application for a grant from Communities 4 Kids (C4K Grant) to conduct a feasibility study regarding early childhood services.
- I have had the opportunity to visit recently with the Policy Committee and the Budget Committee. Both of these committees are interested in meeting 3 times/year (more if needed). I would still like to hear from the other committees about how often you would like to meet. That information will help inform the proposed revisions for the board calendar.
- I have appreciated Carolyn Applegate's ongoing efforts to help the choir program raise funds for their trip to Washington, D.C. Mrs. Applegate has helped with multiple concessions stands and has also been instrumental in developing ongoing approaches to try to raise the necessary funds.

Goal 2: Communication of Data and Information

- We will have one early graduate this year under the new policy that allows seniors who have met graduation requirements to complete their education early. Congratulations to Tanner Hirsch, who will graduate on December 16th through our partnership with the VALTS program.
- I appreciate Mrs. Rafferty putting together a comprehensive overview of our school district's ACT test promotion efforts. I have attached an update from Mrs. Rafferty based on the opportunity we provided to our students this fall.

Mission Statement:

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- The visiting team appreciated the data and information from the Annual Report and School Improvement Profile document. If there is additional information that you believe would be helpful for future reports, please let me know and we can work on those additions for future publication.

Goal 3: Culture and Engagement

- We will be working to engage our stakeholders in soliciting additional information/ideas related to our continuity of learning/reopening plan/procedures. I anticipate some quality suggestions from our early elementary staff regarding materials in the classrooms. Here is the link to the information for any stakeholders who would like to provide feedback:
<https://www.bayardpublicschools.org/vnews/display.v/ART/61afea1a30256>
- I have been in contact with Jaime Weingart regarding the possibility of working with her to conduct a culture audit. I anticipate her preparing a proposal for the Board to consider in January.

Leave Log

- During the current term I have used 4 vacation days (7-16-21, 7-30-21, 11-04-21, and 11-05-21) and 2 ³/₄ sick days (contribution to sick leave bank, 9-8-21 ³/₄, 11-30-21).

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