

**Board of Education Work Session
Monday, November 7, 2022 10:00 AM**

**Bayard Elementary School- Bayard Tiger Cub
Childcare Center Classroom
400 E 8th St
Bayard, NE 69334**

Notice is hereby given that a Board of Education Work Session 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, November 7, 2022 at 10:00 AM 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. Discussion Items
 - IV.A. Discuss School Improvement Planning and Develop Specific, Measurable, Achievable, Relevant, Time-Based (SMART)Goals with Nebraska Rural Communities Schools Association (NRCSA).
- V. 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.

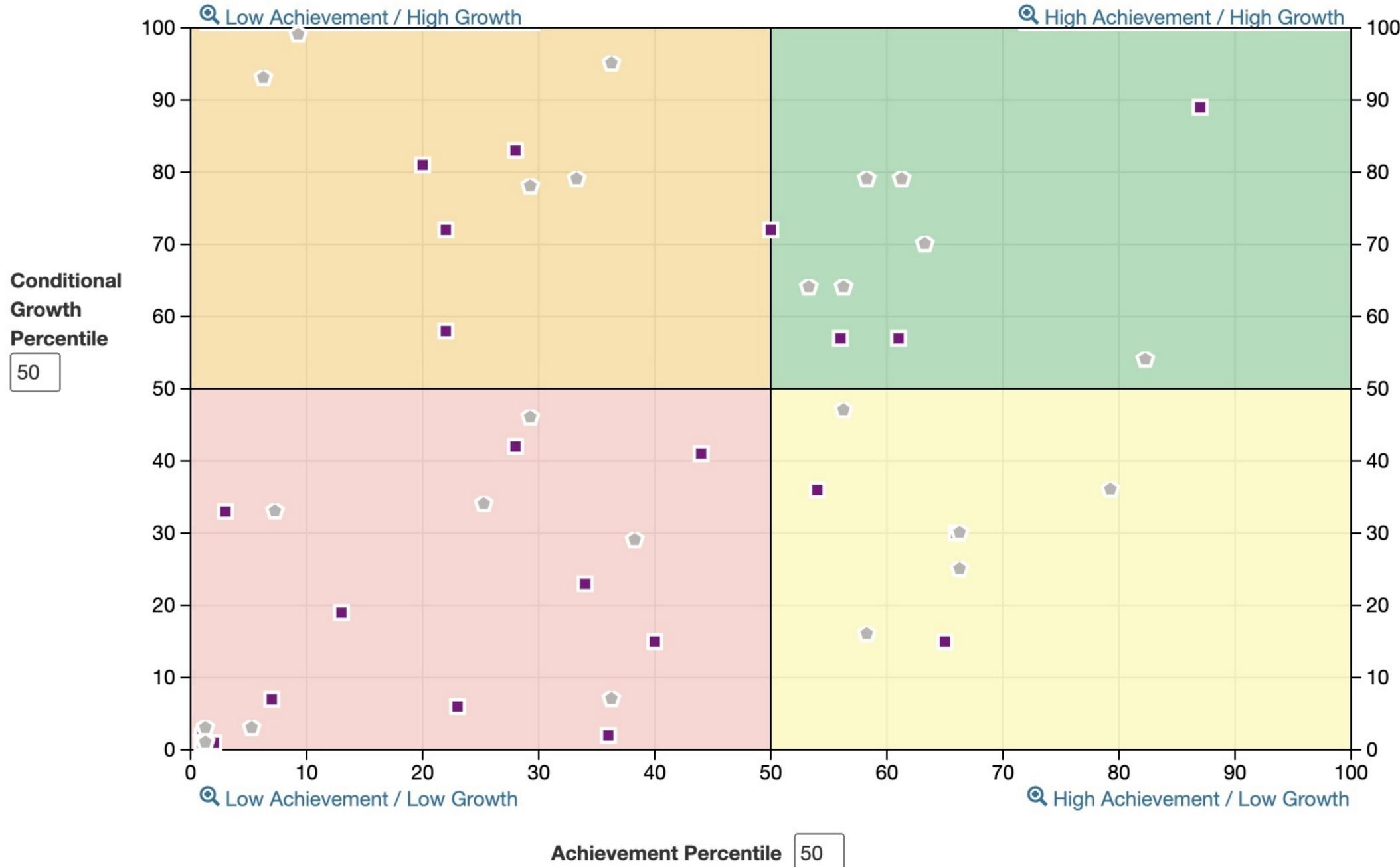
Torres, Mykayla

Grade 9

Term Tested: Fall 2022-2023
 Term Rostered: Fall 2022-2023
 District: BAYARD PUBLIC SCHOOLS
 School: Bayard High School

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021- Fall 2022
 Weeks of Instruction: Start - 4(Fall 2021)
 End - 4(Fall 2022)
 Small Group Display: No

Edit Report Criteria



- Show student names
- Show quadrant colors

Subjects and Courses shown

- Mathematics
 - Math K-12
- Language Arts
 - Reading
 - Language Usage
- Science
 - Science K-12

Genders shown

- Female
- Male

Ethnicities shown

- Hispanic or Latino
- White
- Multi-ethnic

Point shape by:

- Subject
- Gender
- Ethnicity

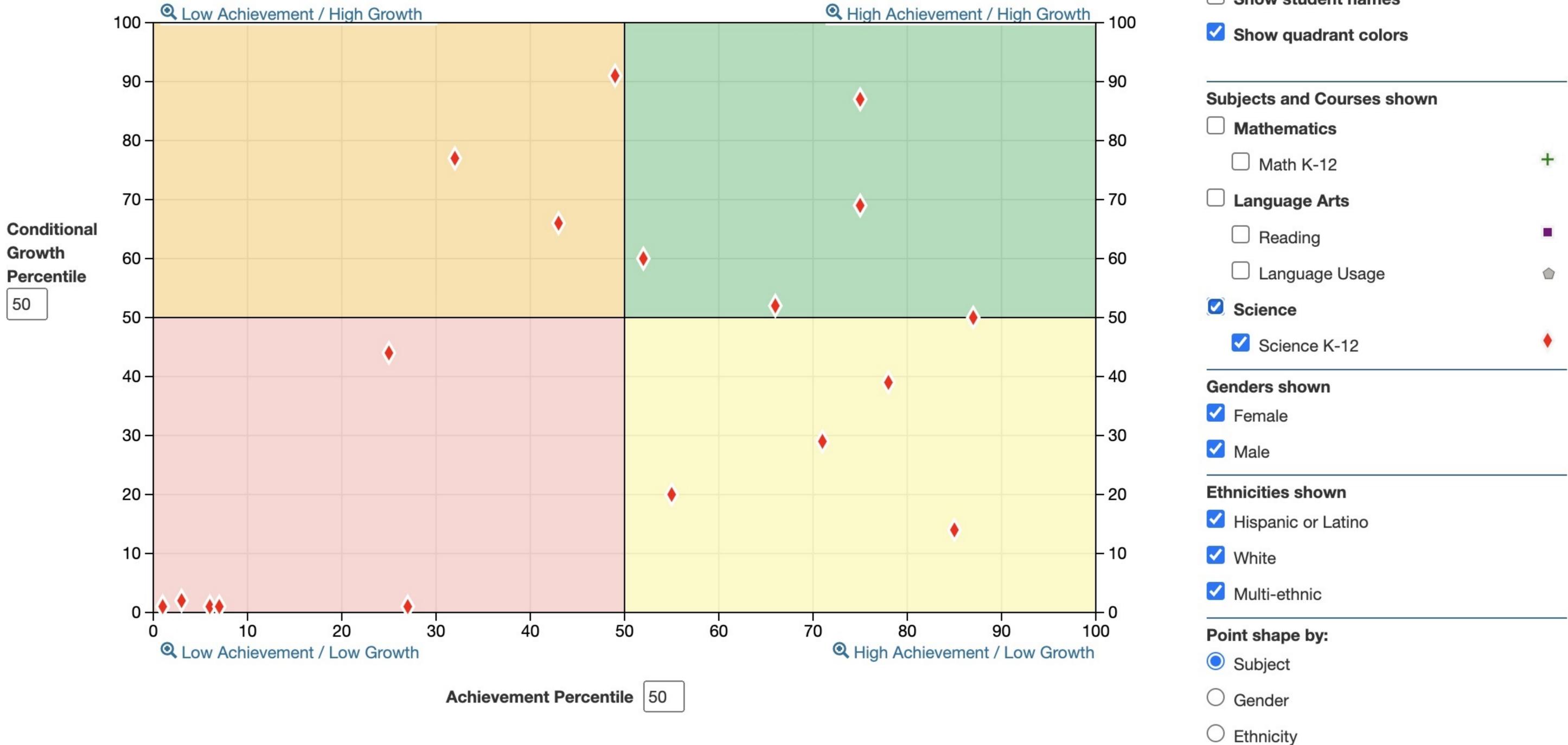
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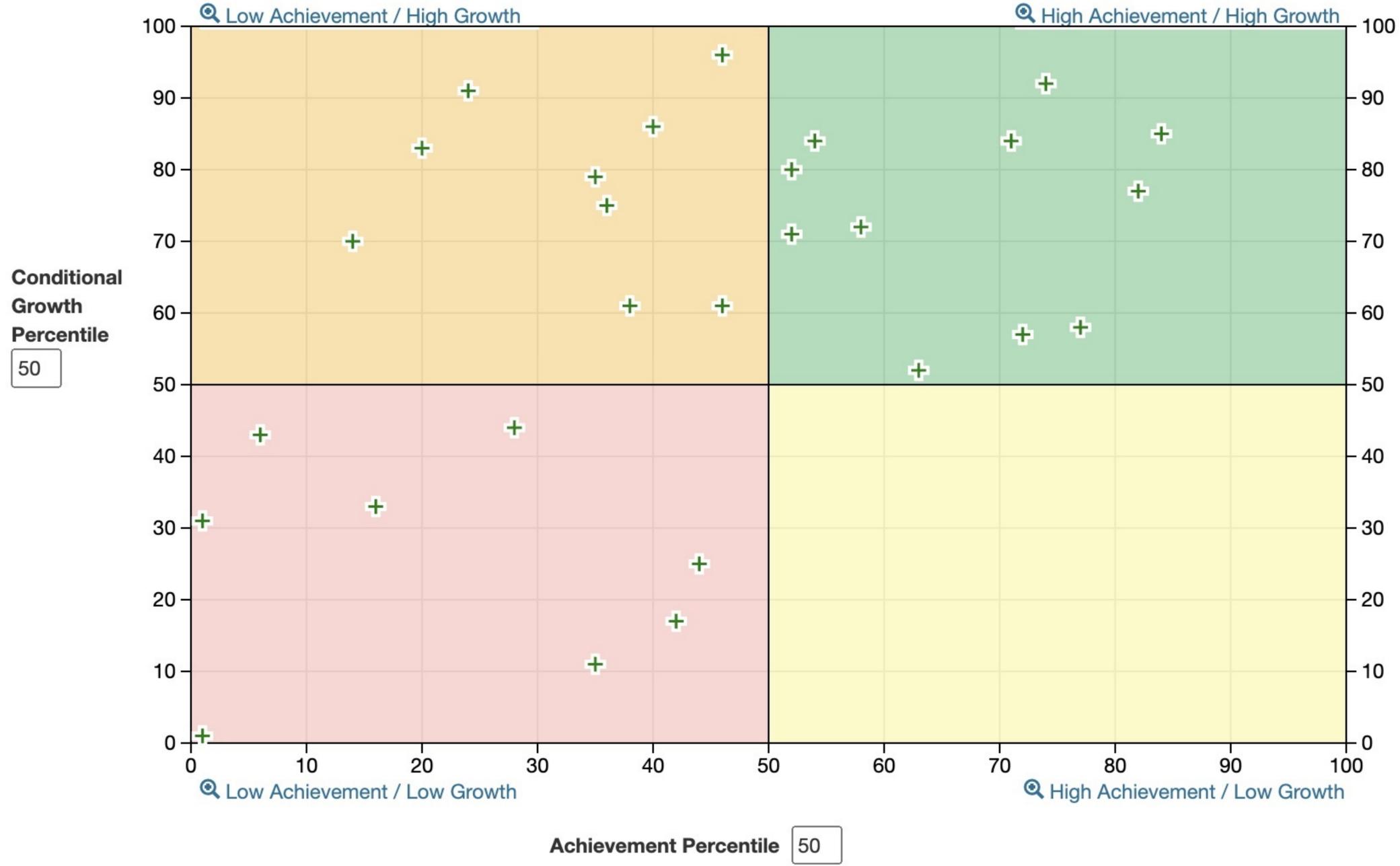
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Edit Report Criteria



- Show student names
 - Show quadrant colors
-
- Subjects and Courses shown**
- Mathematics
 - Math K-12 +
 - Language Arts
 - Reading ■
 - Language Usage ◊
 - Science
 - Science K-12 ◆
-
- Genders shown**
- Female
 - Male
-
- Ethnicities shown**
- White
 - Multi-ethnic
 - Hispanic or Latino
 - American Indian or Alaskan Native
-
- Point shape by:**
- Subject
 - Gender
 - Ethnicity

Torres, Mykayla

Grade 10

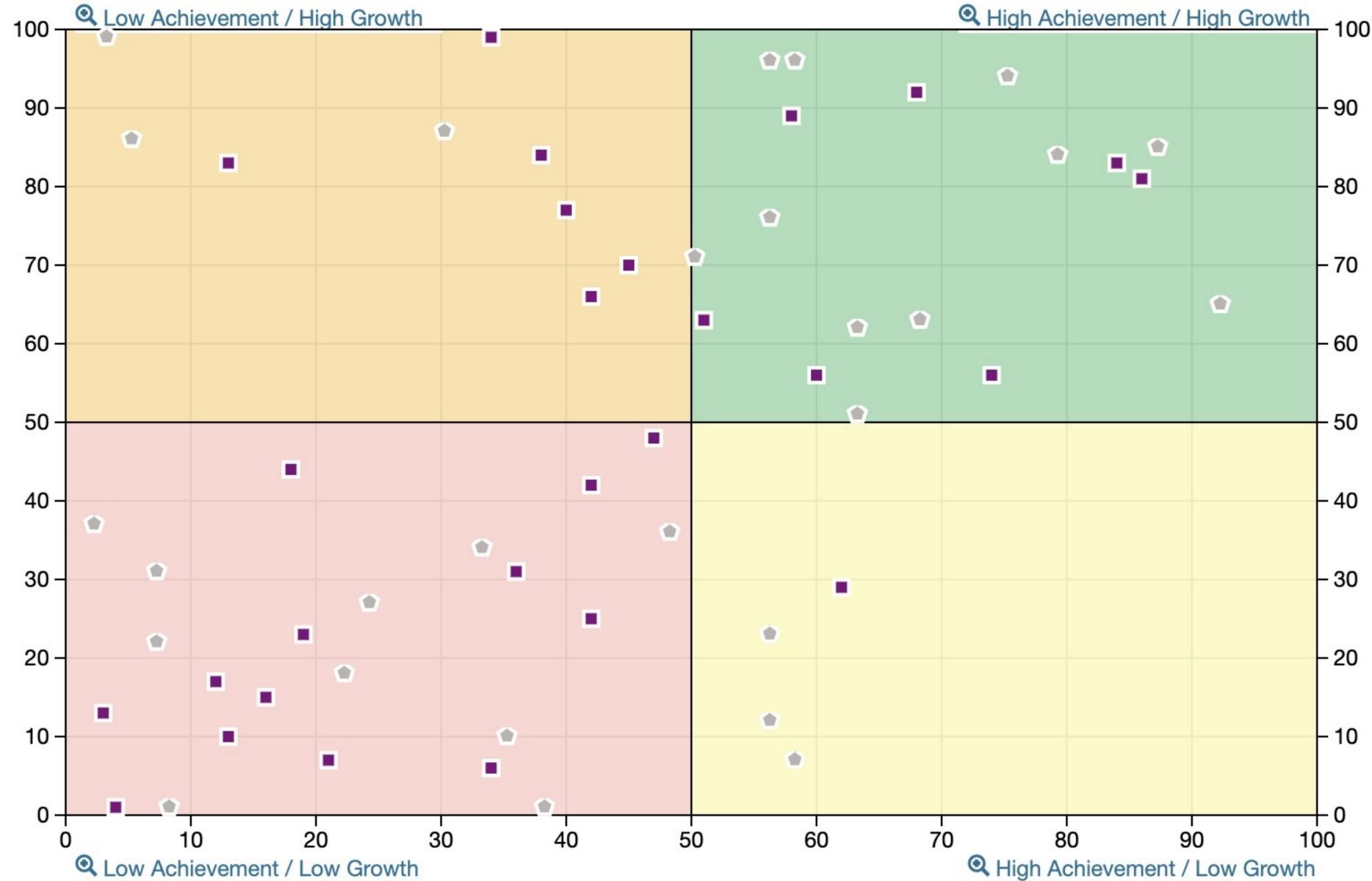
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 Small Group Display: No

Edit Report Criteria

Conditional Growth Percentile

50



Achievement Percentile 50

- Show student names
- Show quadrant colors

Subjects and Courses shown

- Mathematics
 - Math K-12 +
- Language Arts
 - Reading ■
 - Language Usage ⬠
- Science
 - Science K-12 ◆

Genders shown

- Female
- Male

Ethnicities shown

- White
- Multi-ethnic
- Hispanic or Latino
- American Indian or Alaskan Native

Point shape by:

- Subject
- Gender
- Ethnicity

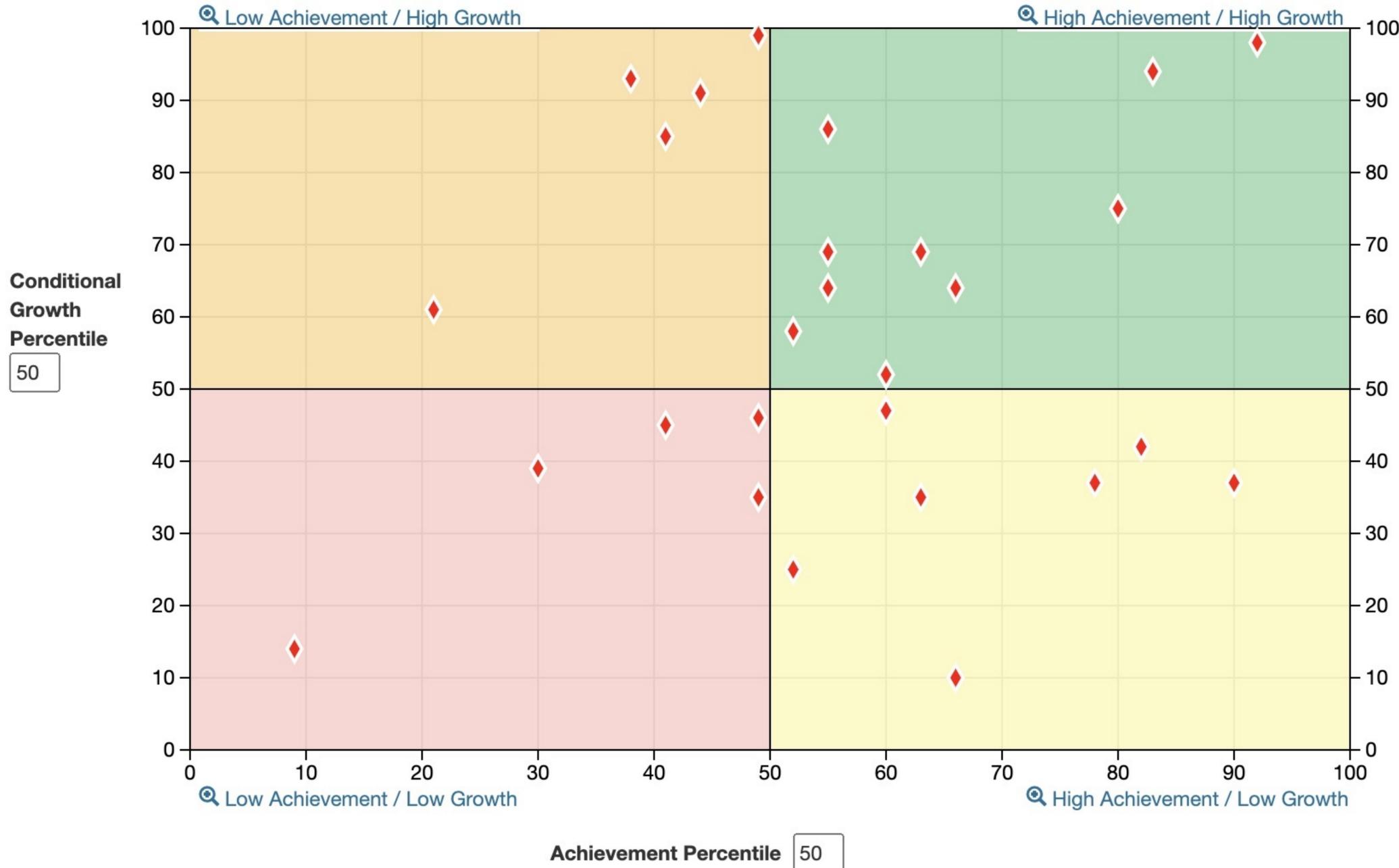
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 Small Group Display: No

Edit Report Criteria



Show student names

Show quadrant colors

Subjects and Courses shown

Mathematics

Math K-12

Language Arts

Reading

Language Usage

Science

Science K-12

Genders shown

Female

Male

Ethnicities shown

White

Multi-ethnic

Hispanic or Latino

American Indian or Alaskan Native

Point shape by:

Subject

Gender

Ethnicity

Discussion Items for the Board Work Session

Early Childhood:

Early childhood partnerships will provide all parents access to early education and appropriate assessment and interventions. Many of these fall under the umbrella of identifiable developmental delays.

Current Early Childhood Partners & Structure:

We have a strong Head Start partnership with excellent leadership through the Early Childhood Advisory Council. Partnerships constituting the Early Childhood Advisory Council include: ESU 13, Head Start, Bayard Public Schools, the City of Bayard, and several local daycares.

Current Rule 11 Early Childhood services provided by Bayard Public Schools:

- 1) Half or full day instruction for 4 year-old students with district transportation provided.
- 2) Half day instruction for 3 year-old students with morning transportation services provided.

Private non-school entity(ies): The Bayard Tiger Cub Childcare Center is a private nonprofit entity that will be leasing space from the school to open a nonprofit community daycare. The process and structure will be explained by members of the Bayard Tiger Cub Childcare Center. The goal of the nonprofit is to provide affordable daycare for the Bayard community through partnerships that maximize services and community benefit without unduly burdening local tax payers.

Technology:

We need to accurately inventory our technology to determine if it is meeting the needs in the district in the most efficient manner. Is there a need for expansion of technology and are staff, support staff and students adequately trained to effectively utilize the technology. If so, what technology or modification of current technology do we need, how do we go about obtaining it, and where/how do we receive appropriate training? What role should ESU 13 play in this endeavor?

Data Analysis:

Based on NSCAS (NE Student Centered Assessment System) data we will be ranked as a school that needs improvement i.e., a level 1 school. While our MAP assessment data (Measures of Academic Progress) by NWEA (Northwest Evaluation Association) was overall in the average range, we have room for, and need to show, significant improvement. This may include better alignment of curriculum instruction to testing dates (Make sure content being assessed has been taught.) and more attention spent on test results to identify specific areas of concern. Doing the aforementioned, through data analysis, with support from our local ESU will provide a more accurate measure of student performance.

While it is important to focus on the aforementioned it is also important to inform staff, students, parents and patrons as to what constitutes accurate reliable assessments with strong reliability (Consistency in assessment results.) and validity (Does it measure what it is supposed to measure.). We also need to inform the aforementioned stake holders when assessment instruments (tests) are misused be it accidental or intentional.

Long term financial planning:

Because we are a heavily equalized school district much of what we do will rely on enrollment numbers, state aid and the payment process associated with state aid, the health of the NE economy including both agricultural and nonagricultural sectors. As a district we will need to determine where we are to focus resources. This includes the anticipated tradeoffs of our choices and the possible identification of any positive or negative externalities which are often beyond our control that may impact the district and our decision making process.

Post-secondary Partnerships:

We are currently working with Western Nebraska Community College (WNCC) in the following areas:

- 1) Increase of dual credit offering taught on campus. This will require working with staff to provide accurate information about the post-secondary instructional process as it relates to degrees, graduate hours, compensation, and increased marketability of staff.
- 2) Explore the possibility of expanded vocational offerings to more accurately reflect the local, state, regional and national job markets. This will also focus on the development of transferable skill set.
- 3) Explore the potential for career academies in the areas of Health Care and Agriculture. Again, the focus will include a strong partnership with WNCC but may also include partnerships with the NE Med. Center and UNL's West Central NE Ag. Research Center.
- 4) Provide limited, on campus (Bayard) evening instruction in academic transfer courses such as Intro. to Composition, Speech or other typical general education requirements for both Associate and Baccalaureate programs of study. These could be offered to not only Bayard students but also recent graduates, nontraditional students and students from neighboring communities.

Explore the possibility of partnerships with neighboring districts:

We have started the process of reaching out to neighboring districts, within the MAC Conference, about the possibility of shared staff and programs including potential activity cooperatives. In addition to this we have also approached conference members with the prospect of hosting a middle school enrichment day for either High Ability middle school students or all students grades 5-8.

Transportation:

We are working on acquiring an adequate number of licensed bus drivers to meet district needs. We are currently working with interested persons within the community, the NE Safety Center, Morrill and Sidney in this area. We are also working with transportation vendors in assessing our vehicle needs.

Communication:

We need to review our current system of communication between and with staff, students, parents, and patrons. Are there gaps? What forms of communication do we have at our disposal? What forms of communication do we currently employ? What are the most effective methods of communication? What are our most efficient forms of communication? How do we assess the level of effective communication i.e., are we getting our message and pertinent information out, and how is it being perceived by our stakeholders? If different groups of stakeholders perceived the same information differently, we need to try to understand why? Where is the disconnect?

Summary View: The ACT (All Data), BAYARD SECONDARY SCHOOL

Showing students who are College Reportable

Group	Year	Comp
		Valid Number
April 2022 (Class of 2023)	2021-2022	29
March 2021 (Class of 2022)	2020-2021	25
September 2020 (Class of 2021)	2020-2021	29
April 2019 (Class of 2020)	2018-2019	28
May 2018 (Class of 2019)	2017-2018	33

posite	Math	Science	STEM
Mean Score	Mean Score	Mean Score	Mean Score
17.6	17.1	17.9	17.8
17.2	17.2	16.6	17.1
18.1	17.3	18.2	18
16.9	17.4	17.7	17.8
18.4	18.7	19.4	19.2

English	Reading	Writing	ELA
Mean Score	Mean Score	Mean Score	Mean Score
16.9	17.6	6.5	17.5
17.1	17.3	6	16.6
17.5	19		
15.2	17.1	5.5	15.2
16.3	18.4	5.9	15.7

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.

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 school improvement 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 by 2022

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 have been 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

BAYARD PUBLIC SCHOOLS

SECONDARY SCHOOL

COURSE HANDBOOK

2021-2022 SCHOOL TERM



MISSION STATEMENT

The mission of the 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.

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Nondiscrimination in Education Programs and Activities

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

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

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

Policy Enforcement:

To ensure compliance with this policy, the superintendent shall:

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

Grievance Procedure

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

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

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

COURSES OFFERED

*Indicates a DL class (DL classes are subject to availability and may change without notice)

~Indicates an online class (Online classes are offered through WNCC and may change without notice)

Agriculture

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

Business

~Principles of Accounting I
~Principles of Accounting II
~Business Law
~Business Math (WNCC)
~Introduction to Business
*Personal Finance

Career & Technical Education

Basic Nursing Assistant (BNA)
Career Development
Work Based Learning

Computer Technology

Broadcast Technology
Digital Design
Introduction to Computer Science
Intro to Computer Science (WNCC)
Introduction to Python Coding
Introduction to Robotics
Introduction to Technology Fundamentals
Java Coding

Education

Educational Field Experience
*Introduction to Education
Teacher's Aid Program (TAP)

FCS

*Child Development
~Infant/Toddler Development

Fine Arts

Advanced Guitar
Art I
Art II
Art III
Art IV

Beginning Guitar
High School Band
Concert Choir

Foreign Language

Spanish I
Spanish II
Spanish III

Industrial Arts

CNC Manufacturing
Woodworking I
Woodworking II
Woodworking III
Woodworking IV

Language Arts

English I
English II
English III
English IV
*English Composition I
*English Composition II
Journalism I
Journalism II
Literature
Speech

Leadership

Leading Self
Career Essentials
Leading Others
College Readiness

Math

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

Physical Education

Individual Health & Fitness
Lifetime Sports

Physical Education & Health
Strength

Science

Anatomy & Physiology
Applied Science
Biology
~Body Structure & Function
Chemistry
General Science
~Medical Terminology
Physical Science
Physics

Social Science

American Government
American History
The Decades
General Economics
*History of the American West
Introduction to Psychology
*United States History Since 1877
World Geography
World History

Miscellaneous

Odysseyware (Credit Recovery)
Odysseyware (Electives)
Distance Learning:

Anticipated 2021-2022 Offerings

Child Development
College Algebra
College Composition I
College Composition II
Personal Finance
History of American West
US History Since 1877

Online Learning:

Anticipated 2021-2022 Offerings

Body Structure & Function
Business Law
Business Math
Computer Science I
Infant/Toddler Development
Introduction to Business
Introduction to Education
Medical Terminology

GRADUATION REQUIREMENTS

Graduation Requirements for Bayard High School are the successful completion of 260 semester hours.

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

English—40 semester hours

Mathematics—30 semester hours

Science—30 semester hours

Social Science—40 semester hours

American History—10 semester hours required

American Government—10 semester hours required

Physical Education—10 semester hours

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

Preferred Sequence of Core and Technical Classes for Graduation Progress:

Freshman Year

English

*Math

Physical Science

World Geography

PE/Health

Leadership I (Leading Self)

Sophomore Year

English II

*Math

Biology

World History

Leadership II (Career Essentials)

8 hours Community Service

Junior Year

English III

American History

*Math

Science (Chemistry, General Science, or Applied Science)

Leadership III (Leading Others)

8 hours Community Service

Senior Year

English IV or College Composition

American Government

Leadership III (Leading Others)

8 hours Community Service

*Math is required freshman, sophomore, and junior years. Students will be placed in the appropriate class as freshmen, then work their way through the sequence. Some students will get further in the sequence, depending on whether they took Algebra in junior high. The sequence is as follows:

Pre-Algebra

Algebra I

Geometry

Algebra II

Math IV

Business Math

Applied Statistics (1 semester)/College Algebra (1 semester)

(Math IV, Business Math, Applied Statistics, and College Algebra are upper-level electives and may be taken in any order.)

GRADE LEVEL COURSES AND COURSE DESCRIPTIONS

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

FRESHMAN COURSES

Required:

English I

Math (choose 1 listed below)

PE/Health

Physical Science

World Geography

Leading Self (Leadership I)

Electives:

Agriculture

Introduction to Agriculture (Ag 9)

Industrial Arts

Woodworking I

Computer Technology

~Broadcasting

Introduction to Computer Science

Introduction to Technology Fundamentals

Language Arts

~Literature

~Journalism I

Speech

Fine Arts

Art I

Beginning Guitar

High School Band

Mixed Choir

Math Options (required to choose 1)

Pre-Algebra

Algebra

Geometry

Foreign Language

Spanish I

~Because of the level of reading/writing or technology necessary for these courses, students must have permission of the instructor and/or principal to take these electives.

SOPHOMORE COURSES

*DL Course—may change without notice

^Online class from WNCC

Required:

Biology

English II

Math (choose 1 listed below)

World History

Career Essentials (Leadership II)

Preferred and Highly Recommended:

Intro to Technology (one semester)

Speech (one semester)

Electives:

Agriculture

Plant & Soil Science (Ag 10)

FCS

*Child Development

^Literature

Journalism I

Journalism II

Speech

Business

~Principles of Accounting I

~Principles of Accounting II

*Personal Finance

Fine Arts

Advanced Guitar

Art I

Art II

Beginning Guitar

High School Band

Mixed Choir

Math

Algebra I

Algebra II

Geometry

Career & Technical Education

Basic Nursing Assistant (BNA)

Physical Education

Individual Health & Fitness

PE & Health

Strength

Computer Technology

^*Broadcasting*

^*Digital Design*

Introduction to Computer Science

Intro to Computer Science

(WNCC)

Introduction to Python Coding

Introduction to Robotics

Introduction to Technology

Fundamentals

Foreign Language

Spanish I

Spanish II

Industrial Arts

CNC Manufacturing

Woodworking I

Woodworking II

Miscellaneous

Online Class from WNCC

Odysseyware/Edgenuity

Language Arts

~Because of the level of reading/writing necessary for these courses, students must have permission of the instructor and/or principal to take these electives.

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

Introduction to Education

Business Law

Business Math

Introduction to Computer Science

General Economics

Infant/Toddler Development

Introduction to Business

Introduction to Psychology

Introduction to Robotics

Principles of Accounting I

Principles of Accounting II

Other courses may be available through WNCC upon request.

JUNIOR COURSES

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

Required:

American History
English III

Math (choose 1 listed below)

Science (choose 1 listed below)
Leading Others (Leadership III)

Electives:

Agriculture

Animal Science (Ag 11)

Business

~Principles of Accounting I
~Principles of Accounting II
~Business Law
~Business Math (WNCC)
~Introduction to Business
*Personal Finance

Career & Technical Education

Basic Nursing Assistant (BNA)
Work Based Learning

Computer Technology

Broadcast Technology
Digital Design
Intro to Computer Science
Intro to Computer Science
(WNCC)
Introduction to Python Coding
Intro to Robotics
Introduction to Technology
Fundamentals

Education

Educational Field Experience
*Introduction to Education
Teacher's Aid Program (TAP)

FCS

*Child Development

~Infant/Toddler Development

Fine Arts

Advanced Guitar
Art I
Art II
Art III
Beginning Guitar
High School Band
Mixed Choir

Foreign Language

Spanish I
Spanish II
Spanish III

Industrial Arts

CNC Manufacturing
Woodworking I
Woodworking II
Woodworking III

Language Arts

Journalism I
Journalism II
Literature
Speech

Math

Algebra II
Applied Statistics

Business Math

College Algebra
Geometry
Math IV

Physical Education

Individual Health & Fitness
Lifetime Sports
Physical Education & Health
Strength

Science

Anatomy & Physiology
Applied Science
*Body Structure & Function
Chemistry
General Science
*Medical Terminology

Social Science

The Decades
General Economics
*History of the American West
Introduction to Psychology
*United States History Since 1877

Miscellaneous

Odysseyware
Online course from WNCC
Online course through
Odysseyware/Edgenuity

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

Introduction to Education
Business Law
Business Math
Infant/Toddler Development

Introduction to Business
Introduction to Robotics
Principles of Accounting I
Principles of Accounting II

Other courses may be available through WNCC upon request.

SENIOR COURSES

*DL Course—May change without notice

~Online Course from WNCC—May change without notice

Required:

English IV or English Composition I & II
American Government

College Readiness (Leadership IV)
8 Hours Community Service

Electives:

Agriculture

Farm Business Manag. (Ag 12)
Power, Structural, and Technical
Foundations

Business

~Principles of Accounting I
~Principles of Accounting II
~Business Law
~Business Math
~Introduction to Business
*Personal Finance

Career & Technical Education

Basic Nursing Assistant (BNA)
Career Development
Work Based Learning

Computer Technology

Broadcast Technology
Digital Design
Intro to Computer Science
Intro to Computer Science
(WNCC)
Introduction to Python Coding
Intro to Robotics

Education

Educational Field Experience
*Introduction to Education
Teacher's Aid Program (TAP)

FCS

*Child Development

Fine Arts

Advanced Guitar
Art I
Art II
Art III
Art IV
Beginning Guitar
High School Band
Mixed Choir

Foreign Language

Spanish I
Spanish II
Spanish III

Industrial Arts

CNC Manufacturing
Woodworking I
Woodworking II
Woodworking III
Woodworking IV

Language Arts

Journalism I
Journalism II
Literature

Math

Algebra II

Applied Statistics

Business Math
College Algebra
Geometry
Math IV

Physical Education

Individual Health & Fitness
Lifetime Sports
Physical Education & Health
Strength

Science

Anatomy & Physiology
Applied Science
*Body Structure & Function
Chemistry
General Science
*Medical Terminology
Physics

Social Science

The Decades
General Economics
*History of the American West
Introduction to Psychology
*United States History Since 1877

Miscellaneous

Odysseyware/Edgenuity
Online course from WNCC

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

Introduction to Education
Business Law
Business Math
Principles of Accounting I

Infant/Toddler Develop.
Introduction to Business
Introduction to Robotics
Principles of Accounting II

Other courses may be available through WNCC upon request.

COURSE DESCRIPTIONS

AGRICULTURE & MECHANICAL

ANIMAL SCIENCE

Prerequisites: Intro to Ag; Junior standing

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

Membership in FFA is required.

FARM & BUSINESS MANAGEMENT

Prerequisites: Introduction to Ag; Senior standing

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

Membership in FFA is required.

INTRODUCTION TO AGRICULTURE

Prerequisites: None

Description: Roughly 50% classroom, 50% shop. Classroom covers the FFA program and introduction to Ag topics. Shop covers safety and intro to arc welding, mig welding and the Torch-Mate plasma cutter. There will be a class project, such as picnic tables.

Membership in FFA is required. The student is also responsible to purchase FFA official dress (FFA jacket, black skirt/pants, white collared shirt, black footwear and an FFA tie/scarf), as well as protective clothing for welding.

PLANT & SOIL SCIENCE

Prerequisites: Introduction to Agriculture; Sophomore standing

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

Participation in the district landjudging contest is required. Students will also work in the school greenhouse to learn basic greenhouse procedures and practices, as well as participate in the spring sale. Shop covers more advanced arc welding and mig welding, intro to oxy-fuel and possibly tig welding. Projects are allowed if all requirements are met in a timely manner.

Membership in FFA is required, as well as protective clothing for welding.

POWER, STRUCTURE, AND TECHNICAL FOUNDATIONS

Prerequisites: Senior standing

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

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

BUSINESS

PRINCIPLES OF ACCOUNTING I

Prerequisite: None

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

PRINCIPLES OF ACCOUNTING II

Prerequisite: Principles of Accounting I

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

BUSINESS LAW

Prerequisites: Junior or Senior standing

Description: *Online class.* This course is designed to be of practical value regardless of the subsequent occupation of the student. The course covers social forces and the law, classes and sources of law, agencies for enforcement, and court procedure. The entire area of contracts—offer, acceptance, consideration, illegality, interpretation, transfer of rights, discharge, and breach of contract—is discussed. ***Students must pay for this dual-credit class.**

BUSINESS MATH (WNCC)

Prerequisites: Junior or Senior standing; Must qualify on the ACCUPLACER

Description: *Online class.* This course consists of instruction in the fundamentals of mathematics as applied to business situations. The course includes the study of fundamental mathematics and calculations for finance and accounting. ***Students must pay for this dual-credit class. This is a business class and does not meet the math requirement.**

INTRODUCTION TO BUSINESS

Prerequisites: Junior or Senior standing

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

PERSONAL FINANCE

Prerequisites: None

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

CAREER & TECHNICAL EDUCATION

BASIC NURSING ASSISTANT

Prerequisites: Must be at least 16. Cannot be convicted of a crime involving moral turpitude.

Description: This course is designed to provide students with the essential knowledge and skills to deliver basic care to residents/clients of healthcare facilities. Topics include: residential rights, communications, safety, observations, reporting and assisting residents/clients in maintaining basic comfort and safety. Upon completion of the course, the student will arrange to take a written or oral examination and will demonstrate skill competency. The course is designed to meet the training requirements of the federal and Nebraska state law for nursing assistants working in licensed facilities.

***Students must pay for this college-credit class.**

CAREER DEVELOPMENT

Prerequisite: Senior standing

Description: This course is designed to help students learn to manage issues in everyday living, prepare for personal life and career responsibilities and develop employability skills. Students learn and apply the career and college planning process using the Nebraska Career Education Model and related resources. Students will identify personal interests, skills and values, then apply this knowledge to both academic and career decision making. Students will demonstrate progress/proficiency in Nebraska Career Readiness Standards of Practice which are current expectations in today's workplace. Includes scholarship guidance and an overview of skills necessary to live on your own for the first time, such as personal finance, and tenant rights and responsibilities.

WORK BASED LEARNING

Prerequisite: Junior or senior standing; On track to graduate

Description: A class that provides students the opportunity to connect what they learn in school with worksite application. Students are placed in an occupation that best relates to their career interest and aptitude. The school and business community work together to plan activities that will enable each student to apply the knowledge, attitudes and skills learned in the classroom to actual business situations and positions. Students must be on track to graduate and may not participate if credit deficient.

COMPUTER TECHNOLOGY

BROADCAST TECHNOLOGY

Prerequisite: None

Description: Students will use the skills developed to create several broadcasting products. This will include informative videos/films, school announcements, advertisements, and live broadcasts. Topics covered may include, but are not limited to: history of mass media, terminology, safety, basic equipment, script writing, production and programming, lighting, recording and editing, and professional ethics. Students will use multiple programs including Wirecast, Photoshop, and iMovie. Students will be responsible to help with live-streaming of school activities during this course. ***Due to the level of technology knowledge necessary for this class, students may be asked to complete a technology skills assessment prior to acceptance into the course and must have permission from the instructor and/or the principal.**

DIGITAL DESIGN

Prerequisite: Passing grade on 8th grade computers or Intro to Technology Fundamentals

Description: Upper level course on the components of digital design. ***Due to the level of technology knowledge necessary for this class, students may be asked to complete a technology skills assessment prior to acceptance into the course and must have permission from the instructor and/or the principal.**

INTRODUCTION TO COMPUTER SCIENCE

Prerequisites: None

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

INTRODUCTION TO COMPUTER SCIENCE (WNCC)

Prerequisites: None

Description: *Online class.* This course is a study of computer programming, problem solving methods, and accepted software development practices using Java, a high-level programming language. Topics include the fundamentals of Java procedural and object oriented programming and the introduction of some advanced features of Java. ***Students must pay for this dual-credit class.**

INTRODUCTION TO PYTHON CODING

Prerequisite: Algebra I

Description: An interactive introductory course for students brand new to programming that teaches the foundations of computer science using the Python language. Not only will this semester- or year-long course prepare students for AP Computer Science A and AP Computer Science Principles, but it will teach students how to think computationally and solve complex problems, skills that are important for every student.

INTRODUCTION TO ROBOTICS

Prerequisites: Completion of Introduction to Computer Science

Description: This course helps students utilize off the shelf robotic kits to design, build, and program robots to interact with the real world. The course teaches the student how mechanical, electronic, and software components interact within a mechatronic system. No previous experience is required, though INFO-1210, INFO-1360, or previous programming experience is recommended. ***Students must pay for this dual-credit class.**

INTRODUCTION TO TECHNOLOGY FUNDAMENTALS

Prerequisite: Sophomore standing

Description: This course focuses on equipping students with real-world technology skills needed to thrive in the 21st century economy. The main focus is learning Microsoft Office software programs, primarily Word, by which students earn their Microsoft Office Specialist certification. Also covered in this class will be basic coding and programming, including the use of Lego robots, Digital citizenship, and webpage design. ***May be taken for college credit through WNCC. Cost of the dual-credit is the responsibility of the student, not the school district.**

JAVA COURSE

Prerequisite: Year long, prior coding experience recommended

Description: Students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering. AP Computer Science A teaches

object-oriented programming using the Java language and is meant to be the equivalent of a first semester, college-level course in computer science. It will emphasize problem solving and algorithm development, and use hands-on experiences and examples so that students can apply programming tools and solve complex problems.

EDUCATION

EDUCATION FIELD EXPERIENCE

Prerequisite: Junior or Senior Standing; Enrolled in TAP

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

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

INTRODUCTION TO EDUCATION

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

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

TEACHER'S AID PROGRAM

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

Description: This course provides students with volunteer experience related to education. Goals are cooperatively set by students and supervising teacher so that students increase their understanding about the roles and responsibilities of a teacher. Opportunities may include experiencing teaching in a controlled setting by designing learning experiences and giving presentations. Classroom instruction could include questioning, developing objectives, safety practices, and technology applications. Teacher's aids are generally not allowed in high school level classes. Students must complete the Title I modules on Project Para prior to being placed in the classroom, unless exempted by the principal and/or counselor.

FAMILY CONSUMER SCIENCE (FCS)

CHILD DEVELOPMENT

Prerequisite: None

Description: *Distance Learning course.* The course focuses on how to meet children's developmental needs in each stage of growth. Study centers on physical, intellectual, and social-emotional development from the prenatal stage through the school-age years. Observation and participation with young children may be a practical learning experience for students in this course.

INFANT/TODDLER DEVELOPMENT

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

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

FINE ARTS

ADVANCED GUITAR

Prerequisites: Beginning Guitar

Description:

ART I

Prerequisites: None

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

ART II

Prerequisites: Art I (must have passed)

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

ART III

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

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

ART IV

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

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

BEGINNING GUITAR

Prerequisites: None

Description: Introductory course to guitar skills, music, and composition. Students will learn to play chords, melodies, strum patterns, finger pick patterns, tablature, note reading, improvisation, and ensemble performance. This class will use the Consonus Music Institute blended guitar curriculum that incorporates student workbooks as well as online resources. The curriculum also is multi-leveled so it is appropriate for more experienced guitar players. Various music genres will be explored from folk to rock and country to classical and jazz. Students will also learn to compose music for guitar and play

accompaniment by ear. Guitar ensembles will perform in high school music concerts and other events. Fees may apply. ***Limited to 10 students**

HIGH SCHOOL BAND

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

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

CONCERT CHOIR

Prerequisite: None

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

FOREIGN LANGUAGE

SPANISH I

Prerequisite: None

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

SPANISH II

Prerequisite: Spanish I

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

SPANISH III

Prerequisite: Spanish II

Description: Students will have the chance to practice vocabulary and grammar structures to amplify their communicative skills at an advanced novice level.

INDUSTRIAL ARTS

CNC MANUFACTURING

Prerequisite: Sophomore standing or above and Woodworking I

Description: The goal of this class is to help students set up a business and website through which they will receive orders to manufacture gifts, plaques, etc. ***Limited to 8 students.**

WOODWORKING I

Prerequisite: None

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

WOODWORKING II

Prerequisite: Woodworking I

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

WOODWORKING III

Prerequisite: Woodworking II

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

WOODWORKING IV

Prerequisite: Woodworking III

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

LANGUAGE ARTS

ENGLISH I

Prerequisite: None

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

ENGLISH II

Prerequisite: English I

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

ENGLISH III

Prerequisite: English I and II

Description: American Literature engages students in a close reading of influential and representative works of American fiction and non-fiction. This class will provide students the opportunity to expand and polish reading, writing, research, technology, listening, viewing, and speaking skills while studying a variety of genres. Active reading strategies process writing, and higher order/critical thinking skills will be utilized to analyze and interpret reading selections from specific time periods. Students will connect to their own lives while demonstrating proficiency of writing process. Along

with regular reading and discussion, the course includes an extensive unit on writing a great college quality paper, and also one on writing scholarship essays. Students will demonstrate effective use of technology through a variety of presentations formats.

ENGLISH IV

Prerequisite: English I, II and III

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

ENGLISH COMPOSITION I

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

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

ENGLISH COMPOSITION II

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

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

JOURNALISM I

Prerequisite: None

Description: This course introduces students to the concept of newsworthiness and press responsibility; develops students' skills in writing and editing stories, headlines, and captions; and teaches students the basis of production design, layout, and printing of a publication such as school newspapers, year books and literary magazines. ***Because of the level of reading/writing necessary for this class, freshmen & sophomores must have permission from the instructor and/or the principal.**

JOURNALISM II

Prerequisite: Journalism I

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

LITERATURE

Prerequisite: None

Description: The focus of the literature class is examining elements of literature and gaining an understanding of story elements in contemporary and classic text. The majority of the class is student lead, with students presenting topics and questions for each story to use in class discussion. ***Because of the level of reading/writing necessary for this class, freshmen & sophomores must have permission from the instructor and/or the principal.**

SPEECH

Prerequisite: None

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

LEADERSHIP

LEADING SELF (LEADERSHIP I)

Prerequisite: None

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

CAREER ESSENTIALS (LEADERSHIP II)

Prerequisite: None

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

LEADING OTHERS (LEADERSHIP III)

Prerequisite: None

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

COLLEGE READINESS (LEADERSHIP IV)

Prerequisite: None

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

MATH

ALGEBRA I

Prerequisite: None

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

ALGEBRA II

Prerequisite: Algebra I, Geometry

Description: This class is designed to build on algebraic and geometric concepts. It develops advanced algebra skills such as systems of equation, advanced polynomials, imaginary and complex numbers, and quadratics. It also introduces matrices and their properties. The content of this course is important for students' success on both the ACT and college mathematics entrance exams.

APPLIED STATISTICS

Prerequisite: Algebra II. Must qualify on the ACCUPLACER test or with ACT score

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

BUISSNESS MATH

Prerequisite: None

Description: This course focuses on mathematical functions using whole numbers, fractions, decimals, and percents that are required to function in today's business world as well as to handle personal finance. The ability to estimate and approximate answers in solving financial problems will be emphasized. Students will work with computer spreadsheets and learn to create and interpret graphic representations of numerical data. Business topics that will be covered include interest rates, job costing, merchandising, payroll, credit, taxes, insurance, and global business.

COLLEGE ALGEBRA

Prerequisite: Senior standing; Must qualify on the ACCUPLACER test or with ACT score

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

GEOMETRY

Prerequisite: Algebra I

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

MATH IV/PRE-CALCULUS

Prerequisite: Have to have passed Algebra I, II and Geometry

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

PRE-ALGEBRA

Prerequisite: None

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

PHYSICAL EDUCATION

INDIVIDUAL HEALTH AND FITNESS

Prerequisite: None

Description: The study of achieving lifetime fitness. The course will study the fitness advantages of lifetime individual fitness such as walking, jogging and weightlifting. Also individual sports, such as golf, may be covered.

LIFETIME SPORTS

Prerequisite: Junior or Senior standing

Description: Deals with all types of sports that can be played after graduating from school. Some of the sports that may be played are tennis, golf, badminton, ping-pong, basketball, racket ball, whiffle ball, and others. Rules and regulations will be taught as well as techniques to play the game.

PHYSICAL EDUCATION AND HEALTH

Prerequisite: None

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

STRENGTH

Prerequisite: None

Description: Will learn the proper techniques and forms for weight lifting using all of the muscle groups.

SCIENCE

ANATOMY & PHYSIOLOGY

Prerequisite: Junior standing or above

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

APPLIED SCIENCE

Prerequisite: Physical Science and Biology; Junior standing or above

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

BIOLOGY

Prerequisite: Sophomore standing or above

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

BODY STRUCTURE & FUNCTION

Prerequisite: Junior standing or above, plus qualify on the ACCUPLACER test.

Description: This course is planned to give the practical nursing student a working knowledge of body structure and function from the cell to the body systems. (Description per the WNCC course catalog).

Class will meet four days a week. Students will be TAP students during their non-class day unless other arrangements are made with the principal. ***Student must pay for this dual-credit course.**

CHEMISTRY

Prerequisite: Algebra I or II taken concurrently. Junior standing or above.

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

GENERAL SCIENCE

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

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

MEDICAL TERMINOLOGY

Prerequisite: Junior or Senior standing

Description: This course gives the student a basic knowledge of medical terms used in the health profession. The format presents terminology within the context of root words and use of prefixes and suffixes. It is designed to stimulate the student thinking process including proper use and pronunciation of medical terms. (Description per the WNCC course catalog). Class will meet two days a week.

Students will be TAP students during their non-class days unless other arrangements are made with the principal. ***Student must pay for this dual-credit course.**

PHYSICAL SCIENCE

Prerequisite: None

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

PHYSICS

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

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

SOCIAL SCIENCE

AMERICAN GOVERNMENT

Prerequisite: Senior

Description: This course provides an overview of the structure and functions of the U.S. government and political institutions and examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. The course examines how people govern themselves at the national, state and local level.

AMERICAN HISTORY

Prerequisite: Junior

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

THE DECADES (60s-00s & TODAY)

Prerequisite: Junior or Senior standing

Description: Special topics of “the decades” that explore the landmark eras of cultural, economical, political, and technological changes from the 60s-00s and today, infusing new relevance to the cultural touchstones that influence the world.

GENERAL ECONOMICS

Prerequisite: None

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

HISTORY OF THE AMERICAN WEST

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

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

INTRODUCTION TO PSYCHOLOGY

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

Description: This course is an introduction to the science of behavior and mental processes including the application of critical thinking to the study of learning theory, memory, personality, growth and development, biological and neurological aspects, abnormal behavior, therapies, intelligence, motivation, emotion, sensation, perception, and theoretical perspectives. ***Student must pay for this dual-credit course.**

UNITED STATES HISTORY SINCE 1877

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

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

WORLD GEOGRAPHY

Prerequisite: Freshman

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

WORLD HISTORY

Prerequisite: None

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

MISCELLANEOUS

EDGENUITY (CREDIT RECOVERY)

Prerequisite: Assigned by the counselor or principal.

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

EDGENUITY (ELECTIVE)

Prerequisite: None

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

ODYSSEYWARE (CREDIT RECOVERY)

Prerequisite: Assigned by the counselor or principal.

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

ODYSSEYWARE (ELECTIVE)

Prerequisite: None

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

DISTANCE LEARNING

Prerequisite: Varies by class

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

ONLINE LEARNING

Prerequisite: Varies by course

Description: Online classes through WNCC generally do not qualify for high school credit. Students interested in taking online classes during high school must have enough credits to be on track to graduate. See Mrs. Rafferty for a list of what is available. Classes are semester based. ***Student must pay for this dual-credit or college credit course.**

Proposed Extra-Duty Assignments for 2022-2023

Full Year Activities

Annual	Sponsor	Mark Keszler
Band	Director	Sara Schmidt
Cheerleading	Sponsor	Tressa White
Class of 2023 and Graduation	Sponsor	Lindy Rafferty
Class of 2023 and Graduation	Sponsor	Justin Rafferty
Class of 2023 and Graduation	Sponsor	Zach Nesbitt
Class of 2024 and Prom Sponsors	Sponsor	Barbara Pieper
Class of 2024 and Prom Sponsors	Sponsor	Jessica Scott
Class of 2024 and Prom Sponsors	Sponsor	Colton Ehler
Class of 2025	Sponsor	Laurie Bauer
Class of 2025	Sponsor	Mykayla Torres
Class of 2025	Sponsor	Zach Nesbitt
Class of 2026	Sponsor	Jim Roberts
Class of 2026	Sponsor	Dwight Malcolm
Class of 2026	Sponsor	Holly Nolte
Class of 2027	Sponsor	Elliot Reish
Class of 2027	Sponsor	Sara Schmidt
Class of 2028	Sponsor	Steven Posey
Class of 2028	Sponsor	Kimberly Ferguson
Educators Rising Sponsor	Head	Mykayla Torres
Elementary Home Work Club	Shared	Cheryl Ferrero
Elementary Home Work Club	Shared	Michelle Martinez
Elementary Home Work Club	Shared	Brittany Binder
Elementary Home Work Club	Shared	Amanda Anderson
Elementary Leader in Me	Shared	Cheryl Ferrero
Elementary Leader in Me	Shared	Lacee James
eSports	Sponsor	<i>Open</i>
FFA Advisor	Advisor	Justin Rafferty
Newspaper	Sponsor	Mark Keszler
High Ability Learner (HAL) Coordinator	Coordinator	Lacee James
Home Work Club	Sponsor	Jennifer Gier
Honor Society Advisor	Advisor	Laurie Bauer
HOSA (Health Occupations Students of America)	Sponsor	Zach Nesbitt
School Improvement Coordinator	Coordinator	Cheryl Ferrero
Secondary LEAD Team (Jr./Sr. High)	Shared Sponsor	Jennifer Gier
Secondary LEAD Team (Jr./Sr. High)	Shared Sponsor	Linde Rafferty
SkillsUSA Sponsor	Sponsor	Dwight Malcolm
Student Council (Elementary)	Shared Sponsor	Lacee James
Student Council (Elementary)	Shared Sponsor	Brittany Binder
Student Council (Jr./Sr. High)	Head Sponsor	Linde Rafferty
Student Council (Jr./Sr. High)	Assistant Sponsor	Justin Rafferty

Quiz Bowl	Sponsor	Linde Rafferty
Vocal	Director	Kelley Rice
Webpage Coordinator	Coordinator	Jennifer Gier
Weights	Hourly	Coaches
Fall Activities		
Cross Country	Head Coach	Candace Ehler
Cross Country	Assistant Coach	Ricky Trevino
Cross Country	Assistant Coach	Stephanie Barker
Football	Head Coach	Brandon Stuart
Football	Assistant Coach	Joe Foland
Football	Assistant Coach	Colton Ehler
Football	Assistant Coach	Isaias Mancinas
Girls Golf	Coach	Jim Roberts
Jr. High Football	Head Coach	Elliot Reish
Jr. High Football	Assistant Coach	Dwight Malcolm
Jr. High Football	Assistant Coach	<i>Randy McKibbin</i>
Jr. High Volleyball	Head Coach	Barbara Pieper
Jr. High Volleyball	Assistant Coach	<i>Julie Cochran</i>
One Act Plays	Director	Jenny Posey
Softball	Head Coach	Steven Posey
Softball	Assistant Coach	Tressa White
Softball	Assistant Coach	David Brunz
Volleyball	Head Coach	Tabitha Unzicker
Volleyball	Assistant Coach	Justine Jobman
Volleyball	Assistant Coach	<i>Julie Cochran</i>
Winter Activities		
Boys Basketball	Head Coach	Ryan Hergenreder
Boys Basketball	Assistant Coach	Joe Foland
Boys Basketball	Assistant Coach	Isaias Mancinas
Girls Basketball	Head Coach	Zach Nesbitt
Girls Basketball	Assistant Coach	Colton Ehler
Girls Basketball	Assistant Coach	Julie Cochran
Jr. High Boys Basketball	Head Coach	Joe Foland
Jr. High Boys Basketball	Assistant Coach	Isaias Mancinas
Jr. High Girls Basketball	Head Coach	<i>Open</i>
Jr. High Girls Basketball	Assistant Coach	Barbara Pieper
Jr. High Wrestling	Head Coach	Dwight Malcolm
Jr. High Wrestling	Assistant Coach	Elliot Reish
Speech	Head Coach	Amanda Anderson
Wrestling - Boys	Head Coach	Corey Barker
Wrestling - Boys	Assistant Coach	Garrett Schukei

Wrestling - Girls	Head Coach	Jerze Menke
Wrestling - Girls	Assistant Coach	Randy McKibbin
Spring Activities		
Boys Golf	Coach	Jim Roberts
Destination Imagination - Elementary	Sponsor	Jennifer Tavenner
Destination Imagination - Secondary	Sponsor	Barbara Pieper
Jr. High Boys Track	Head Coach	Brandon Stuart
Jr. High Boys Track	Assistant Coach	Randy McKibbin
Jr. High Girls Track	Head Coach	Colton Ehler
Jr. High Girls Track	Assistant Coach	Mike Simons
Track - Boys	Head Coach	Zach Nesbitt
Track - Boys	Assistant Coach	Teri Stuart
Track - Girls	Head Coach	Brandon Stuart
Track - Girls	Assistant Coach	Mike Simons

Annual Report and School Profile

Bayard Public Schools



Updated August 10, 2021

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Strategic Planning and Improvement

Bayard Public Schools engages in strategic planning and continuous school improvement. Additionally, Nebraska Department of Education, Rule 10, requires that school districts prepare and distribute a report to the patrons of the district on an annual basis. The material included herein has been compiled to inform patrons about our work.

Description of the District

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.

This report demonstrates a summary of the school district in a particular year and reflects the directions in which the district is headed in the future. Each district has a unique method for measuring quality education and success. To accurately assess the quality of any school district, diverse information such as student enrollment, staff, curriculum, facilities, financial statistics, budgeting, student achievement, and strategic climate must all be considered and reported objectively.

Accreditation and School Improvement

The Bayard Public Schools are fully accredited by the Nebraska Department of Education. The Bayard Public Schools continuously strive to meet all requirements for state and federal accountability. Both the elementary and secondary schools have been designated as being in need of improvement in making adequate yearly progress. Additional information about state and federal accountability is available from the Nebraska Education Profile which can be accessed on the official website of the Nebraska Department of Education at <https://nep.education.ne.gov>.

Locally, the district publishes this annual report and school improvement profile as an accountability and transparency procedure. This report allows community members access to school information, which citizens can then use as a basis for positive action within the community or school district.

The school improvement process is an on-going process at Bayard Public Schools. Most recently the process has focused on the development and implementation of the Strategic Plan of Bayard Public Schools.

Bayard Public Schools Strategic Plan

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

To view the full Strategic Plan, please visit: <https://tinyurl.com/y6jnfl8p>. Progress on the strategic plan is reported to the board of education each month. These reports provide an opportunity for the community to learn about the important work occurring to achieve the objectives of the strategic plan.

Academics	Leadership	Engagement	Community
Continue to implement and refine a system of curriculum, instruction, and assessment, aligned to Nebraska State Standards that will enable every student to engage in challenging, rigorous, and creative learning experiences throughout the district.	Invest in professional development opportunities to support staff in every work area to become leaders in their field.	Utilize integrated technology to engage and inspire students in an effort to support efficacious instruction and growth of learning.	Identify and develop panhandle partnerships that will support safe community opportunities for youth (including but not limited to: summer camps, enrichment activities, arts, music, athletics, etc.).
Develop and support the implementation of individualized learning opportunities to enable each student to reach his or her potential.	Develop processes to identify and inspire the leadership potential, talents, and gifts in each child.	Support advancements in technology for students and staff by evaluating opportunities for technological investments, through the inventory of current resources and infrastructure, and by efficiently managing existing equipment.	Continue ongoing efforts regarding positive student behavior programs in an effort to support a quality learning environment for all staff and students.
Research and implement best practices and processes that will support effective student transitions (early childhood to preschool, preschool to grade school, grade school to middle school, middle school to high school, high school to college/career).	Continue to invest in student development by maximizing the leadership potential of the Pathfinders After-School Program.	Develop processes to ensure a positive and conducive environment for student learning.	Offer and support programs and services that effectively contribute to the wellbeing of all educational stakeholders, including students, staff, parents, and community members.
Engage parents, students, and staff with timely and relative feedback to improve instruction in student learning and achievement.	Continue to offer leadership opportunities for students through the Bayard Public Schools Community Emergency Response Team (CERT) Program, in addition to other programs and extracurricular activities.	Utilize effective communication systems to engage staff, students, parents, and community members in relationships that support student learning.	Provide effective college/career preparation to support the long-term success of all students districtwide.

Review and modify the district's lesson plan philosophy and best practices to ensure consistency and accountability for quality instruction district-wide.	Continue to maximize the impact of the Bayard Public Schools partnership with the FranklinCovey Institute, with a focus on professional development and the LEAD/Leader in Me Programs.	Research and implement strategies to mitigate the educational risks to students experiencing poverty and mobility.	
Evaluate, research, and implement practices that align grading and instruction to effective learning.			
Develop a system to evaluate the effectiveness of current curriculum, programs, and services.			

Governance and Direction

Mission Statement

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

Vision Statement

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

Core Covenants

Focused on the Student

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

Attitude of Excellence

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

Community

- Support Each Other

Set Aside Self For Benefit Of The Group

Respect Everyone

Be A Wing, Not A Weight

Tiger Way!

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

Programs and Services

Bayard Public Schools provides a rich variety of programs and services to meet the educational needs of the community. These programs and services are both academic and extracurricular in nature. In offering a variety of opportunities to students of all ages the district seeks to provide a quality educational experience for every student.

Career Certifications

During the 2019-2020 school term students attending Bayard High School had the opportunity to engage in coursework leading to industry certifications. These opportunities included earning the para-educator certification necessary to serve in a Title I funded school and earning certifications in the Microsoft Word business software. Certifications earned were as follows:

2019-2020 Certifications Earned by Bayard High School Students	
Program	Number of Students
Project Para (UNL)	6

LEAD and Leader in Me

Bayard Public Schools partners with FranklinCovey, Inc. to provide leadership training and opportunities to students in all grades. At the elementary level, the Leader in Me program is integrated into the regular elementary education program, including designated periods of time each week during “TigerTime” which focuses on the development of each child as an individual.

At the Jr./Sr. High School, students participate in the LEAD curriculum, which is aligned to the same training Fortune 500 companies provide to their leadership teams. The following leadership sequence of courses are taught during the designated leadership period in the secondary school:

High School Courses

Leadership 1 LEADING SELF	Leadership 2 CAREER ESSENTIALS	Leadership 3 LEADING OTHERS	Leadership 4 COLLEGE READINESS
Be Proactive Begin with the End in Mind Put First Things First Think Win-Win Seek First to Understand Synergize Sharpen the Saw	Interview Skills Presentation Skills Listening Skills Using Feedback Interview Skills Emotional Control Resume Writing Digital Etiquette Creativity Conversations	4 Roles of Leadership Leading Projects Mentoring 1-on-1 Group Dynamics Meeting Management Group Decisions Leading Families Coaching Leading Work Teams	4 Disciplines College Test Prep Prep for College/Life Study Skills Weekly Planning Financial Literacy Away from Home Roommates Taxes Community Involvement Health and Fitness
7 Habits	Find Your Voice	Inspire Others	The Next Step

Curriculum Revision

In order to provide educational continuity to students during the ongoing global pandemic, the school district purchased online Social Science (History Alive/TCI) and Secondary English Language Arts Curricula (StudySync).

The school district recently implemented changes in the mathematics curriculum in grades K-6. This includes utilization of the Bridges math program in grades K-5 and the Big Ideas curriculum in grade 6, which aligns to the Jr. High math program.

In 2015-2016 the district implemented changes in the reading/language arts curriculum in grades K-6 in alignment with revised state standards in this area. The district is in the fourth year of implementing Reading Mastery (K-2) and Wonders (3-6) reading programs in the elementary grades. The school district is in the fifth year of implementing a new History Alive! Social Studies curriculum (published by Teacher Created Institute, TCI). The district is in the sixth year of implementing the Science Fusion curriculum for elementary science instruction.

The district recently implemented a new curriculum in mathematics in grades 7-9 and is in the process of conducting a curriculum review in anticipation of adopting new science curriculum. Alignment work will continue as state standards are updated in the other subject areas.

Academic Supports/Contracted Services

Special Services Contracted with Educational Service Unit #13, Scottsbluff, Nebraska: School Psychologist; Occupational Therapist; Deaf and Hard of Hearing Services; Alternative Education and Transitional Education Programs; Meridian, Life Links, Assistive Technology, and Vision Services

Distance Learning Courses are provided to students through the Western Nebraska Distance Learning Consortium in partnership with Educational Service Unit #13.

Student Transportation

Student transportation is provided in accordance with the regulations of the Nebraska Department of Education. The school currently has five regular bus routes to provide transportation to school students living outside the city limits of Bayard, including one route transporting students to special programs operated by Educational Service Unit #13.

Safe Routes to School

Additionally, the school provides crossing guards at the beginning and end of each school day for students crossing 8th Street. During the fall of 2014 the school added crossing guard service during student drop off in the mornings. The City of Bayard provides a crossing guard at the intersection of 8th Street and Main Street and the intersection of 8th Street and the Canal Road in the morning and afternoon to provide a monitored crossing site for students who walk to school.

School Nutrition Program

The Bayard Public Schools provides a school nutrition program that is operated according to state and federal guidelines. Students and parents can check the school breakfast and lunch menu via the school website at www.bayardpublicschools.org. During the summer of 2014 Bayard Public Schools received a grant to begin operation of a summer feeding program. Additionally, during the spring of 2014, the school piloted a "Grab and Go" Breakfast program where all students have the opportunity to eat breakfast in their first-period classroom. This program was in the fifth full year of operation during the 2018-2019 school term.

Summer Feeding

The school district offered a summer feeding program during the summer of 2016. This program provided both breakfast and lunch to any person under the age of 19 who attended. This program helps to provide proper nutrition to students attending summer school and also helps to mitigate food insecurity for families during the summer months when the regular school nutrition services program is not in operation.

Migrant School

The school district partnered with ESU#13 Migrant Education to provide 15 days of migrant school. This program included transportation for migrant students. Meals were served in partnership with the summer feeding program. Students and staff from Bayard Public Schools were featured in a short film from Nebraska Loves Public Schools. The film can be viewed at <http://nelovesps.org/story/binational-teacher-exchange-program/>.

Early Childhood Education Program

During the 2013-2014 school term, Bayard Public Schools was awarded a grant to establish a preschool at Bayard Elementary School. The Bayard Tiger Cubs Preschool completed an inaugural year of operation during the 2014-2015 school term.

Preschool Enrollment (3 and 4-Year Olds)	
School Year	Number of Students
2014-2015	33
2015-2016	39
2016-2017	28
2017-2018	24
2018-2019	32
2019-2020	29

Pathfinders Program (After School Program)

During the 2014-2015 school term, Bayard Public Schools was awarded a grant to establish a 21st Century Community Learning Center in partnership with Nebraska Extension/4-H at Bayard Elementary School. The Pathfinders Program completed an inaugural year of operation during the 2015-2016 school term.

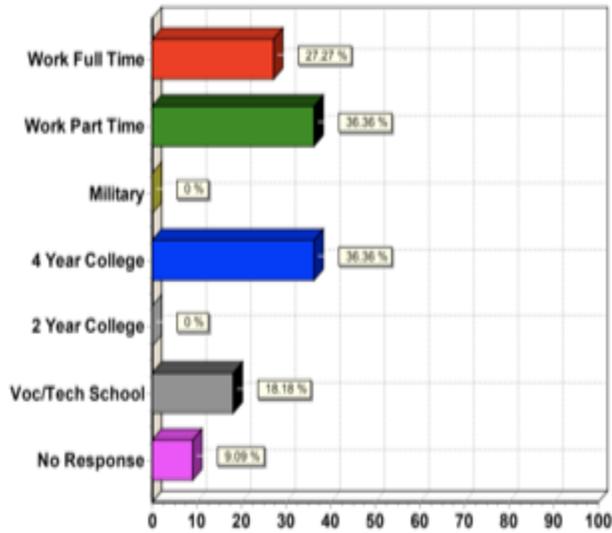
Students attending the Pathfinders Program have engaged in the following learning opportunities: Science Club; Cooking Club; Strategy Games Club; HERO (Help, Encourage, & Respect Others) Club; Babysitting Club; Woodworking Club; Gardening Club; World Art, Crafts, & Culture Club; Lego Club; Football Challenge Club; Basketball Challenge Club; Obstacle Course Club; Dance Video Creation; and Puzzle, Cards, & Cash Box Clubs.

Several organizations have shared their expertise with the Pathfinders students. These include: The Riverside Zoo; Chimney Rock Public Power; Western States Bank; The Bird Conservancy; Girl Scouts; Trendz Hair Salon; City of Bayard; UNL Extension.

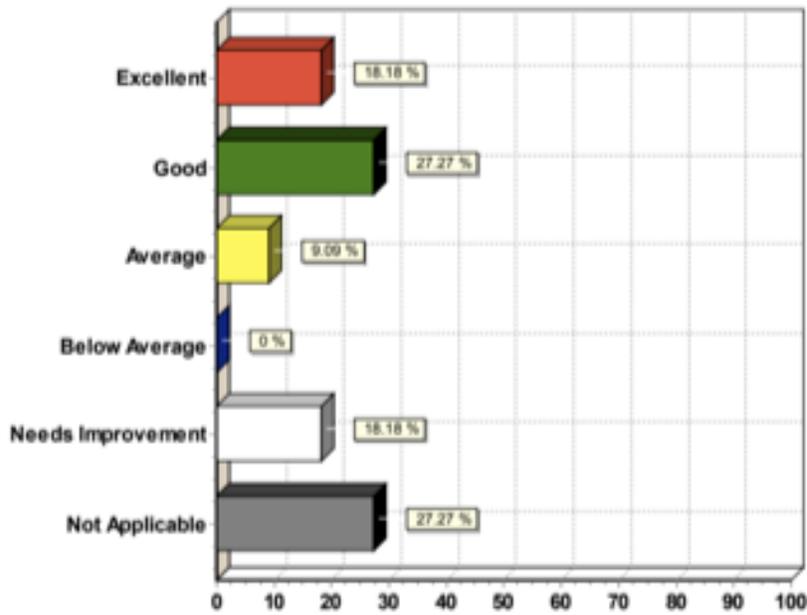
Extracurricular Activities Programs

Bayard Public Schools maintains membership in the Western Trails Conference and the Minuteman Activities Conference. Bayard High School offers interscholastic competition in football, volleyball, cross country, golf, play production, basketball, wrestling, speech, esports, track and field, quiz bowl, and opportunities in vocal and instrumental music, The National FFA Organization (FFA), and Destination Imagination (DI).

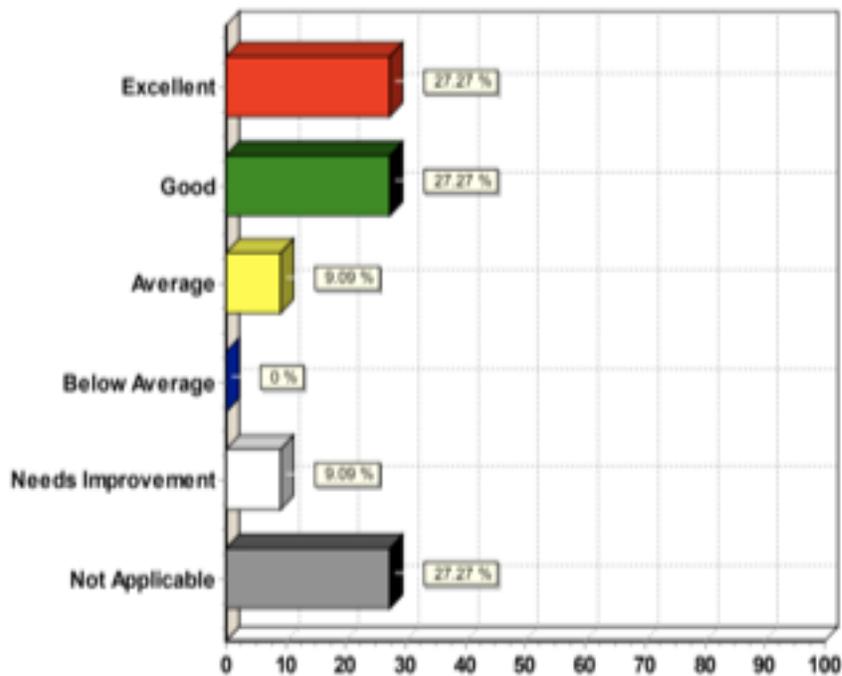
Graduate Follow-Up (Class of 2017, Status as of 2019):



How well did high school prepare you to enter the workforce? (Class of 2017)



How well did high school prepare you to continue your education? (Class of 2017)



Academic Offerings

Bayard Public Schools offers a comprehensive and diverse offering of courses to develop graduates who are prepared for both careers and post-secondary education opportunities.

Teachers utilize a variety of research-based instructional strategies including Explicit Direct Instruction and an emphasis on direct instruction of vocabulary within all subject areas and grade levels.

Students receive instruction in the core subjects and specials/electives at all grade levels. All students receive instruction from highly qualified and dedicated educators with favorable student to teacher ratios in all classes.

Academically, Bayard Public Schools provide a comprehensive curriculum in all areas, meeting or exceeding state requirements as set forth by Rule 10 of the Nebraska Department of Education.

The following courses, programs, and services are offered to the students in the Bayard Public Schools:

*Indicates Dual Credit Course

Elementary Offerings

Writing

Mathematics

Science

Social Studies

Vocal Music

Instrumental Music (5-6)

Physical Education

Technology Instruction

Library

Art

Keyboarding (5-6)

2nd Steps/Health/Life Skills

World Language

Spanish I

Spanish II

Consumer Education

Careers

Child Development

Junior High Offerings - 7th Grade

Language Arts 7

Math 7

Pre-Algebra

Social Studies 7

Science 7

Industrial Arts 7

Band/Choir

Physical Education

Reading 7

Health 7

Life Skills 7

Leadership 7
Art 7

Vocational Agriculture

Intro to Ag. Science
Plant & Soil Science
Animal Science
Ag Power
Farm & Business Management

Junior High Offerings - 8th Grade

Language Arts 8
Math 8
Pre-Algebra
Social Studies 8
Science 8
Agriculture 8
Band/Choir
Art 8
Keyboarding
Physical Education
Spanish 8
Leadership 8
Careers 8
Music Education
Band
Choir & 21st Century Singers

Art Education

Art I
Art II
Art III
Art IV

Computer Education

Comp Applications *
Broadcast Technology
Yearbook/Newspaper
Technology

Digital Design

Industrial Arts

Woods I

Woods II

Woods III

Woods IV

CNC Manufacturing

English/Language Arts

English I

English II

English III

English IV

English Composition*

Speech

Literature

Health & Physical Education

Health/Physical Education

Lifetime Sports

Strength and Conditioning

Health/Fitness

Independent PE

Social Sciences/Social Studies

World Geography

US History

World History

American Govt.

Decades

Economics

Psychology*

American History*

Computer Education

Computer Applications *

Broadcast Technology

Yearbook/Newspaper
Technology

Science Offerings

Physical Science
Biology
Chemistry
Physics
General Science
Anatomy and Physiology

Business

Personal Finance
Accounting I

Mathematics

Pre-Algebra
Algebra I
Algebra II
Geometry
Business Math
Math IV
College Algebra*

Odysseyware and Edgenuity

The school district offers a rich variety of additional electives and credit-recovery course opportunities through the Odysseyware and Edgenuity programs. These programs also provide enrichment opportunities at the elementary level. Additional information about these offerings is available through the secondary counselor's office.

Summer School

The school district offers summer school in both the elementary school and in the secondary school. Summer school is offered each year in May and June for 15 days. Students who attend in the secondary school are eligible for course credit recovery.

1:1 Program and eBooks

Bayard Public Schools operates a 1:1 mobile technology program. Through this program all students in grades K-12 are issued an iPad or Chromebook for educational purposes. (Students in grades 7-12 take the devices home each evening). Teachers and students exchange coursework interactively. At all grade levels, students are provided with access to electronic books and audiobooks through a consortium of Nebraska schools. Both school libraries also offer Kindle eReaders for students to check out and read digital text.

Partnerships for Education

The school district has a variety of positive relationships with various organizations within the local and regional communities. Bayard Public Schools work closely with the following organizations to provide a high quality and cost effective education for all students.

These partnerships allow the Bayard Public School District to leverage its resources alongside other organizations to maximize learning opportunities for students.

Bayard Public Library

The Bayard Public Library has incorporated a Homework Hotspot and the Accelerated Reader program into the library's offerings to promote access and reading throughout the school year. The library and school also partner with the summer school program and summer reading programs. During the summer of 2021 the school earned a Beyond School Bells Grant that funded the installation of matching bicycle repair stations for Bayard Elementary School and the Bayard Public Library. During the 2020-2021 school year several students and staff provided help with a library renovation project. This included assistance from many students and staff during the annual Community Cleanup Day.

Bayard Public Schools Support Fund

The Bayard Public Schools Support Fund was established in partnership with the Oregon Trail Community Foundation. The purpose of this foundation is to receive tax-deductible contributions of cash, securities, property, bequests, other gifts, and grants in support of the current and long-term betterment of the Bayard Public Schools, including replacement of the track at the Bayard Public Schools Sports Complex.

Bridgeport Public Schools

Both schools have an interlocal agreement partnering to provide transportation to students who are enrolled in educational programming at ESU#13 through an inter-local agreement that also includes Garden County Schools. Additionally, the Bayard and Bridgeport schools share an

inter-local agreement for the transportation of students to curricular and extra-curricular activities.

CJUMP

Bayard Public Schools is a member of the CJUMP (Choice Joint Utilities Management Program). This consortium of several regional schools through the Nebraska Association of School Boards works to secure natural gas purchasing at a volume discounted rate.

City of Bayard

Bayard Public Schools partners with the City of Bayard on mutually beneficial projects, including Community Cleanup Day and other efforts to engage students and citizens in active participation in a strong community. Additionally, the City of Bayard provides a crossing guard to promote safety for students walking to school.

Conference Affiliations

Bayard Public Schools shares in costs related to providing high-quality activities and competitions through the Western Trails Conference and the Minuteman Activities Conference.

Educational Service Unit #13

Multiple services, including staff development and occupational therapy are provided to Bayard Public Schools through a partnership with ESU#13.

Head Start (Educational Service Unit #13)

Provide services for early childhood learning at Bayard Tiger Cub Preschool.

Minatare Public Schools

Bayard Public Schools shares a Spanish teacher with the Minatare Public Schools. Both schools have an inter-local agreement partnering to provide transportation to students who are enrolled in educational programming at ESU#13 through an inter-local agreement. Additionally, the Bayard and Minatare schools share an inter-local agreement for the transportation of students to curricular and extra-curricular activities.

Nebraska Extension (University of Nebraska – Lincoln) and 4-H

Partnership to provide family and community engagement activities including development of the Pathfinders Program (21st Century Community Learning Center).

NEVA (Nebraska Educational Virtual Academy)

Online credit recovery and dual credit opportunities for high school students.

Panhandle Prevention Coalition

Bayard Public School partners with the Panhandle Prevention Coalition to provide a safe and effective school environment through combined efforts to engage students in healthy behaviors.

VALTS (Valley Alternative Learning and Transitioning School)

Alternative School in partnership with ESU#13 and other area schools.

Western Nebraska Distance Learning Consortium

Classes are provided to students over the regional distance learning network.

WNCC

Dual Credit courses in College Algebra, English Composition, Psychology, Medical Terminology, and Body Structure.

United Way of Western Nebraska

Provision of school supplies to students with needs.

Nondiscrimination in Education Programs and Activities

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

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

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

Contact Information

Bayard Public Schools

726 4th Avenue

PO BOX 607

Bayard, NE 69334

(308)586-1325

www.bayardpublicschools.org

For more information about all Nebraska schools, visit the Nebraska Department of Education web site at www.education.ne.gov.

Learning Climate and Stakeholders

Bayard Public Schools takes pride in providing a high quality learning environment. Students are served by a team of committed educators and support staff. Ongoing initiatives seek to continue to improve the learning climate experienced by staff and students alike.

Grab and Go Breakfast

The district provides a “Grab and Go” breakfast program in which students at all grades are offered a breakfast at the regular breakfast price upon entry into the school building. Students eat breakfast in the classroom during first period classes. Students are not required to take the meal, but are encouraged to eat a breakfast. If parents would like to send a breakfast from home as an alternative to the school’s offering, they are invited to do so, just like students are invited to bring their own lunches for the noon meal. Students are more effective learners when they have consumed a healthy and nutritious breakfast.

Coordinated School Health and School Health Index

During the 2014-2015 school year, Bayard Public Schools participated in a Coordinated School Health Institute sponsored by the Nebraska Department of Education. As part of that process, a team completed a “School Health Index” which is used to monitor the overall health of the school community. Ongoing initiatives to promote student and staff wellness continue as a result of the work of the Coordinated School Health Institute.

Bayard Elementary School

308-586-1211

Matthew McLaughlin -- Principal

Cortney Schuller -- Secretary

Julie Cochran -- Counselor

Candace Smith -- Family Liaison

Joy Rafferty -- Kindergarten

Jessica Nesbitt -- PK-1 Teacher

Crystal Batt -- 1st Grade

Jennifer Tavenner -- 2nd Grade

Amanda Anderson -- 2nd -3rd Grade

Cheryl Ferrero -- 3rd Grade

Michelle Martinez -- 4th Grade

Kristyn Rife -- 5th Grade

Brittani Binder -- 6th Grade

Amanda Reilly -- 6th Grade

Laurie Bauer -- Librarian

Michael Simons -- Physical Education

Brandon Stuart -- Special Education

Jessica Scott -- Art

Stephanie Barker -- 4-6 Science and Keyboarding

Sarah Schmidt -- Music and Band

Linda Pilkington -- Vocal Music

Karen Andreas -- Para-educator

Deborah Rose -- Para-educator

Adya White -- Para-educator

Dana Korell -- Para-educator

Ashley Deines-- Para-educator

Stacey Jones -- Para-educator

Lacee James -- Para and STEAM Lab

Tabitha Unzicker -- Special Education

School Health Service

Justine Jobman -- School Nurse

Nutrition Services

Renee Harter -- Head Cook

Connie Dickey -- Cook

Crystal Wood -- Cook

Sally Wright -- Cook

Student Transportation

308-586-1535

Richard Pieper -- Transportation Director

Marie Brown -- Bus Driver

Steven James -- Bus Driver

Kris Hopkins-- Bus Driver
Linda Safford -- Bus Driver
Alvin Salazar -- Bus Driver

Early Childhood Education

Shawna Reish-- Teacher
Stacey Jones -- Para-educator

Pathfinders (After School Program)

Kristin Maag -- Director (UNL Partnership)
Stacey Jones -- Para-educator
Kathy Ragland -- Para-educator
Ashley Deines -- Para-educator

Bayard Jr./Sr. High School

308-586-1700
Kelley Rice, Ph.D. -- Principal
Tencie Tonniges -- Activities Director
Cindy Korell -- Secretary
Linde Rafferty -- Counselor, Social Science
Sarah Schmidt -- Band
Linda Pilkington -- Vocal Music
Tyson Horn -- Social Science and P.E.
Kimberly Ferguson -- Social Science
Laurie Bauer -- Librarian, Speech
Mykayla Torres -- English
Steven Posey -- Mathematics
Barbara Pieper -- Mathematics
Holly Nolte -- English
Mark Keszler -- Journalism
Mariah Bottom -- Spanish
Colton Ehler -- Physical Education
Dwight Malcolm -- Industrial Arts and P.E.
Zach Nesbitt -- Science and P.E.

Justin Rafferty -- Vocational Agriculture, FFA
Elliot Reish -- Special Education
James Roberts -- Science
Jessica Scott -- Art
Tressa White -- Para-educator
Jenny Posey -- Para-educator
Isaiah Mancinas -- Para-Educator
Joe Foland -- Para-Educator

Custodial and Maintenance Services

Roberto Gonzales -- Head Custodian
Jon Coon -- Custodian
Connie Loutzenhiser -- Custodian
Herman Ziegler -- Custodian
Jeff Erdman -- Custodian

Central Administrative Office

308-586-1325
Travis W. Miller, Ed.D. -- Superintendent of Schools
Bobbie Stuart -- Secretary/Treasurer
Heather Oliverius -- Administrative Assistant
Jennifer Gier -- Technology Specialist
Micki McKibbin -- Special Education Director

General Contact Information

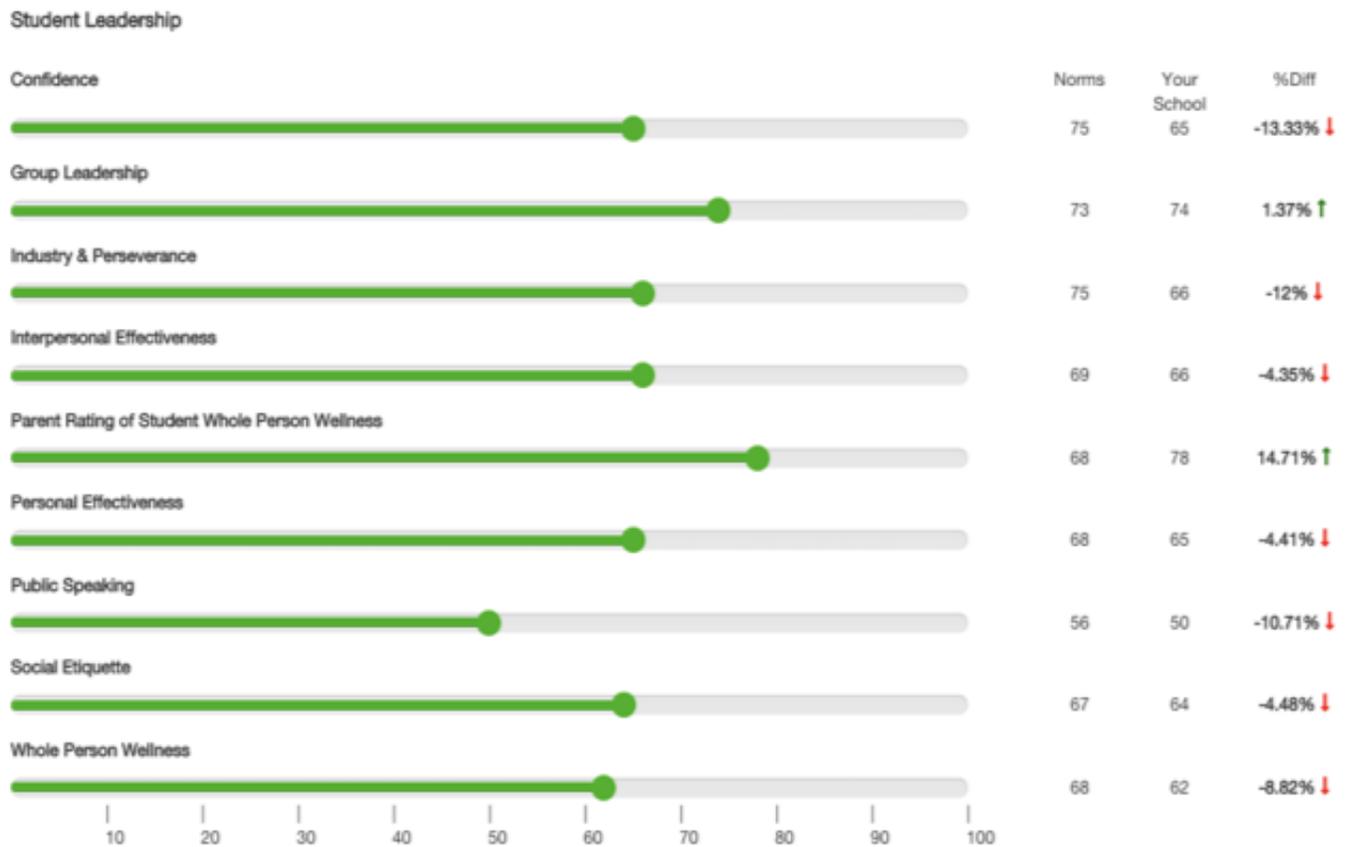
School Website: www.bayardpublicschools.org
Facebook:
<https://www.facebook.com/BayardPublicSchools>
Twitter Handle: @BayardTigers
Twitter Hashtag: #BayardTigers
Address:
Bayard Public Schools
726 4th Avenue
PO Box 607
Bayard, NE 69334

School Climate

School Learning Climate Data from Leader in Me Measurable Results Assessment Baseline Data

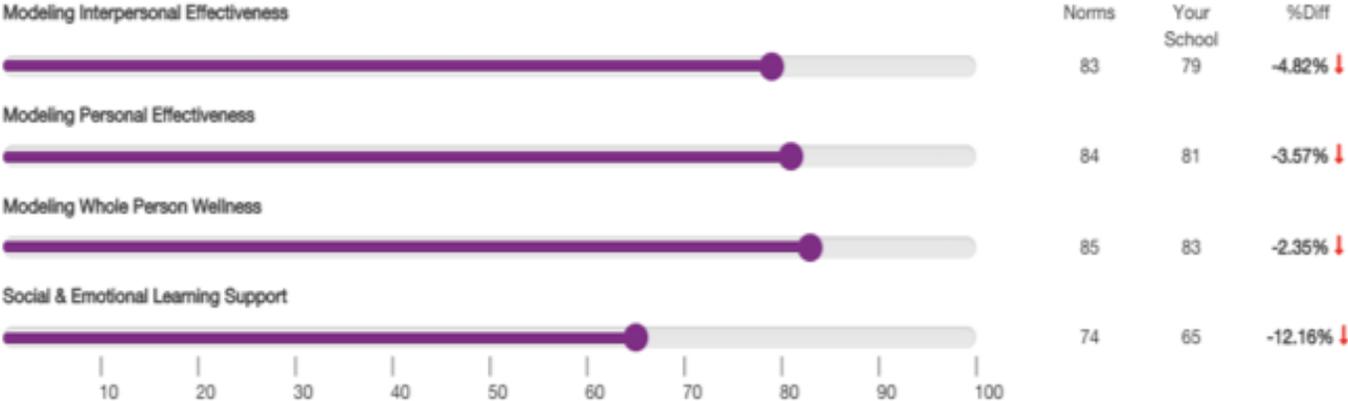
The following data displays show the baseline data (year 1) compared to the normative data for other schools (in various stages of implementation) within the Leader in Me network.

Student Leadership:



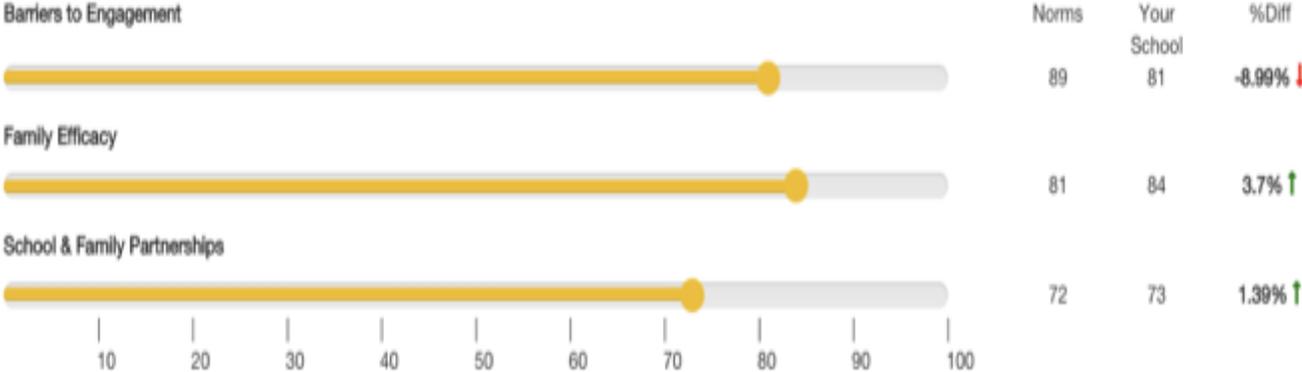
Staff Social/Emotional Teaching Readiness

Staff Social/Emotional Teaching Readiness



Family Involvement

Family Involvement



Student Engagement

Student Engagement

Learning Engagement



School Belonging



Staff Satisfaction

Staff Satisfaction

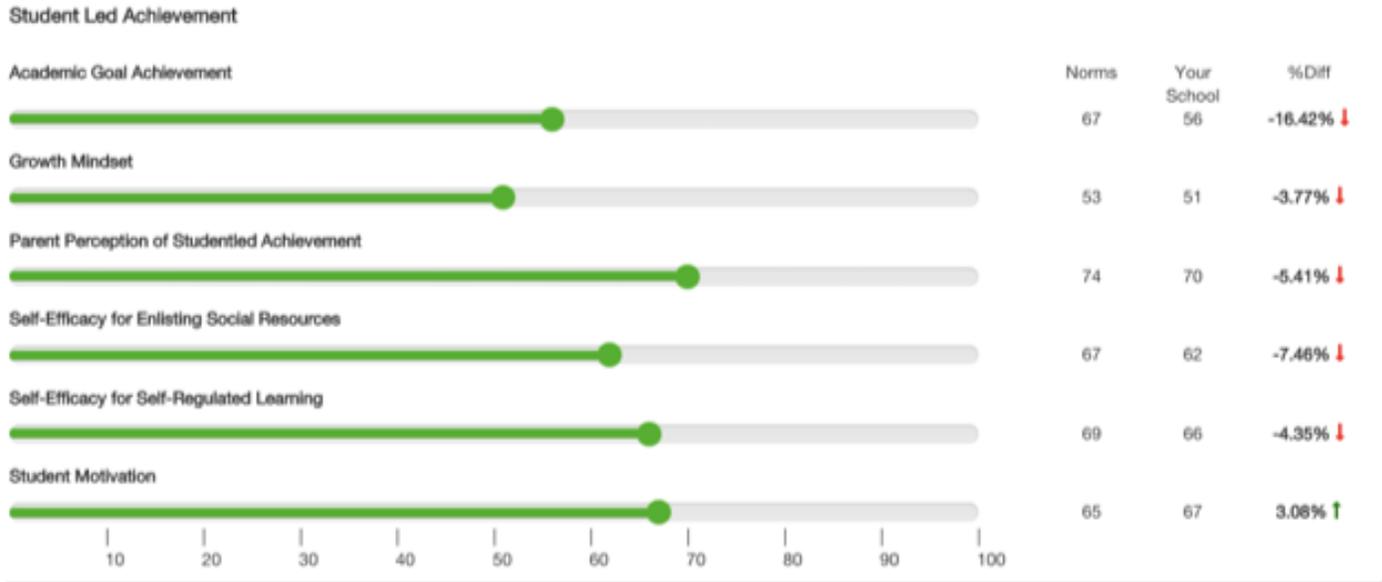
Staff Empowerment



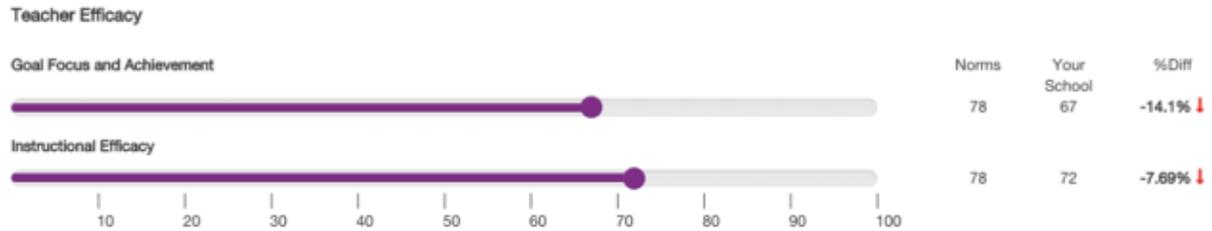
Staff Fulfillment



Student Led Achievement



Teacher Efficacy

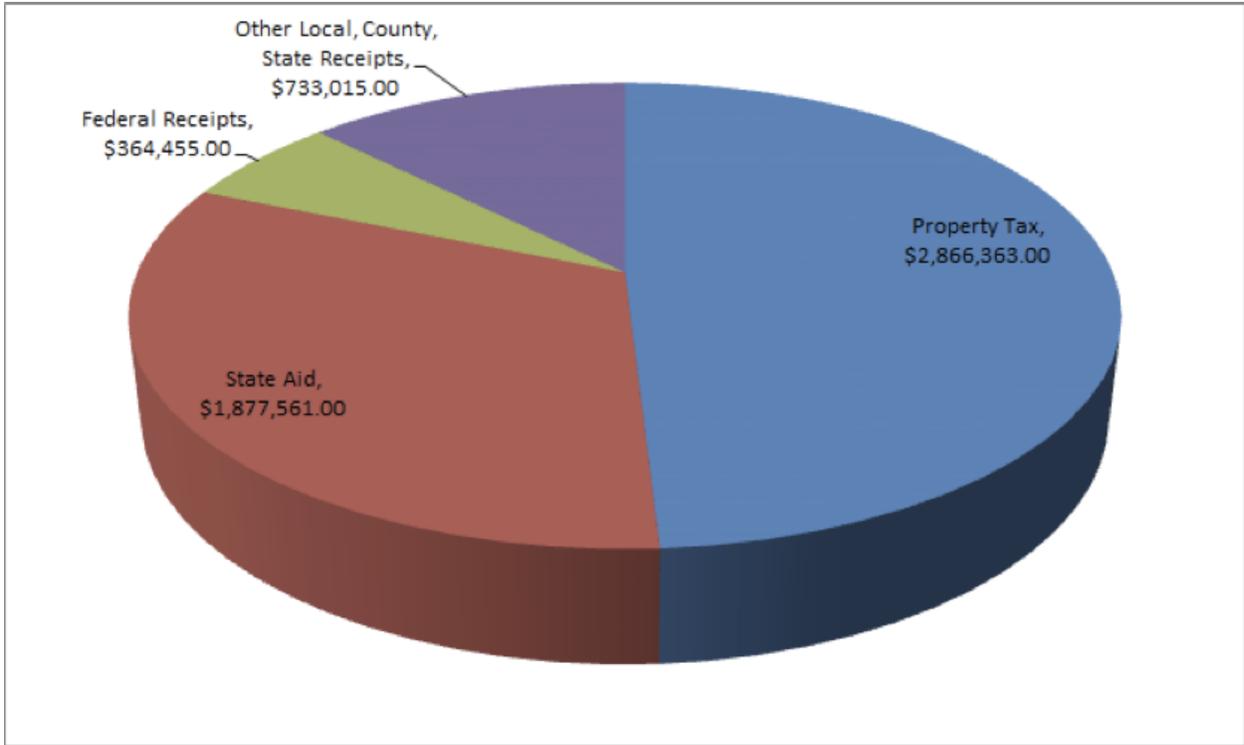


School District Financials

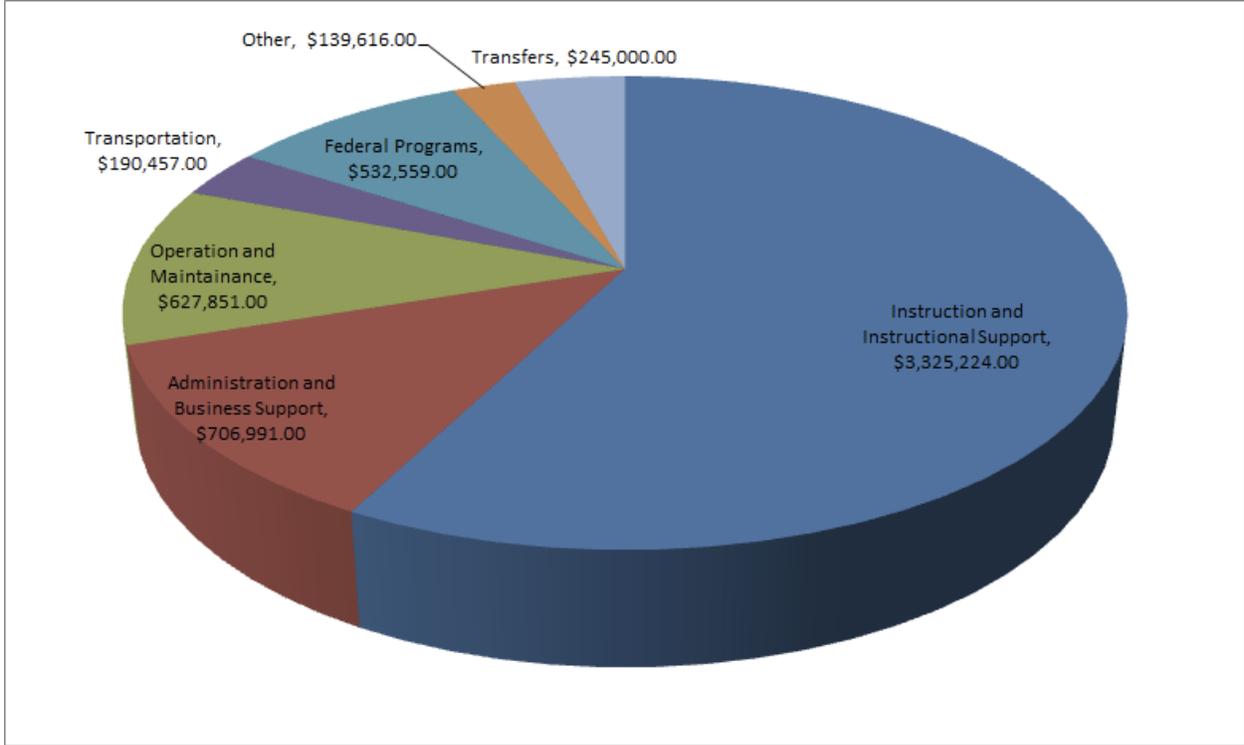
During the 2017-2018 fiscal year the district general fund receipts were \$5,841,394. The district general fund expenditures for the same fiscal year were \$5,767,693. The following pages show the major receipt and expenditure categories for the 2017-2018 fiscal year.

School District Financial Information (2017-2018 Audited Figures)

Receipts by Source:



School District Financial Information (2017-2018 Audited Figures)
 Disbursements:



School Song

We're here to boost you, Bayard High, here's to you.

The school we love the best of all.

Our colors proudly waving never fall,

We'll carry on and fight, fight, fight, forever more.

And when the victory you have won again,

We will salute your loyal men.

We'll rally 'round your colors, Bayard High,

And always FIGHT, FIGHT, FIGHT.

Graphs
Student Demographics

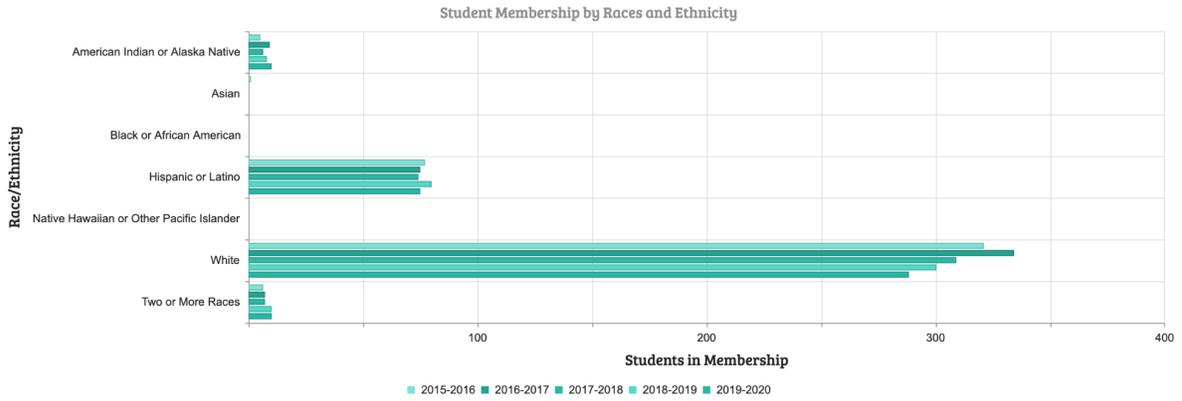


Data Years	PK	KG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Total
2019-2020	26	20	20	27	30	22	23	29	33	34	30	29	30	30	383
2018-2019	33	21	24	30	22	26	29	34	28	29	30	28	29	35	398
2017-2018	24	27	33	21	26	24	33	26	33	28	31	30	35	25	396
2016-2017	31	36	24	32	29	32	27	33	29	37	30	38	24	23	425
2015-2016	37	23	27	26	30	28	32	27	33	27	40	26	27	27	410
2014-2015	33	31	25	32	29	36	27	40	31	37	33	28	26	31	439
2013-2014	4	28	29	31	33	25	40	31	42	34	35	29	33	38	432
2012-2013	3	29	28	33	21	35	32	38	35	30	29	31	40	34	418
2011-2012	5	24	30	19	30	31	36	38	32	30	29	35	29	30	398
2010-2011	2	29	16	38	34	34	39	35	32	30	36	30	34	28	417
2009-2010	1	22	34	31	31	35	36	32	34	37	33	37	30	31	424
2008-2009	3	35	31	36	28	33	32	33	39	32	41	34	36	29	442
2007-2008	0	30	36	27	30	27	31	30	28	35	39	36	31	35	415
2006-2007	0	35	27	29	30	32	34	32	35	35	39	34	35	40	437
2005-2006	0	28	34	29	34	32	28	36	39	36	39	40	42	32	449

Student Race and Ethnicity

Student Race/Ethnicity

What percent of students fall in each race/ethnicity category?



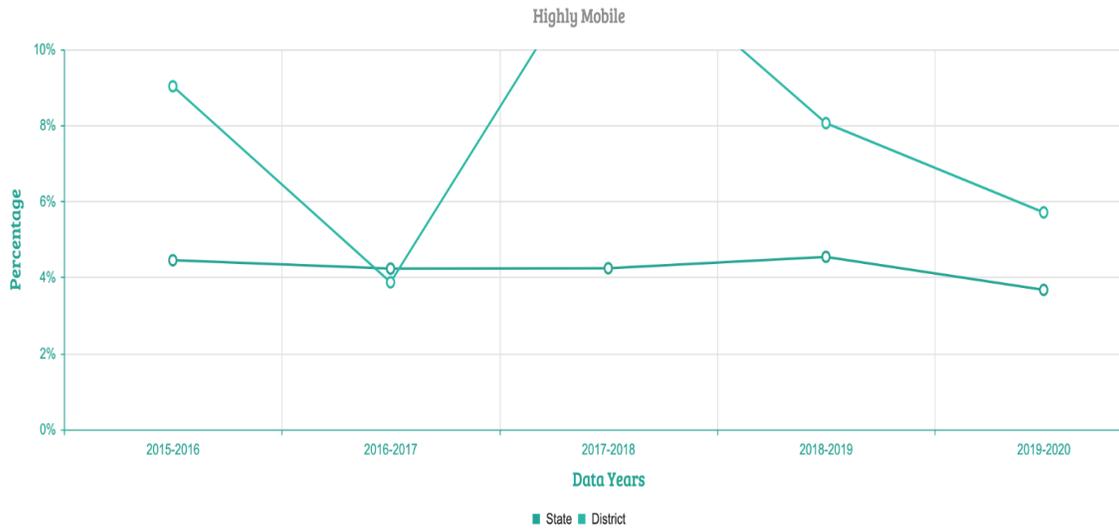
Student Membership by Race and Ethnicity

Data Years	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2019-2020	10	0	0	75	0	288	10
2018-2019	8	0	0	80	0	300	10
2017-2018	6	0	0	74	0	309	7
2016-2017	9	0	0	75	0	334	7
2015-2016	5	1	0	77	0	321	6

Mobility

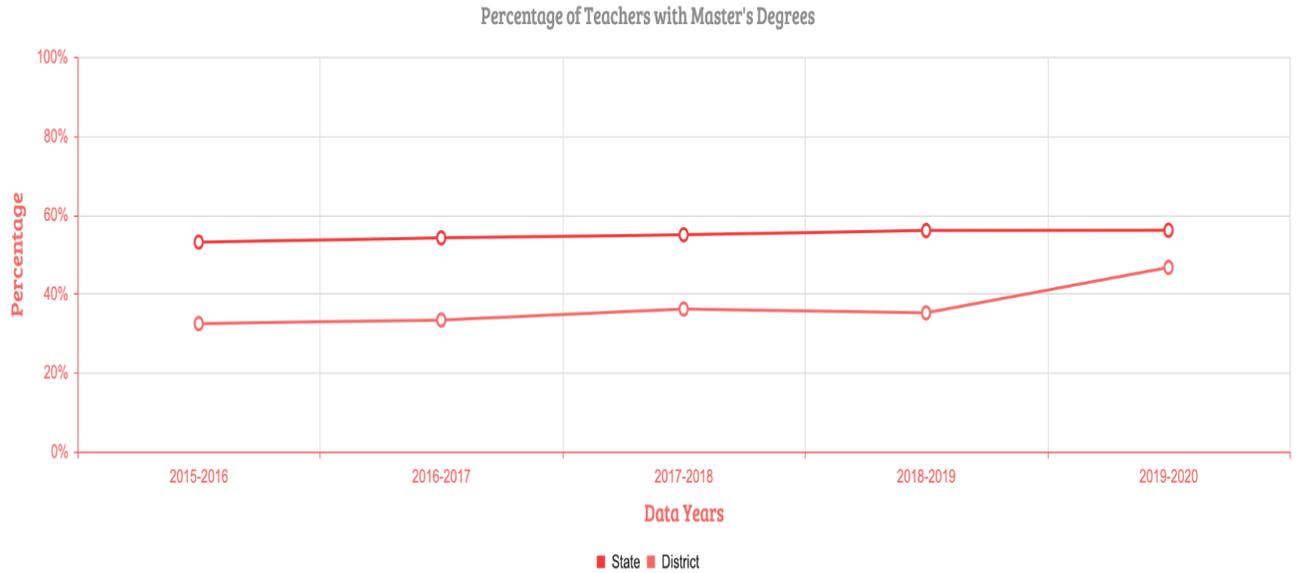
Highly Mobile

What percent of students attend two or more schools during one school year?



Data Years	PERCENTAGE	
	State	District
2019-2020	3.67%	5.71%
2018-2019	4.54%	8.06%
2017-2018	4.24%	13.06%
2016-2017	4.23%	3.87%
2015-2016	4.45%	9.03%

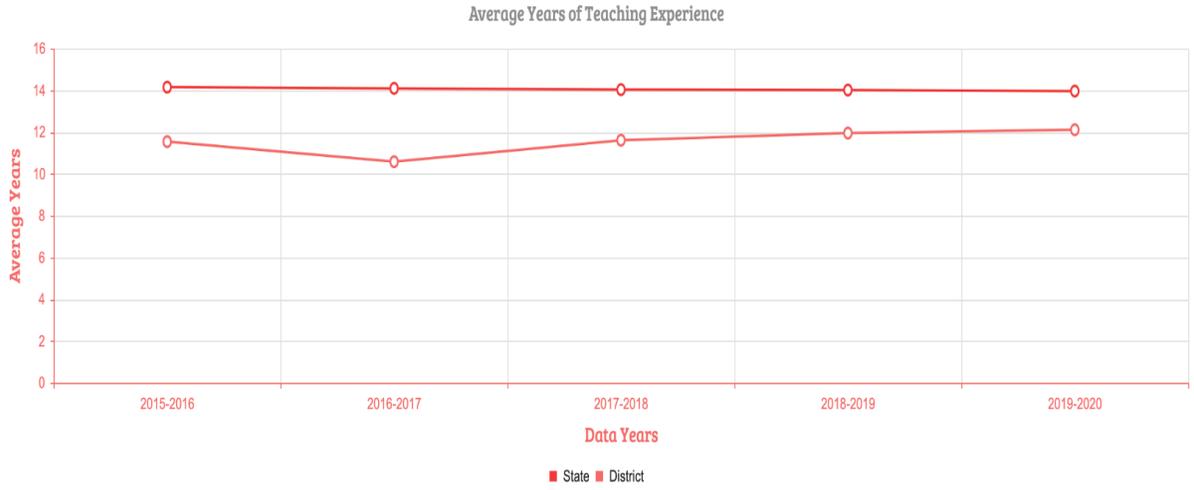
What percentage of teachers have a Masters degree?



Data Years	TOTAL TEACHER FTE		TOTAL TEACHER FTE WITH MASTER'S DEGREE		PERCENTAGE OF TEACHER FTE WITH MASTER'S DEGREE	
	State	District	State	District	State	District
2019-2020	23855.86	34.93	13373.79	16.30	56.06%	46.66%
2018-2019	23702.34	35.70	13570.00	13.00	55.99%	35.14%
2017-2018	23492.07	34.70	13199.00	13.00	54.92%	36.11%
2016-2017	23322.10	34.70	12922.00	12.00	54.14%	33.33%
2015-2016	23001.85	34.79	12491.00	12.00	53.07%	32.43%

Years of experience

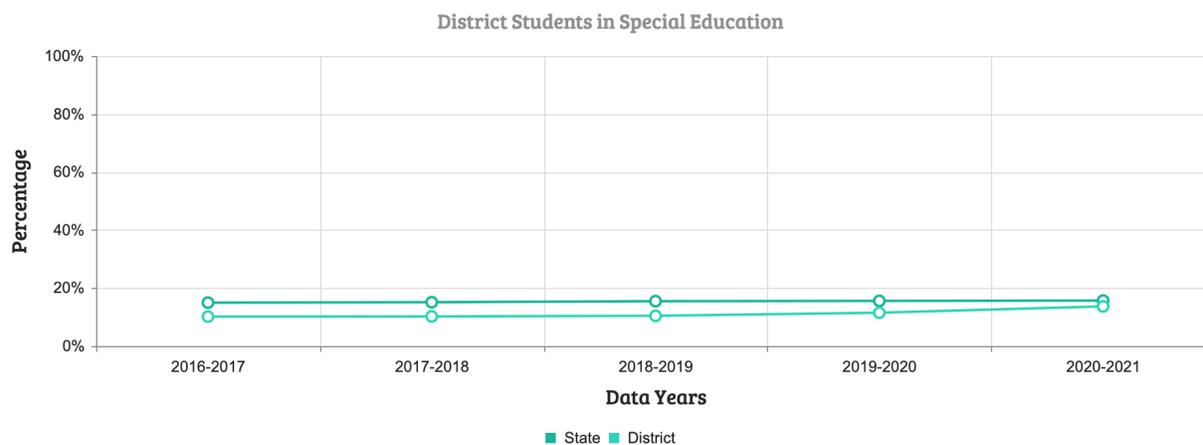
How many years do teachers teach on average?



AVERAGE YEARS OF TEACHING EXPERIENCE		
Data Years	State	District
2019-2020	13.96	12.11
2018-2019	14.01	11.95
2017-2018	14.03	11.61
2016-2017	14.09	10.58
2015-2016	14.15	11.54

Special Education

What percentage of students receive special education services?

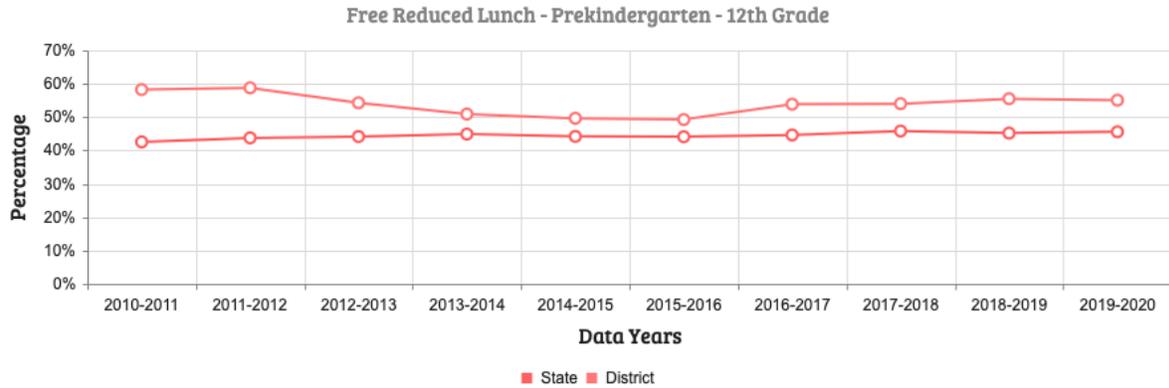


Data Years	PERCENTAGE	
	State	District
2020-2021	15.67%	13.66%
2019-2020	15.56%	11.48%
2018-2019	15.48%	10.41%
2017-2018	15.12%	10.22%
2016-2017	14.97%	10.15%

[Data Definitions for Student Special Education](#)

Free/Reduced Lunch

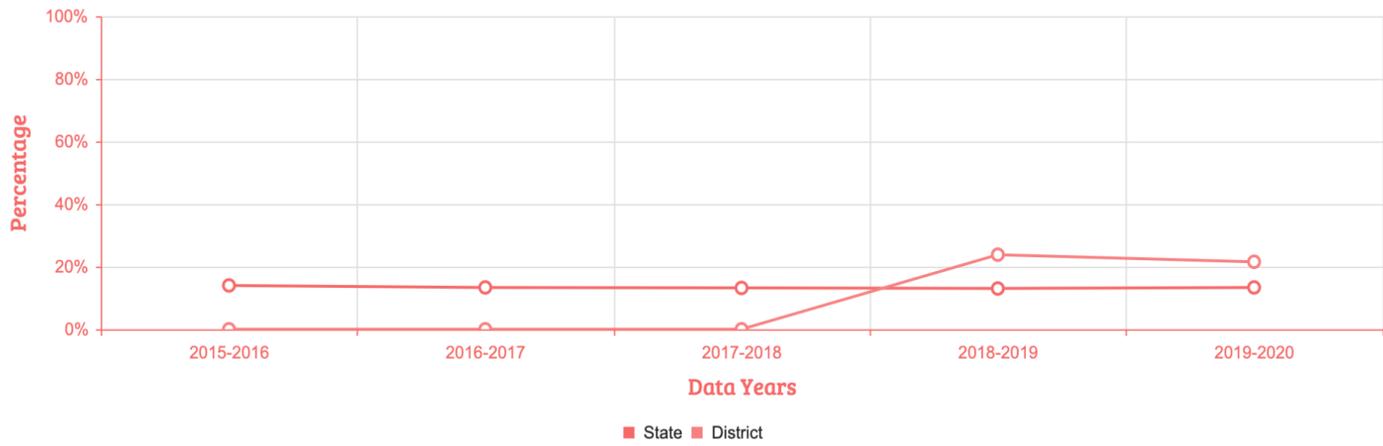
What percent of students are eligible for free/reduced price meals?



Data Years	PERCENTAGE	
	State	District
2019-2020	45.60%	55.09%
2018-2019	45.21%	55.53%
2017-2018	45.83%	54.04%
2016-2017	44.65%	53.88%
2015-2016	44.12%	49.27%
2014-2015	44.23%	49.66%
2013-2014	44.93%	50.93%
2012-2013	44.18%	54.31%
2011-2012	43.79%	58.79%
2010-2011	42.58%	58.27%
2009-2010	41.22%	63.21%
2008-2009	38.35%	59.95%
2007-2008	37.33%	64.34%
2006-2007	36.42%	61.78%
2005-2006	34.64%	64.14%

[Data Definitions for Free/ Reduced Price Meals](#)

High Ability Learners

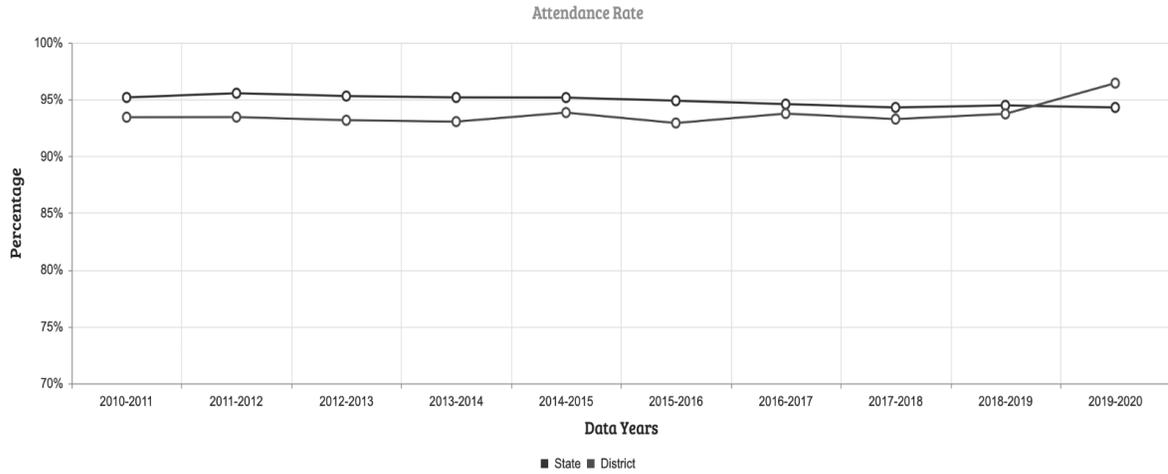


Data Years	PERCENTAGE	
	State	District
2019-2020	13.37%	21.57%
2018-2019	13.03%	23.84%
2017-2018	13.21%	*%
2016-2017	13.37%	*%
2015-2016	14.01%	*%



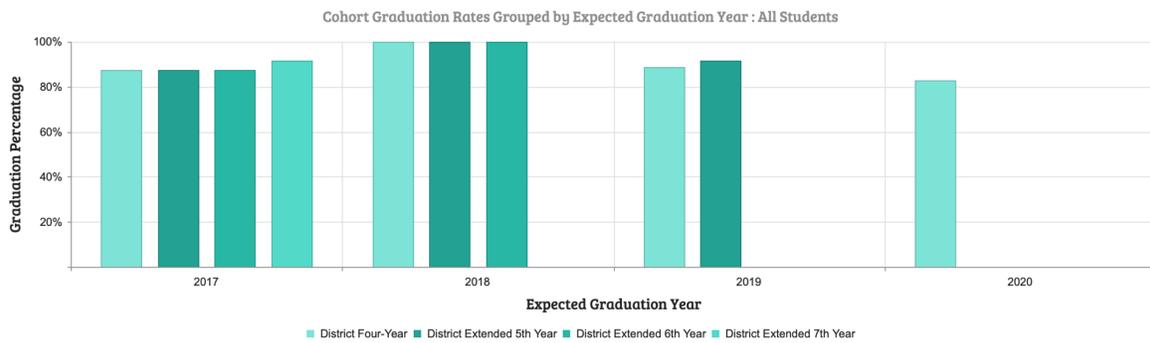
Attendance Rate

What percent of days do student attend school?



Data Years	PERCENTAGE	
	State	District
2019-2020	94.30%	96.44%
2018-2019	94.48%	93.73%
2017-2018	94.30%	93.27%
2016-2017	94.59%	93.76%
2015-2016	94.89%	92.93%
2014-2015	95.17%	93.85%
2013-2014	95.18%	93.05%
2012-2013	95.30%	93.17%
2011-2012	95.55%	93.45%
2010-2011	95.18%	93.44%

Graduation rates



Expected Graduation Year	Years to Graduate	STATE		DISTRICT	
		Graduation Rate	# Graduates	Graduation Rate	# Graduates
2016	4	89.27%	19668	100.0%	27
2017	4	89.11%	19931	87.50%	21
2018	4	89.03%	20546	100.0%	24
2019	4	88.42%	20491	88.57%	31
2020	4	87.51%	20690	82.76%	24
2015	5	91.59%	20036	96.67%	29
2016	5	91.32%	20149	100.0%	27
2017	5	91.55%	20502	87.50%	21
2018	5	91.26%	21053	100.0%	24
2019	5	90.49%	21000	91.43%	32
2014	6	92.78%	20215	93.94%	31
2015	6	92.47%	20250	96.67%	29
2016	6	92.32%	20380	100.0%	27
2017	6	92.40%	20715	87.50%	21
2018	6	92.09%	21247	100.0%	24
2013	7	92.73%	20358	90.63%	29
2014	7	93.42%	20364	93.94%	31
2015	7	93.08%	20419	96.67%	29
2016	7	93.11%	20566	100.0%	27
2017	7	93.23%	20906	91.67%	22

Perceptual Data: The data below is the aggregate data from all three groups surveyed; parents, staff and students.

BPS has been administering the Leader In Me MRA survey for the past 4 years in order to identify the perceptions of staff, students and parents in regards to the leadership, culture and academics of the district. The survey is used to identify goals for improvement.

Over the past four years the overall score has stayed consistently between 67-69 which falls in the “needs improvement category”. “Effective” scores are highlighted in blue, “Moderately Effective” scores are highlighted in green, “Needs Improvement” scores are highlighted in yellow and we had no “Not At All Effective” scores. The breakdown of each category is as follows:

Category	Survey Year	2018-2019	2019-2020	2020-2021	2021-2022
Leadership	Student Leadership	64	62	62	61
	Staff Social-Emotional Teaching	77	80	78	80

	Readiness				
	Family Involvement	79	75	69	77
Culture	School Environment	66	68	73	68
	Student Engagement	66	52	53	59
	Staff Satisfaction	76	77	76	77
Academics	Teacher Efficacy	69	69	73	71
	Student-Led Achievement	62	60	59	61

	Actions Taken to Address Concerns:	Challenges Faced:	Current Plan of Action:
Student Leadership	<ul style="list-style-type: none"> • School nutritional plan: taking sugared beverages and snacks out of vending machines to assist students in choosing healthy behaviors. • LEAD Lighthouse team to cultivate student leadership and involvement. • Student 	<ul style="list-style-type: none"> • Our LEAD team experienced a great deal of flux as adult sponsorship changed. This is the second year with our current team leaders and stability has resumed. • COVID and the school closure drastically interrupted the newly formed flow of the group and 	<ul style="list-style-type: none"> • Last year's focus for the LEAD team was to encourage daily kindness. This year the focus is to increase inclusivity amongst the student body. Students are taking more active roles in the planning and executing of projects. • Student School Board members

	<p>School Board Members</p>	<p>limited the types of activities allowed due to social distancing.</p> <ul style="list-style-type: none"> • Many students are involved in many activities, time is always a challenge. • This is the second year of the Student School Board Member program. It is new but exciting! 	<p>have applied and been chosen.</p>
<p>Staff Social-Emotional Teaching Readiness</p>	<ul style="list-style-type: none"> • Staff are encouraged to participate in the state sponsored wellness program with incentives within our local building for participation. • Staff are encouraged to model goal-setting and discuss those goals with students. • Breakfasts provided by the administration are healthy choices. • Staff are offered vaccinations 	<ul style="list-style-type: none"> • Encouraging ALL staff to participate has been a challenge but each year participation increases! 	<ul style="list-style-type: none"> • The wellness team continues to offer incentives to encourage participation in the wellness program.

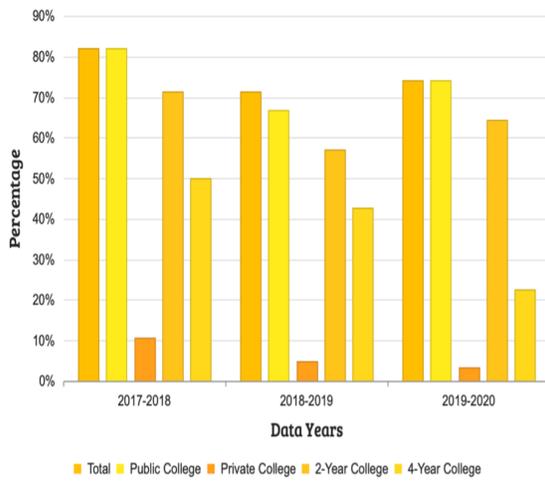
	<p>(COVID and flu) in house with sign-up.</p> <ul style="list-style-type: none"> • Annual wellness check with registered nurses offered. 		
<p>Family Involvement</p>	<ul style="list-style-type: none"> • The district utilizes multiple methods of communication with families. • The district SIS sends weekly notifications if students have a grade below a 75% in a class. • The district SIS sends daily notifications if a student is unverified absent. • Staff utilize the Remind messaging system to contact families if students are struggling. • The district family liaison coordinates “family nights” to help families understand various school programs and encourage 	<ul style="list-style-type: none"> • Attendance at PT conferences is very low, decisions need to be made to address the lack of involvement. • COVID did interrupt programming due to social distancing. 	<ul style="list-style-type: none"> • The district will continue with current strategies. • The annual open-house will utilize the LEAD Team to host a Back-to-School carnival to encourage families to participate.

	<p>involvement.</p> <ul style="list-style-type: none"> ● Parent-Teacher conferences are scheduled twice a year. ● The district hosts an annual back-to-school open house, providing a meal. ● The district liaison sponsors the TigerCare program to provide resources for families in need. ● The district liaison and principals have made home visits to connect with families. 		
<p style="text-align: center;">School Environment</p>	<ul style="list-style-type: none"> ● LEAD team and art classes are working to add murals to school walls. ● Several large painting projects occurred at the elementary and the bleachers at the football field. ● Elementary installed an outdoor learning area. 	<ul style="list-style-type: none"> ● COVID has restricted the types of furnishings allowed. 	<ul style="list-style-type: none"> ● Focus more on student-led events.

	<ul style="list-style-type: none"> • Celebrate student achievements • Teachers greet students at the doors to welcome them. 		
Student Engagement	<ul style="list-style-type: none"> • Teachers know all their students and treat them as individuals. • Teachers are encouraged to engage students in a variety of ways. • 1:1 chromebook policy district wide. • Leadership classes teach goal-setting and review those goals weekly. 	<ul style="list-style-type: none"> • Encouraging student involvement has been challenging. 	<ul style="list-style-type: none"> • Increasing student involvement in activities is a priority of the student LEAD team.
Staff Satisfaction	<ul style="list-style-type: none"> • EHA Wellness program. • Mental health resources offered via BlueCross/BlueShield • 	<ul style="list-style-type: none"> • Teacher buy-in of the LIM program has challenged the benefits the program creates. • 20% of the staff participate in 80% of the “work” 	
Teacher Efficacy	<ul style="list-style-type: none"> • Teachers are required to set goals annually and track 	<ul style="list-style-type: none"> • The past two years have experienced a great deal of 	<ul style="list-style-type: none"> • Continue to use PD opportunities. • Utilize the

	<p>those goals throughout the year.</p> <ul style="list-style-type: none"> ● PLC groups to collaborate. ● Teachers are encouraged to participate in professional development opportunities they deem appropriate. ● Professional development opportunities are provided by the district. 	<p>flux. Teachers have moved between buildings, grade levels and positions have been modified.</p>	<p>Instructional Technology Coordinator to work with teachers one-on-one.</p>
<p>Student-Led Achievement</p>	<ul style="list-style-type: none"> ● Students set and track goals. ● The Leader In Me curriculum is being taught in grades 7-12. ● Students are celebrated annually for their achievements . ● Publish the honor roll quarterly. 	<ul style="list-style-type: none"> ● Staff leadership changed and caused the secondary building to essentially start the program over. ● COVID changes forced other priorities ahead of the LIM incentives. 	<ul style="list-style-type: none"> ● Continue developing the program to become a seamless part of the school culture.

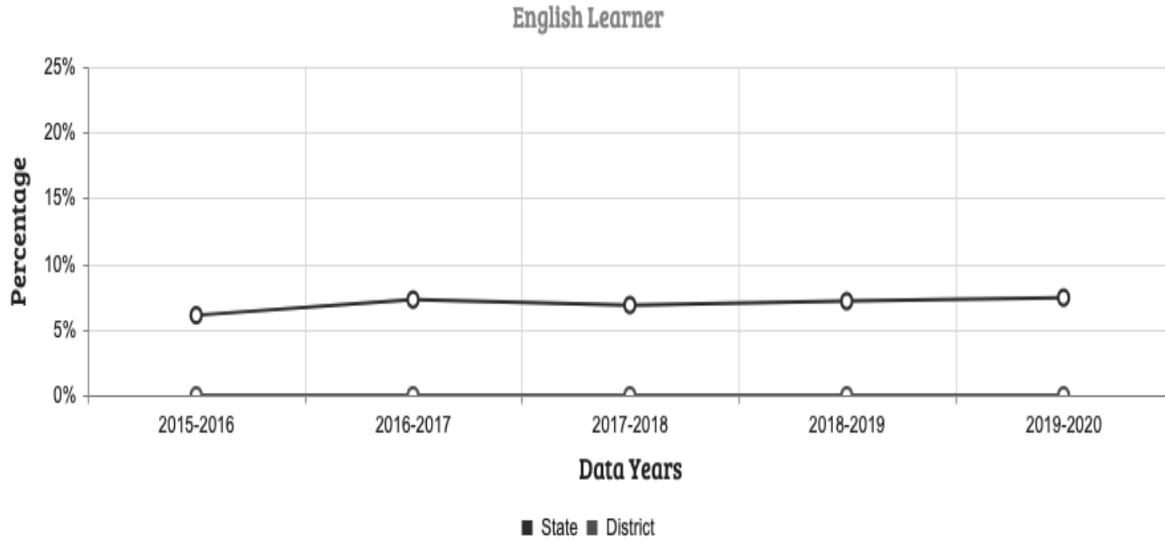
College Going Rate



Data Years	PERCENTAGE				
	Public School	Private School	2-Year College	4-Year College	Total Rate
2019-2020	74.19%	3.23%	64.52%	22.58%	74.19%
2018-2019	66.67%	4.76%	57.14%	42.86%	71.43%
2017-2018	82.14%	10.71%	71.43%	50.00%	82.14%

English Learners

What percent of students are learning the English language?



Data Years	PERCENTAGE	
	State	District
2019-2020	7.43%	*
2018-2019	7.16%	*
2017-2018	6.87%	*
2016-2017	7.28%	*
2015-2016	6.09%	*

[Data Definitions for English Learner](#)

* This website masks or hides data for groups with fewer than 10 students to protect confidential information about individual students as required by federal law.

[NWEA Longitudinal Data](#)

Our Title 1 Data is on a flash drive.

[Acadiance-Kindergarten](#)

[Acadiance-First](#)

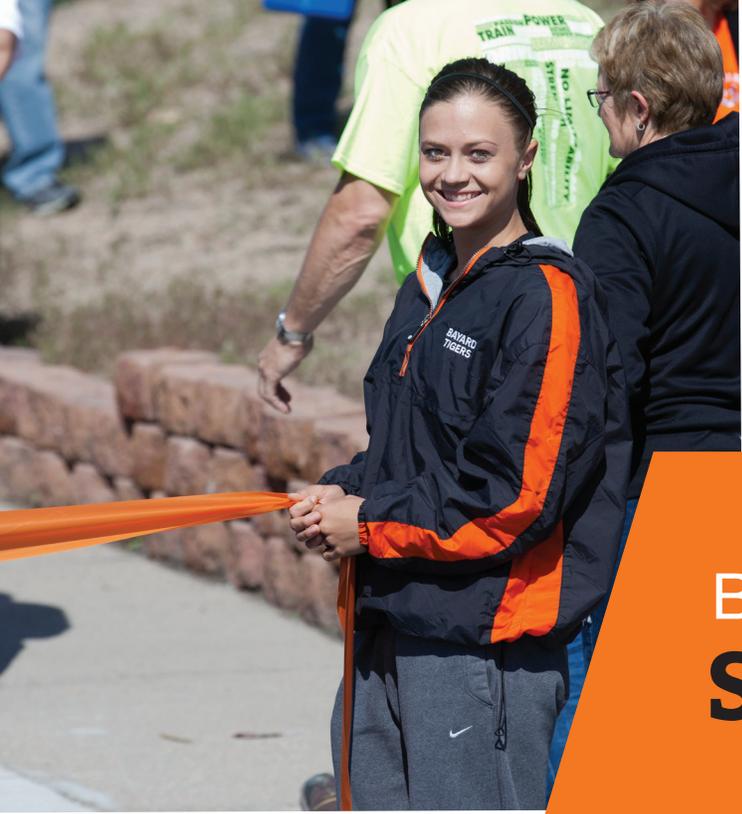
[Acadiance-Second](#)

[Acadiance-third](#)

[Acadiance-fourth](#)

[Acadiance-fifth](#)

[Acadiance -sixth](#)



BAYARD PUBLIC SCHOOLS STRATEGIC PLAN





MESSAGE FROM THE BOARD

Dear Bayard School Community,

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

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

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

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

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

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

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

Sincerely,

Kim Kildow, President

Donna Stuart, Vice President

Carolyn Applegate, Secretary

Craig Henkel, Treasurer

Kim Burry, Member

Lisa Ouderkirk, Member



MISSION VISION AND CORE COVENANTS

MISSION STATEMENT

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

VISION STATEMENT

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

CORE COVENANTS

Focused on the Student

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

Attitude of Excellence

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

Community

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

Tiger Way!

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

ADMINISTRATION

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

ACADEMIC SEAL



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

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

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

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

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

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

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

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

STRATEGY

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



ACADEMICS



LEADERSHIP



ENGAGEMENT



COMMUNITY

STRATEGIC PLAN OVERVIEW

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

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

BPS BY THE NUMBERS



23

People on the Strategic Planning Committee



262.9

Square Miles (Geographical Size of the School District)



5

Focus Group Meetings



15

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



4

Strategic Priorities



21

Strategies



90

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



1st

Strategic Plan for Bayard Public Schools



5

School Based CERT Team Classes Trained since 2013-2014



STRATEGIES

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

STRATEGIC PRIORITY 1

ACADEMICS

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

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

-Kim Kildow

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

STRATEGIC PRIORITY 2

LEADERSHIP

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

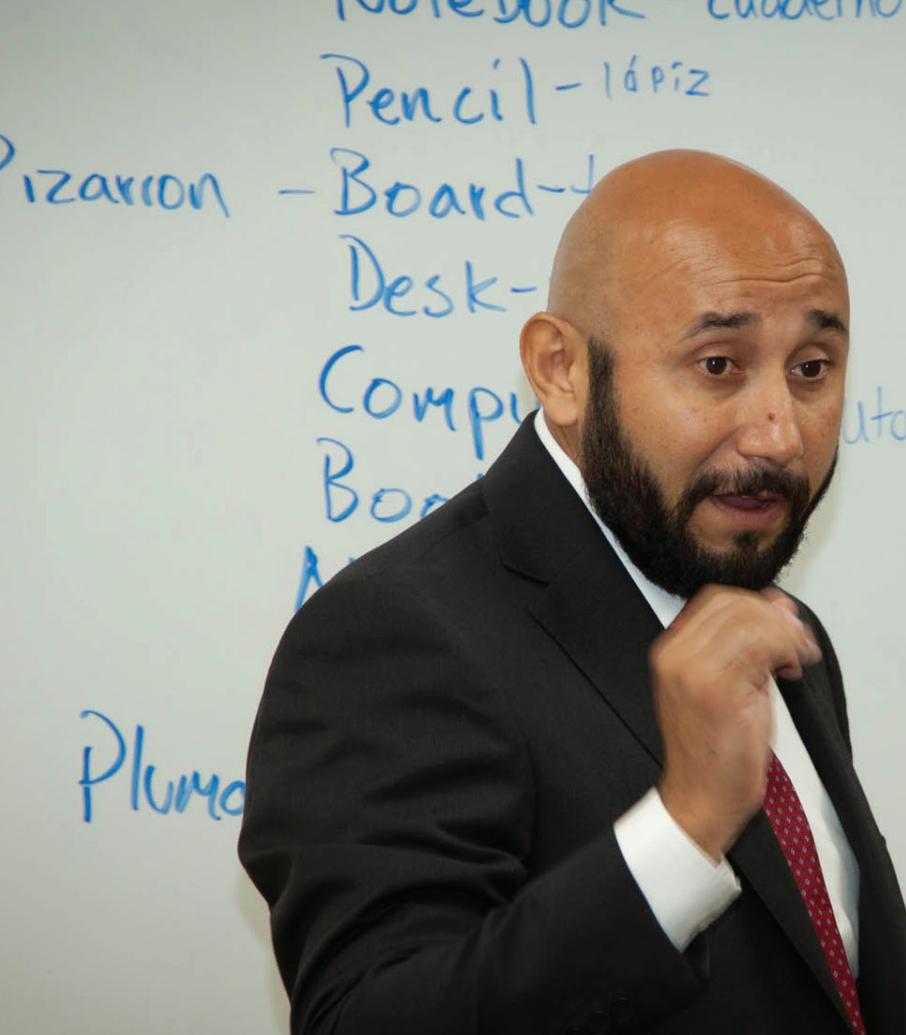
*“Leadership and learning are indispensable to each other.”
– John F. Kennedy.*

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

STRATEGIES

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





STRATEGIES

STRATEGIC PRIORITY 3

ENGAGEMENT

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

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

-Beth Marrow

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

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

STRATEGIC PRIORITY 4

COMMUNITY

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

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

– Amanda Koonlaba

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

STRATEGIES

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



THANK YOU

Strategic Planning Process Core Committee Membership

2016 Board of Education

Tate Rice
Kim Kildow
Carolyn Applegate
Craig Henkel
Kim Burry
Donna Stuart

Community Members

Kent Andreas
Diane Coon
Hugh Houchin

Administration

Travis Miller
Matt McLaughlin
Tom Perlinski
Tammy Tillman

Teaching Staff

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

Classified Staff

Jennifer Kriha
Heather Oliverius

Students

Catherine Applegate
Carissa Wolfe





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





Bayard Public Schools

726 4th Avenue – P.O. Box 607

Bayard, NE 69334

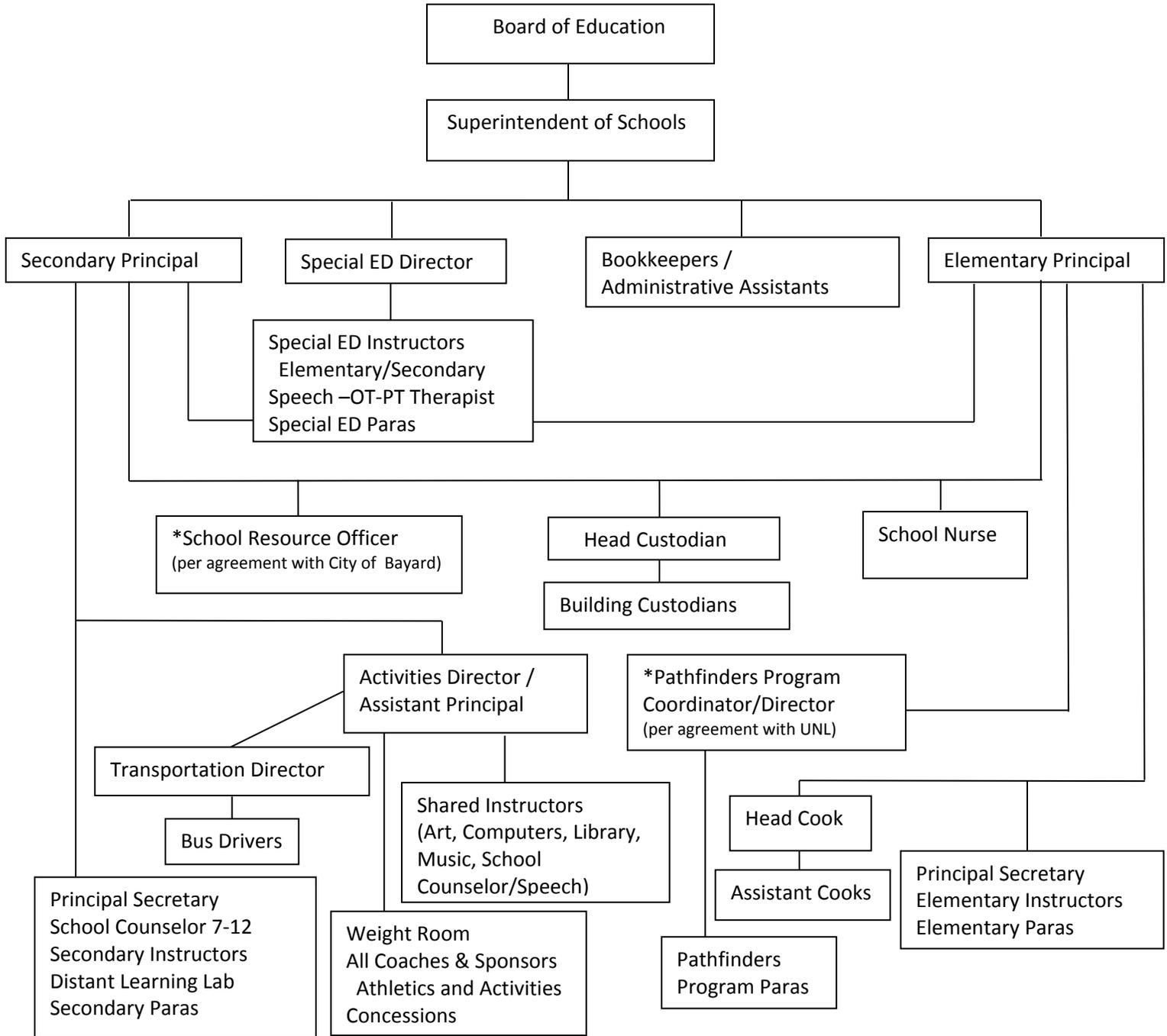
bayardpublicschools.org

Elementary | 308.586.1211

Jr./Sr. High School | 308.586.1700

District Office | 308.586.1325

Appendix A
BAYARD PUBLIC SCHOOLS
Chain of Command



Revised July 2018

2015-2016

Complete Track Commemoration Walkway and Tree Planting for Sustainable School Yards Project	Awaiting 2nd Proposal	
Complete Track Commemoration Walkway and Tree Planting for Sustainable School Yards Project		\$ 23,921.90
*Replace Drain in Small Boys Rest Room (by 3 rd grade)	\$700 for drain	\$ 638.00
Replace Urinal with Floor Urinal	Awaiting Quotes	
Replace Tile in Small Boys Rest Room (by 3 rd grade)	Need to obtain quote	
*Replace Carpet in Science Rooms, High School Computer Lab, and Spanish Room		\$ 12,205.00
Update Lighting on the Stage	Awaiting Quotes	
Update Lighting in the Old Gym	(Bid is for equipment only)	\$ 4,200.00
Install Safety Lighting at the Track	(Bid is for equipment only)	\$ 3,566.00
Re-Wire Football Field Disconnects		\$ 2,990.00
Replace Lighting in the Kitchen	(Bid is for equipment only)	\$ 2,875.00
Update Lighting in the Bus Barn	(Bid is for equipment only)	\$ 2,460.00
Replace Lighting in three 1st and 2nd Grade Classrooms	(Bid is for equipment only)	\$ 4,485.00
Paint Lockers in Football Locker Room		\$ 500.00
Replace/repair doors to old gym (locking issues)	Need to obtain quotes	\$ 10,000.00
Re-route south drain from new gym under the sidewalk.	\$5,000 (old quote)	\$ 5,000.00
Fence Preschool Playground Area	Awaiting Quote	\$ 2,000.00
Concrete sidewalk for Preschool Playground*	\$7400 (parially covered by grant)	\$ 7,400.00
Replacement of the high school phone system*	\$35,000	\$ 35,000.00
Update Mike Cillessen Board		\$ 2,000.00

Summer 2015 Facilities Improvement Projects

Complete Track Commemoration Walkway and Tree Planting for Sustainable School Yards Project	Awaiting 2nd Proposal (Concrete)		
Complete Track Commemoration Walkway and Tree Planting for Sustainable School Yards Project	Masonry Block Proposal	\$ 23,921.90	
*Replace Drain in Small Boys Rest Room (by 3 rd grade)	\$700 for drain	\$ 638.00	
Replace Urinal with Floor Urinal	Awaiting Quotes	\$ 2,200.00	
Replace Tile in Small Boys Rest Room (by 3 rd grade)	Need to obtain quote		
*Replace Carpet in Science Rooms, High School Computer Lab, and Spanish Room		\$ 12,205.00	
Update Lighting in the Old Gym	(Bid is for equipment only)	\$ 4,200.00	
Install Safety Lighting at the Track	(Bid is for equipment only)	\$ 3,566.00	
Re-Wire Football Field Disconnects		\$ 2,990.00	
Replace Lighting in the Kitchen	(Bid is for equipment only)	\$ 2,875.00	
Update Lighting in the Bus Barn	(Bid is for equipment only)	\$ 2,460.00	
Replace Lighting in three 1st and 2nd Grade Classrooms	(Bid is for equipment only)	\$ 4,485.00	\$ 32,781.00
Replace/repair doors to old gym (locking issues)	Need to obtain quotes		
Re-route south drain from new gym under the sidewalk.	\$5,000 (old quote)	\$ 5,000.00	
Update Lighting on the Stage	Awaiting Quotes		
Paint Lockers in Football Locker Room			
Fence Preschool Playground Area	(May need re-quoted)	\$ 3,546.10	
Concrete sidewalk for Preschool Playground*	(parially covered by grant)	\$ 7,400.00	
Update Mike Cillessen Board			
Replacement of the high school phone system*		\$ 35,000.00	

BAYARD PUBLIC SCHOOLS

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

District Office : 586-1325
Fax: 586-1638

High School : 586-1700
Fax: 586-1036

Elementary : 586-1211
Bus Barn: 586-1535

www.bayardpublicschools.org

2022-23

CENTRAL ADMINISTRATIVE OFFICE

Rodney Olson – Superintendent of Schools
Bobbie Stuart – Secretary/Treasurer
Heather Oliverius – Administrative Assistant
Dr. Jessica Radford– Special Education Director
Jennifer Gier - Technology/Teacher

BUS BARN – 586-1535

Bus Mechanic – Kurt Wagner
Drivers - Linda Safford
Crystal Hopkins
Steven James
Perla Crable

SCHOOL NURSE

Justine Jobman

CAFETERIA

Head Cook - Renee Harter
Cooks - Connie Dickey
Crystal Wood
Sally Wright

Pathfinders

Dir. – Kristin Maag
Ashley Griffith
Kathy Ragland
Brandy Rowe

PRESCHOOL – Shawna Reish

Para – Stacey Jones

ELEMENTARY OFFICE

Candace Ehler – Principal
Cortney Schuller – Secretary
Julie Cochran – Counselor PK-6

ELEMENTARY CUSTODIANS

Head Custodian- Roberto Gonzales
Custodian- Jon Coon
Herman Ziegler

ELEMENTARY INSTRUCTORS

Early Childhood PreK-1 Jessica Nesbitt
Kindergarten – Joy Rafferty
First Grade – Crystal Batt
Second Grade - Amanda Anderson
Third Grade - Micki McKibbin
Fourth Grade - Stephanie Barker
Fifth Grade – Michelle Martinez
Jennifer Tavenner
Sixth Grade – Cheryl Ferrero
Brittani Binder
Librarian – Laurie Bauer
Physical Ed. - Mike Simons
Special Ed. – Brandon Stuart
Tabitha Unzicker
Music/Band 5-6 - Sara Schmidt
Art - Jessica Scott
Para – Karen Andreas
Deborah Rose
Dana Korell
Ashley Griffith
Barbara Franklin
Lacee James
Brandy Rowe
Gracie Franklin
Grace Dobrinski
Perla Crable
Erma Leonard

SECONDARY OFFICE

Dr. Kelley Rice – Principal
Zach Nesbitt – Activities Director
Cindy Korell – Secretary
Linde Rafferty – Counselor 7-12

SECONDARY CUSTODIANS

Head Custodian- Roberto Gonzales
Custodian - Connie Loutzenhiser
Jeff Erdman

SECONDARY INSTRUCTORS

Shania Ashmore – Special Education
Laurie Bauer – Librarian, Speech
Colton Ehler – Physical Education
Kimberly Ferguson – Social Science and P.E.
Mark Keszler – Journalism
Dwight Malcolm – Industrial Arts and P.E.
Holly Nolte – English
Barbara Pieper - Math
Steven Posey - Math
Justin Rafferty – Vo. Ag., FFA & Mechanics
Linde Rafferty – Social Science, Counseling 7-12
Elliot Reish – Special Education
Dr. Kelley Rice – Vocal Music
James Roberts – Science
Sara Schmidt – Band
Jessica Scott - Art
Mykayla Torres - English
Para - Tressa White
Jenny Posey
Lynelle Pahl
Isalas Mancias
Joseph Foland

BAYARD PUBLIC SCHOOLS

MISSION STATEMENT

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

VISION STATEMENT

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

CORE COVENANTS

Focused on the Student

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

Attitude of Excellence

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

Community

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

Tiger Way!

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



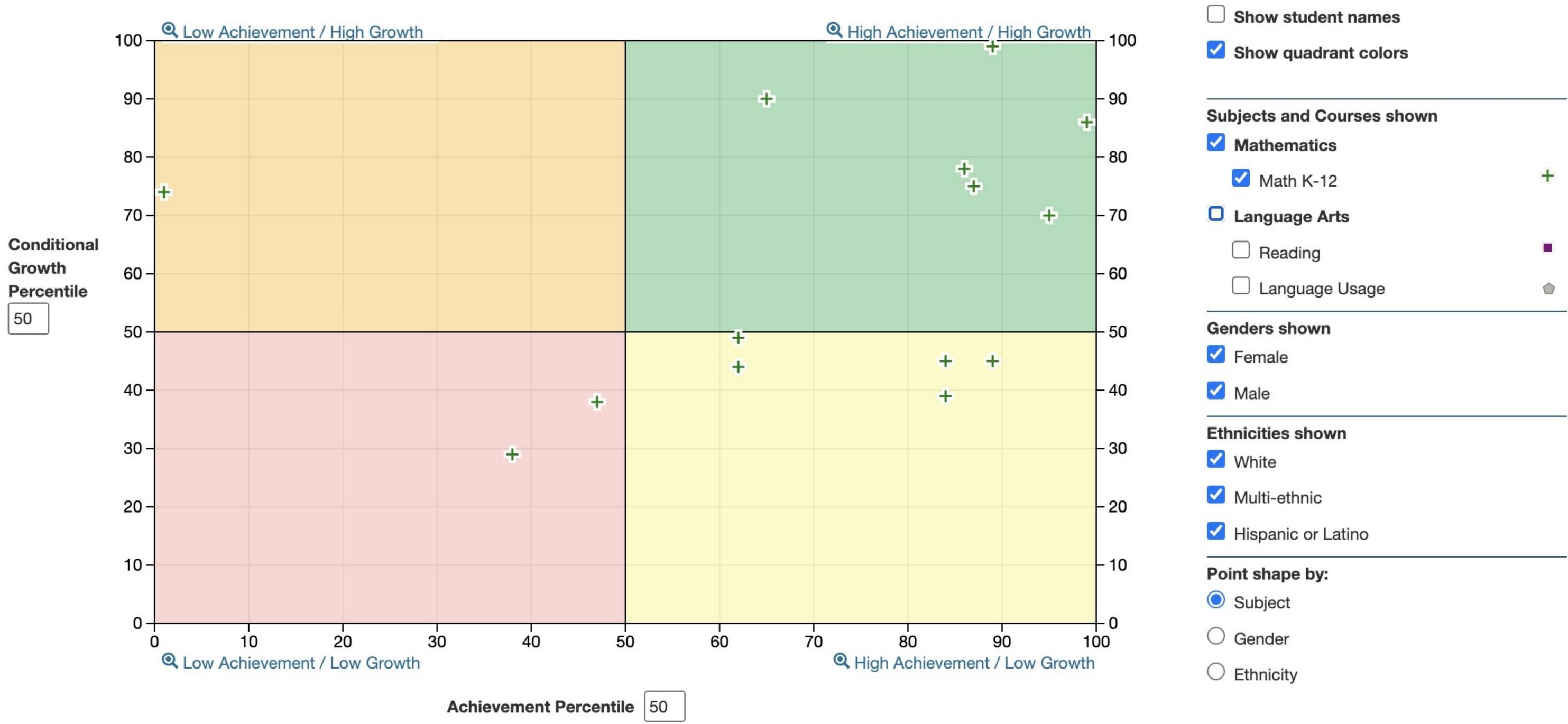
McKibbin, Micki

Grade 2

Term Tested: Fall 2022-2023
Term Rostered: Fall 2022-2023
District: BAYARD PUBLIC SCHOOLS
School: Bayard Elementary School

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021- Fall 2022
Weeks of Instruction: Start - 4(Fall 2021)
End - 4(Fall 2022)
Small Group Display: No

[Edit Report Criteria](#)



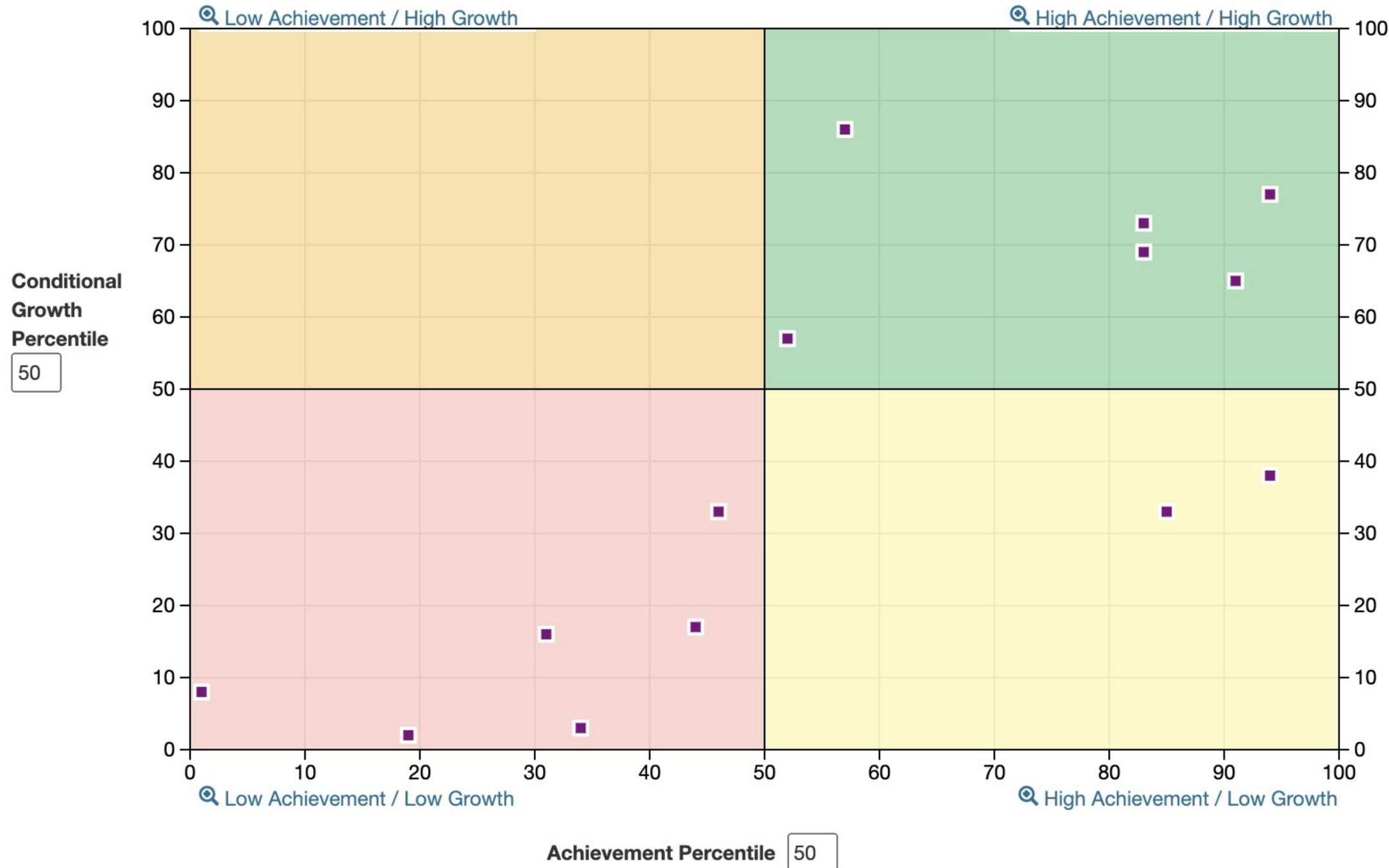
McKibbin, Micki

Grade 2

Term Tested: Fall 2022-2023
Term Rostered: Fall 2022-2023
District: BAYARD PUBLIC SCHOOLS
School: Bayard Elementary School

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021- Fall 2022
Weeks of Instruction: Start - 4(Fall 2021)
End - 4(Fall 2022)
Small Group Display: No

Edit Report Criteria



- Show student names
- Show quadrant colors

Subjects and Courses shown

- Mathematics
 - Math K-12
- Language Arts
 - Reading
 - Language Usage

Genders shown

- Female
- Male

Ethnicities shown

- White
- Multi-ethnic
- Hispanic or Latino

Point shape by:

- Subject
- Gender
- Ethnicity

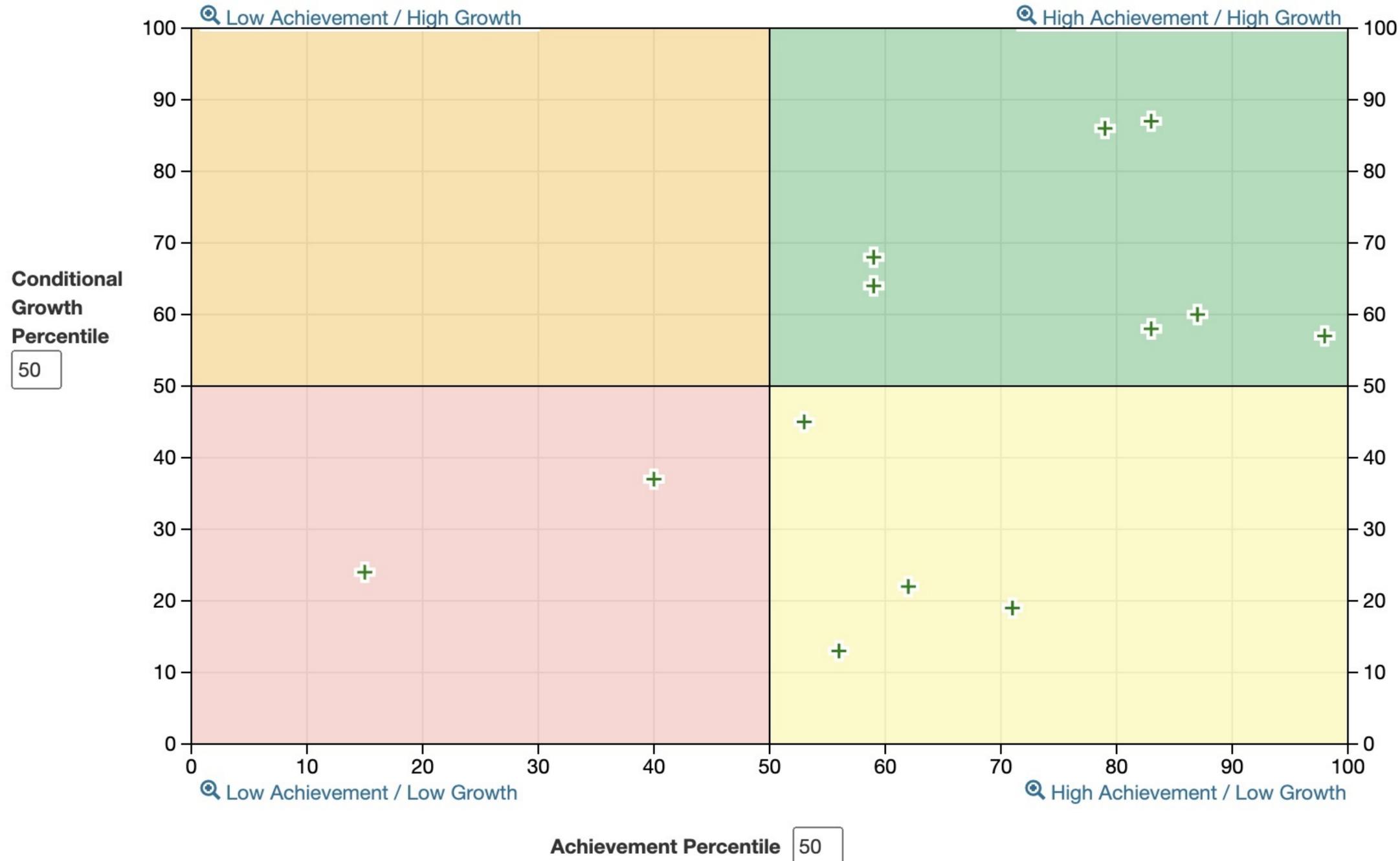
Batt, Crystal

Grade 1

Term Tested: Fall 2022-2023
Term Rostered: Fall 2022-2023
District: BAYARD PUBLIC SCHOOLS
School: Bayard Elementary School

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021- Fall 2022
Weeks of Instruction: Start - 4(Fall 2021)
End - 4(Fall 2022)
Small Group Display: No

[Edit Report Criteria](#)



- Show student names
- Show quadrant colors

Subjects and Courses shown

- Mathematics
 - Math K-12
- Language Arts
 - Reading

Genders shown

- Female
- Male

Ethnicities shown

- Multi-ethnic
- White
- Hispanic or Latino

Point shape by:

- Subject
- Gender
- Ethnicity

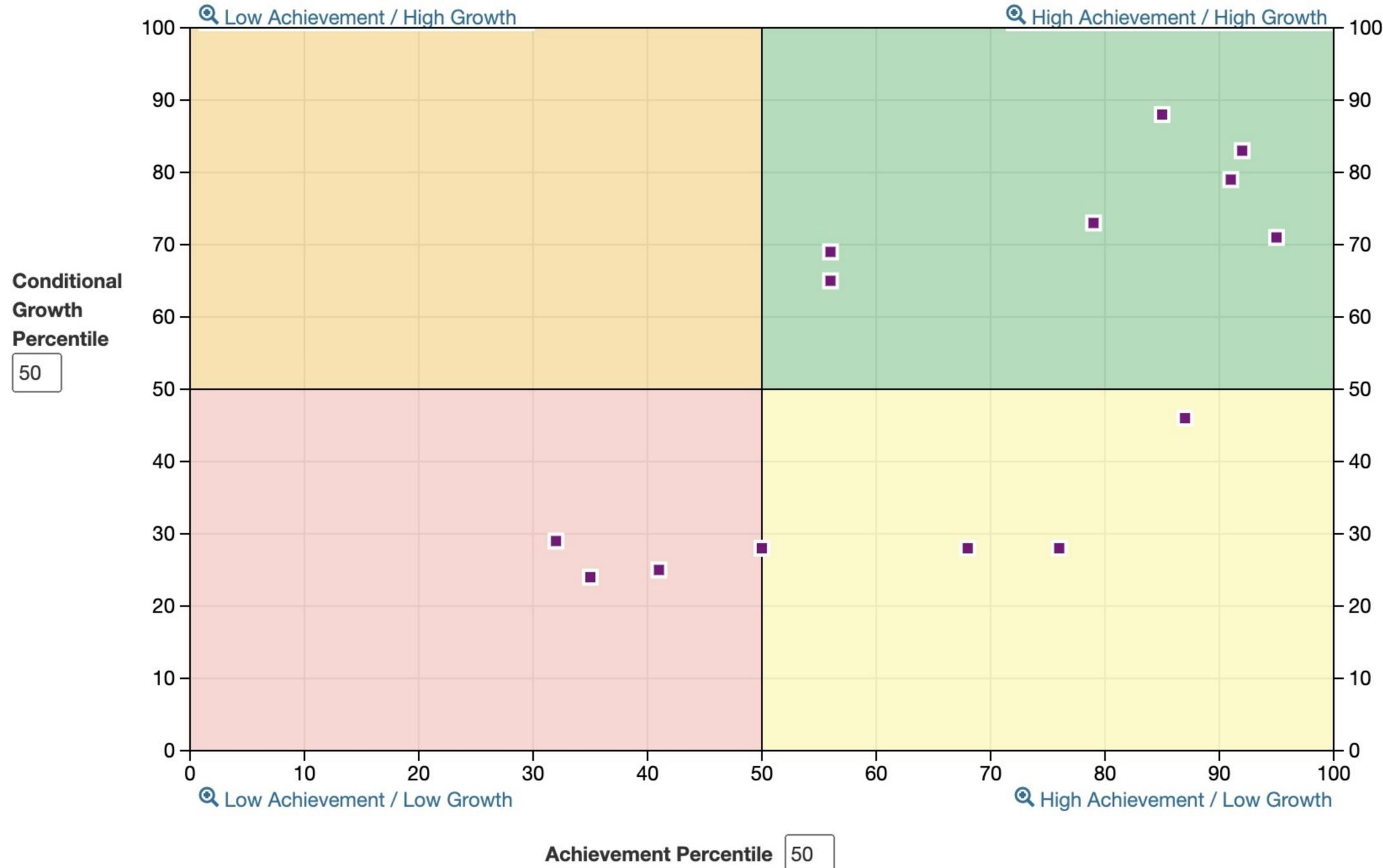
Batt, Crystal

Grade 1

Term Tested: Fall 2022-2023
Term Rostered: Fall 2022-2023
District: BAYARD PUBLIC SCHOOLS
School: Bayard Elementary School

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021- Fall 2022
Weeks of Instruction: Start - 4(Fall 2021)
End - 4(Fall 2022)
Small Group Display: No

[Edit Report Criteria](#)



Show student names

Show quadrant colors

Subjects and Courses shown

Mathematics

Math K-12

Language Arts

Reading

Genders shown

Female

Male

Ethnicities shown

Multi-ethnic

White

Hispanic or Latino

Point shape by:

Subject

Gender

Ethnicity

Torres, Mykayla

Grade 9

Term Tested: Fall 2022-2023
 Term Rostered: Fall 2022-2023
 District: BAYARD PUBLIC SCHOOLS
 School: Bayard High School

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2021- Fall 2022
 Weeks of Instruction: Start - 4(Fall 2021)
 End - 4(Fall 2022)
 Small Group Display: No

Edit Report Criteria

