



District Sustainability Award Nominee Presentation Form

CERTIFICATIONS

District's Certifications

The signatures of the district superintendent on the next page certify that each of the statements below concerning the district's eligibility and compliance with the following requirements is true and correct to the best of the superintendent's knowledge.

1. The district has been evaluated and selected from among districts within the Nominating Authority's jurisdiction, based on high achievement in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
2. The district is providing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
3. OCR has not issued a violation letter of findings to the school district concluding that the nominated school district has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.
4. The U.S. Department of Justice does not have a pending suit alleging that the school district has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
5. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school district in question; or if there are such findings, the state or school district has corrected, or agreed to correct, the findings.
6. The district meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

U.S. Department of Education Green Ribbon Schools District Sustainability Award 2019-2021

Name of Superintendent: Dr. Travis W. Miller

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

District Name: Bayard Public Schools

(As it should appear on an award)

Address: PO Box 607, 726 4th Avenue, Bayard NE 69334

Telephone: 308-586-1325 Fax: 308-586-1638

Web site/URL: www.bayardpublicschools.org E-mail: travis.miller@bayardtigers.org

I have reviewed the information in this application and certify that to the best of my knowledge all information is accurate.

A handwritten signature in black ink, appearing to read "Travis W. Miller".

(Superintendent's Signature)

Date: 2/13/2020



Nominating Authority's Certifications

The signature by the Nominating Authority on this page certifies that each of the statements below concerning the district's eligibility and compliance with the following requirements is true and correct to the best of the Authority's knowledge.

1. The district is one of those overseen by the Nominating Authority which is highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental education.
2. The district meets all applicable federal civil rights and federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.

Name of Nominating Agency: Nebraska Department of Education

Name of Nominating Authority: Sara Cooper

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application and certify to the best of my knowledge that the school meets the provisions above.

A handwritten signature in cursive script that reads "Sara Cooper".

Date: 02/14/2020

(Nominating Authority's Signature)

SUBMISSION

The nomination package, including the signed certifications, narrative summary, documentation of evaluation in the three Pillars, and photos should be submitted online according to the instructions in the Nominee Submission Procedure.

OMB Control Number: 1860-0509

Expiration Date: March 31, 2021

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1860-0509. Public reporting burden for this collection of information is estimated to average 37 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit P.L. 107-110, Sec. 501, Innovative Programs and Parental Choice Provisions. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-4536 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1860-0509. Note: Please do not return the completed ED-Green Ribbon Schools application to this address.



**2019-2020
ED-GRS Green
Nebraska School**

**Ribbon Schools
Application**

Thank you for your interest in completing the Nebraska application for nomination to U.S. Department of Education Green Ribbon Schools (ED-GRS). In order to complete this application, you will need to collect data about your school's facility, health, physical education and safety policies; food service; and environmental and sustainability curriculum.

ED-GRS recognizes schools taking a comprehensive approach to greening their school, incorporating environmental learning with improving environmental and health impacts. Becoming a U.S. Department of Education Green Ribbon School is a two-step process. The first step is to complete and submit this form to be selected as a nominee by an eligible nominating authority. Once selected as a nominee, the second step of the process requires signatures for the Nominee Presentation Form that will be sent to the U.S. Department of Education (ED) along with your application.

ED selects honorees from those presented by eligible nominating authorities nationwide. Selection will be based on documentation of the applicant's demonstrated progress in the three ED-GRS pillars:

Pillar I: Reduce environmental impact and costs.

Pillar II: Improve the health and wellness of students and staff.

Pillar III: Provide effective environmental and sustainability education, incorporating STEM, civic skills, and green career pathways.

Schools demonstrating exemplary achievement in all three Pillars will receive highest rankings. It is important to document concrete achievement. It will help you to assemble a team to complete the application. This team might include: a facilities manager, physical education director, food services director, curriculum director, finance department representatives, teachers, and students. You should consult the ED-GRS [Green Strides Resources Page and Webinar Series](#) for standards, programs, and grants related to each Pillar, Element, and question. This is an excellent clearinghouse of information for all schools, not only those who apply. In addition, the Nebraska Green Ribbon Schools web page provides national, state and local resources related to each Pillar.

The application will guide you to demonstrate your high achievement in the Pillars. Please provide documentation or data when appropriate. **Submit your completed application on or before the deadline of January 24, 2020.** The Green Ribbon Schools Advisory Committee will select nominees and submit them to the U.S. Department of Education by February 14, 2020.

2019-2020 Green Ribbon Schools Nebraska School Application: Submission Tips

Suggestions

- Print the application and take notes on your copy of the application.
- Go to the ED-GRS website and look at the [Highlights](#) from previous winning schools, and the [nominations](#) from schools across the country.
- Include a variety of people on your team.
- Write your application in Times New Roman 12.
- Have a pair of “fresh eyes” read it for clarity before submitting. It’s best to have someone not on the team do this to make sure someone from the outside understands what you are trying to convey.
- Don’t be discouraged if you find yourself falling short. The process of applying is an excellent self-assessment tool for you as you work toward becoming an environmentally friendly school!
- Be mindful of the deadline.
- Good luck to you and your students. We’re happy you’ve considered applying to be nominated as a Green Ribbon School, and we look forward to hearing about what’s going on in your school.

2019-2020 Green Ribbon Schools Nebraska School Application Scoring Rubric

ED-GRS Pillars and Elements	<u>Points</u>
Cross-Cutting Question: Participation in Green School Programs	5%
Pillar I: Reduce Environmental Impact and Costs	35%
Element 1A: Reduced or Eliminated Greenhouse Gas (GHG) Emissions <ul style="list-style-type: none"> • Energy • Buildings 	10 points
Element 1B: Improved Water Quality, Efficiency, and Conservation <ul style="list-style-type: none"> • Water • Grounds 	10 points
Element 1C: Reduced Waste Production <ul style="list-style-type: none"> • Waste • Hazardous waste 	10 points
Element 1D: Use of Alternative Transportation	5 points
Pillar II: Improve the Health and Wellness of Students and Staff	25%
Element 2A: Integrated School Environmental Health Program <ul style="list-style-type: none"> • Integrated Pest Management • Contaminant controls and ventilation • Asthma control • Indoor air quality • Moisture control • Chemical management 	10 points
Element 2B: Health and Wellness <ul style="list-style-type: none"> • Coordinated school health • Fitness and outdoor time • Food and nutrition 	15 points
Pillar III: Provide Effective Environmental and Sustainability Education, Incorporating STEM, Civic Skills and Green Career Pathways	35%
Element 3A: Interdisciplinary Learning about the Key Relationships between Dynamic Environmental, Energy and Human Systems	15 points
Element 3B: Use of the Environment and Sustainability to Develop STEM Content Knowledge and Thinking Skills	10 points
Element 3C: Development and Application of Civic Knowledge and Skills	10 points
TOTAL	100 points

2019-2020 Green Ribbon Schools Nebraska School Application: School Data

School Information

School Name: Bayard Public Schools

Street Address: 726 4th Avenue

City: Bayard State: NE Zip: 69334

Website: www.bayardpublicschools.org Facebook page: www.facebook.com/BayardPublicSchools

Social Media Hashtag/Handle: #BayardTigers @BayardTigers

Principal Name: Kelley Rice (Bayard Jr./Sr. High) Matt McLaughlin (Bayard Elementary)

Principal Email Address: Kelley.Rice@bayardtigers.org Matt.McLaughlin@bayardtigers.org

Phone Number: 308-586-1700

Lead Applicant Name (if different): Mrs. Kelley Rice

Lead Applicant Email: Kelley.Rice@bayardtigers.org Phone Number: 308-586-1700

Contact Person for State and National Notification

Name: Mrs. Kelley Rice

Email: Kelley.Rice@bayardtigers.org

Phone Number: 308-586-1700

School Demographics/Other

Level: <input type="checkbox"/> Early Learning Center <input checked="" type="checkbox"/> Elementary (PK-5/ 6) <input type="checkbox"/> K-8 <input checked="" type="checkbox"/> Middle (6 - 8 or 9) <input checked="" type="checkbox"/> High (9 or 10-12)	School Type: <input checked="" type="checkbox"/> Public <input type="checkbox"/> Private/ Independent <input type="checkbox"/> Charter <input type="checkbox"/> Magnet	How would you describe your school? <input type="checkbox"/> Urban <input type="checkbox"/> Suburban <input checked="" type="checkbox"/> Rural	District Name <u>Bayard Public Schools</u>
			Total Enrolled: <u>384</u>

Does your school serve 40% or more students from disadvantaged households? (X) Yes () No	% receiving FRPL <u>54%</u> % limited English proficient <u>1%</u> Other measures _____	Graduation rate: <u>89%</u> Attendance rate: <u>94%</u>
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Cross Cutting Question: Participation in Green School Program	5 %
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Bayard Public Schools has been engaged over the past decade in numerous efforts to improve our schools’ performance in each of the three pillars. This has included collaborative efforts with community stakeholders and partnering agencies. While Bayard Public Schools does not yet participate in a formal energy benchmarking program, our efforts have been aligned to the principles of formal Green School Programs.

Bayard Public Schools has been the recipient of grant funds for Project Fit America Equipment, has twice been awarded the Governor’s Award for Workplace Wellness, been placed on the ALICAP Safety Honor Roll, and was one of twelve school districts selected to pilot the “Elevate” wellness project through the Educators’ Health Alliance (EHA) Wellness/Blue Cross/Blue Shield.

Summary Narrative	800 word limit
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Bayard Public Schools continuously strives to overcome many of the typical challenges faced by small rural schools in addressing the three pillars of Green Ribbon Schools. The school district utilizes a variety of strategic partnerships and long-term improvement planning and action to provide a high-quality learning environment for students and staff. Although the school district has limited staffing and human resources, the district has been able to leverage quality partnerships to make significant strides in efforts to be efficient in our use of resources. These partnerships have included the Natural Resources District, the Nebraska Forrest Service, the City of Bayard, the Nebraska Department of Environment and Energy, and private companies. Most recently, the school began partnering with the local sanitation company, Waste Connections, to place a large recycling receptacle on our school property so students and staff can engage in on-site recycling.

In spite of a small population and significant distances to urban amenities, Bayard Public Schools has embraced opportunities to engage in improvements to the school environment and educational opportunities for students. These changes, enacted over the past decade and aligned to the three Green Ribbon Schools pillars, have led to a more productive educational environment that supports learning and wellness, in spite of continuing rural community challenges.

Efforts to **reduce environmental impact and costs** have focused primarily on transitioning to more efficient lighting and reducing water consumption. The school district has replaced inefficient lighting with energy efficient LED lighting in classrooms, gymnasiums, the auditorium, hallways, offices, outdoor security lighting and in the bus barn. Throughout the school district bathrooms have been upgraded to sensor-based water fixtures that reduce water consumption. Throughout the school district water bottle filler stations have replaced most of the traditional drinking fountains in an effort to reduce the use of disposable plastic bottles.

To reduce waste, the school district has partnered with the local sanitation company to provide an on-site recycling receptacle, and has engaged in extensive recycling of obsolete computers and other electronic equipment. Students lead recycling efforts at the elementary and junior high levels. The school district has participated in the Nebraska Diesel Emission Mitigation Program to decommission older school buses and replace them with more efficient buses that emit fewer emissions.

Efforts to **improve health and wellness of students and staff** have been extensive. Several efforts to improve health and wellness were the result of the school district engaging in a Coordinated School Health program. These have included utilization of a Grab and Go/Breakfast in the Classroom program, development of an afterschool snack program for students in all grades, utilization of a “recess before lunch” schedule, and installation of Project Fit America fitness equipment. Staff members participate in a wellness program with opportunities for health monitoring, and the school district has twice been recognized with the Governor’s Award for Workplace Wellness. The school district has participated in the Nebraska School Radon Testing Program to ensure that staff and students are breathing air that is free from the dangers of radon exposure.

The school district provides students with many hands-on opportunities to engage in **effective environmental and sustainability education incorporating STEM, Civics, and green career pathways** through the use of a newly constructed greenhouse, use of an aquaponics system to grow fish and vegetables that are utilized in the school nutrition program, and utilization of a school garden. Students engage in a “community cleanup day” to instill civic pride and responsibility. Students participate in a career day which includes opportunities to learn about green career pathways, in addition to opportunities to visit green energy facilities, including solar and wind farms.

Bayard Public Schools exemplifies the possibilities that exist in a rural school community for active improvement and achievement in the three pillars of Green Ribbon Schools. Bayard Public Schools is committed to continuing to be effective and efficient in the use of limited resources in pursuit of educational excellence for students, staff, and the broader community.

Pillar I: Reduce Environmental Impact and Costs	35%
Element 1A: Energy Savings	10/35 points

During the 2011-2012 school year, Bayard Public Schools conducted an energy audit as part of the Nebraska Public School Energy Study. The results of the energy audit have helped target

investments in energy conservation in the years since. In particular, Bayard Public Schools has been engaged in a multi-year process of replacing all of the T-12 fluorescent, metal halide, and incandescent lighting with more energy-efficient LED lighting. This process has included classrooms, gyms, hallways, bathrooms, offices, the bus barn, and outdoor lighting.

Teachers are expected to close their doors and turn off the lights when they are not utilizing a classroom to reduce energy use. During the summer break all computer lab and classroom computers and other devices are unplugged to reduce “phantom energy” loss. Additionally, two of the school gymnasiums have been outfitted with occupancy sensors, which have further reduced energy consumption. The school district is in the process of replacing the lighting in the performing arts auditorium. This project has involved replacement of incandescent stage lighting with LED lighting and the addition of LED work lights to reduce energy consumption from inefficient and obsolete stage lighting.

Along with the lighting initiative, our school has also updated the control systems at the high school to improve the energy efficiency of the heating and cooling system. Additionally, blackout shades have been added to the elementary school to help reduce energy consumption.

Element 1B: Improved Water Quality, Efficiency, and Conservation
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10/35 points

Bayard Public Schools has limited areas designated for landscaping. However, where landscaping is present, the school utilizes drought-resistant plants and trees and mulches the areas to conserve the use of water.

Water conservation efforts are also seen inside of the building as automated sensors have been installed on all toilets, faucets, and water fountains to minimize water use. In 2016 the school district completed a Sustainable Schoolyards project to conduct storm water management (runoff mitigation) through construction of a wheelchair-accessible viewing area and arboretum on a small hillside overlooking the track and football field.

Through the Sustainable Schoolyards program and subsequent partnerships with the Nebraska State Arboretum, ReTree Nebraska, and the North Platte Natural Resources District, the school has planted several diverse species of trees in four locations on our campus. Through these partnerships, the school has worked with experts to plant trees on the elementary playground, in front of the elementary school, along the south side of the bus barn and east of the football practice field. The trees and landscaped areas are in the process of being developed into a species-labeled arboretum system to allow our students to expand their learning to outdoor spaces.

Element 1C: Reduced Waste Production

10/35 points

Bayard Public Schools has recently partnered with the local sanitation company, Waste Connections, to place a single-stream recycling center on our school property in January of 2020. The container was placed at the elementary building to accommodate the cardboard boxes and other containers utilized by our kitchen staff. At the elementary level, the 5th-grade classrooms lead the recycling project by collecting paper and other materials from classrooms and place them in the recycling center.

At the secondary level, recycling containers have been placed throughout the building and within the gym to accommodate items purchased from the concession stand such as plastic bottles. It is the responsibility of the 7th and 8th-grade students to collect recycle-able materials from the classrooms on a weekly basis to ensure they are placed in the recycle bin.

To reduce printing and paper usage at the elementary and secondary schools, individual printers have been removed from the classrooms and replaced with more efficient copy machines in the office and teacher workspace. The school has reduced the use of workbooks and the printing of homework assignments through the use of Google Classroom. The teachers now have the ability to upload all assignments on to Google Classroom for the students to complete and submit electronically.

Over the past several years the school has routinely recycled obsolete electronics equipment. During the first stage of the process in 2012, a district storage facility was emptied of computers, monitors, printers and other miscellaneous equipment. The volume of electronics that was diverted from landfills and properly recycled filled an entire semi-trailer. In the summer of 2019, the school district removed metal lockers from the high school. These lockers were taken to the local metal scrap recycler instead of placed in the landfill.

Element 1D: Use of Alternative Transportation	5/35 points
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To improve the efficiency of our buses and to reduce emission of greenhouse gases, the bus routes were reconfigured last year to reduce or eliminate the need for back-tracking. Bayard Public Schools has participated in the Nebraska Diesel Emission Mitigation Program in 2018 and 2019 to decommission two older buses and replace them with more efficient buses with reduced emissions.

To encourage utilization of biking Bayard Public Schools has installed bike racks at each building and has partnered with the City of Bayard to provide safe routes to and from school. Currently, the city employs a crossing guard who is positioned on Main Street to help ensure the safety of approximately fifty students who walk or bike to school each day. The school district provides two additional crossing guards to assist in promoting safe routes for students walking and biking to school.

Pillar II: Improve the Health and Wellness of Students and Staff	25%
Element 2A: Integrated School Environmental Health Program	10/25 points

Bayard Public Schools in partnership with a local company (Benzel Pest Control) focus on preventative measures of pest control. The school grounds are surrounded by sand hills and is in close proximity to the city's landfill. These conditions have a tendency to draw skunks, snakes and mice. Traps and regular waste management practices are the first lines of defense to reduce pest populations and prevent pest infiltration. To ensure the quality of air in our facilities, Bayard Public Schools participated in the Nebraska School Radon Testing Program in 2016 at both the elementary and secondary buildings. As a result of the testing, our school district facilities received a "no concern" rating (under 2.0 pCi/L in all tests), indicating quality air free of radon danger. During the 2018-2019 school year, a mold abatement project was undertaken to remove and abate mold that was located on the exterior shaded walls of the high school. The maintenance staff regularly monitors our buildings to ensure moisture issues are quickly resolved to reduce or eliminate the likelihood of mold developing. The district contracts with Johnson Controls for HVAC equipment maintenance and servicing. Through that arrangement air filters are routinely inspected and replaced to help ensure air quality remains appropriate for students and staff. Custodial and maintenance staff conduct regular cleaning and disinfecting in accordance with CDC flu prevention guidelines and are trained in chemical management to ensure the safety of our staff and students when their use is required.

Element 2B: Health and Wellness	15/25 points
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Focusing on the health and wellbeing of our staff and students is a priority at Bayard Public Schools. While there is a 24-hour fitness facility in our community, the school staff members also have the opportunity to utilize the weight room, track, gym, and walking workstation at their convenience and free of charge. To further assist the staff, the school nurse promotes participation in the Educator's Health Alliance (EHA) "Elevate" wellness program, partners with outside entities to provide training pertaining to First-Aid/CPR, diabetes, and blood pressure, and organizes stress-reduction training, health screening events, and an annual flu shot clinic. The school system also offers all staff access to an Employee Assistance Program (EPA), providing mental health services to anyone who may need their support.

Because we understand that students may also need additional support pertaining to their health and well-being, elementary students participate in 30 minutes of physical education two to three times per week and have at least 20 minutes of recess once or twice a day. Younger grades receive additional recess. Recess is scheduled before lunch to promote healthy eating habits. To provide for students' emotional well-being, the district employs a counselor in each building as well as a psychology intern, contracts for two part-time psychologists, a behavior para-educator, and a family liaison.

To assist in the nutritional needs of the staff and students, Bayard provides a "grab and go" breakfast, salad bar during lunch, and after school snacks for students K-12. Because 56% of our student population qualifies for free and reduced lunch, our school is dedicated to providing nutritional food multiple times a day to ensure students have what they need to be successful.

The dedication to the health and well-being of Bayard Public Schools has been acknowledged by outside entities. The school system has been the recipient of grant funds for Project Fit America Equipment, has twice been awarded the Governor's Award for Workplace Wellness, been placed on the

ALICAP Safety Honor Roll, and was one of 12 school districts selected to pilot the “Elevate” wellness project through EHA Wellness/Blue Cross/Blue Shield.

Pillar III: Provide Effective Environmental and Sustainability Education, Incorporating STEM, Civic Skills and Green Career Pathways		35%
Element 3A: Interdisciplinary Learning about the Key Relationships between Dynamic Environmental, Energy and Human Systems		15/35
points		

The district’s curriculum, in alignment with the Nebraska College and Career Ready Standards, includes instruction on weather, climate, and human impacts. The district’s geography course addresses many items involving the environment and sustainability. This includes topics that range from climate change, renewable vs nonrenewable resources, alternative energy, overpopulation, deforestation, pollution, biodiversity, land management, etc. Most of this is incorporated in learning about the regions of the world and how they are connected either in domestic or foreign affairs.

Students taking Biology or participating in agricultural classes study Ecology as it relates to the biosphere, ecosystems, populations, communities and global change as well as sustainable agriculture methods. The Biology curriculum uses the video series created by James Burke, author of “After the Warming” to discuss how climate systems work and how natural events change our climate. Each chapter includes guidance to help the teacher create problem based learning experiments and resources to connect the topic to our geographical location. Students taking courses through the agricultural education program have access to hands-on learning that includes traditional farming, growing mutually beneficial fish and plant through the use of an aquaponics (aquaculture and hydroponics combined) system, and a newly constructed greenhouse.

At the elementary, the first-grade tours the local landfill to learn about the 3 R's in conjunction with their science curriculum and the fifth-grade utilize Trout in the Classroom curriculum in partnership with various environmental agencies. Fourth-grade students will be engaged in field trips to a wind energy farm and a solar energy farm during the spring of 2020.

The school in partnership with the 21st Century Community Learning Center has a history of composting and utilizing worms to facilitate composting. The elementary utilizes roller-bins for composting and then uses the compost in the elementary school garden. The school district has also completed a sustainable schoolyards project and developed wheelchair accessible viewing areas along with space for outdoor learning opportunities.

Element 3B: Use of the Environment and Sustainability to Develop STEM Content
Knowledge and Thinking Skills
points

10/35

Through the Sustainable Schoolyards Project and subsequent partnerships with the Nebraska State Arboretum, ReTree Nebraska, and the North Platte Natural Resources District, the school has planted several diverse species of trees in four locations on our campus. Students have been involved in planting many of these trees and caring for the trees. In particular, students are learning how to be good stewards of the educational landscape and have developed a sense of pride from knowing their efforts are making a positive impact on the school community. Throughout this process, the school has partnered with experts to plant trees on the elementary playground, in front of the elementary school, along the south side of the bus barn and east of the football practice field. The trees and landscaped areas are in the process of being developed into a species-labeled arboretum system to allow our students to expand their learning to outdoor spaces. This process will be completed by our student body and will require them to work collectively to develop a system that is esthetically pleasing and that will engage students in deeper learning. Our school has recently submitted a request to be considered for a program through the Nebraska Forest Service to develop a tree canopy inventory for our community.

Students in the high school are in the initial stages of planning a re-development of the high school parking lot. The current vision of the work is to apply for a grant to re-grade and re-surface the parking lot to mitigate storm water runoff and create a rain garden or bioswale planted with pollinator-friendly vegetation.

Element 3C: Civic Skills and Green Career Pathways

10/35 points

The district has partnered with the City of Bayard to conduct an annual “Community Clean-up Day”. Each grade level is responsible for an area of the school property or an area of town to clean. Last year the students cleaned up trees and branches from an empty lot, cleaned two properties owned by citizens of Bayard, swept the Main Street sidewalks, laid sod at the baseball diamonds, and cleaned debris and trash from the Bayard Museum property. City employees provided dump trucks, equipment, and manpower to assist in the cleanup. The school had over 400 staff and students participate in the four-hour event.

The district also provides opportunities for students to focus on careers through an annual career day at Bayard Jr./Sr. High School. During the career day, area employers provide educational presentations to the students about the opportunities in a variety of fields. During the most recent career day, students had the opportunity to learn from professionals sharing experience and insights regarding careers in agronomy, organic farming, zoology, agricultural service, and natural resources. Through these opportunities students have learned that there are opportunities to enjoy a profitable career being engaged in work that is sustainable and positively impactful.

Career pathways are woven throughout the curriculum at BPS. Students are given hands on experiences relating to workforce requirements. Through these experiences students are encouraged to use their creativity to collaborate and problem solve. One example of this concept can be seen in our 7th

grade Woods class where students are given the opportunity to build bridges out of Balsa wood. Students then test the weight capacity of their bridge and discuss why certain designs were able to withstand more weight.

Include 5 Photographs

- Your photographs should show students actively engaged in learning, and not be posed or staged.
- You do not need to include permissions in your submission, however, be sure you have appropriate permission on file at your school allowing publication in state or national education newsletters and on social media for any student pictured.
- Include descriptive captions with your photographs.



Students repurposing sod to complete the landscaping project at the elementary building.



Bayard Jr./Sr. High School students relaxing and enjoying an outdoor learning opportunity in the minutes prior to the Great American Eclipse in 2017. Parents and community members joined the school district students and staff to experience the unique phenomenon as a community of learners.



Recycling containers along the base of the hallway are part of the fifth-grade recycling program.



Students at Bayard Jr./Sr. High School travel the hallway where Safety Hooks have replaced outdated metal lockers that were removed and recycled.



Bayard Jr./Sr. High students help Bayard Elementary students and staff transplant garden plants garden during a summer learning program at the school. Students learned how to mix local soil, potting soil and worm-composted school lunch to provide a nutritious gardening soil.

Federal Eligibility and Compliance Requirements

Note that if selected for nomination to ED-GRS, the school principal and district superintendent must be prepared to certify that each of the statements below concerning the school's eligibility and compliance with the following requirements is true; however, in no case is a private school required to make any certification with regard to the public school district in which it is located.

1. The school has some configuration that includes one or more of grades Pre-K-12.
2. The school has been evaluated and selected from among schools within the Nominating Authority's jurisdiction as highest achieving in the three ED-GRS Pillars: 1) reduced environmental impact and costs; 2) improved health and wellness; and 3) effective environmental and sustainability education.
3. Neither the nominated public school nor its public school district is refusing the U.S. Department of Education Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
4. OCR has not issued a violation letter of findings to the public school district concluding that the nominated public school or the public school district as a whole has violated one or more of the civil

rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan to remedy the violation.

5. The U.S. Department of Justice does not have a pending suit alleging that the public school or the public school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the public school or public school district in question; or if there are such findings, the state or public school district has corrected, or agreed to correct, the findings.
7. The school meets all applicable federal, state, local and tribal health, environmental and safety requirements in law, regulations and policy and is willing to undergo EPA on-site verification.