

Board of Education Regular Meeting  
Wednesday, October 16, 2024 7:30 PM  
Shelby-Rising City School Conf. Room 402  
650 N. Walnut  
Shelby, NE 68662-0218

1. Call to Order
2. Pledge of Allegiance
3. Announce Open Meeting Act Posting and Location
4. Recognition of Visitors  
During this time visitors may request to the board the opportunity to speak at the appropriate time. The Board then allow for Public Comments. Each speaker will be limited to 5 minutes and all of the Public Comment time will be limited to 30 minutes. An exception will be made for those speakers appearing on the Agenda as presenters.
5. Consent Agenda
  - 5.1. Minutes
  - 5.2. Treasurers Report
6. Administrative Reports
  - 6.1. Student Board Advisor Report
  - 6.2. Athletic Director/Activities Director Report
  - 6.3. Elementary Principals Report
  - 6.4. Secondary Principals Report
  - 6.5. Superintendents Report  
<https://secure.smores.com/n/ar7eu6>
7. District Reports
  - 7.1. Technology Report
    - 7.1.1. Item #1: New Staff Computers due this year

## 7.2. Maintenance/Facilities/Transportation Report

## 7.3. Board/Committee Report

# 8. Discussion Items

8.1. Item #1: Taking all necessary discussion and possible action on the purchasing of a 10K Shoot-Away Gun for our basketball teams (3-12). This involves trading in our old one and booster club support (\$2000) as well. (\$6,760) - can be moved to action item.

8.2. Item #2: Appoint local board Delegate Assembly Representative (will email mbelka@NASBOnline.org)

8.3. Item #3: Negotiations Committee

8.4. Item #4: Review of our Emergency Operational Plan (EOP)

8.5. Item #5: We are in year one of our co-op with Osceola Public Schools in regard to our Junior High Football Program. Discussions will be held next year with enrollment, team size, and outlook for the 26-27 & 27-28 years.

8.6. Item #6: Reviewing Policies #302.02, #302.04, and #302.05 (Superintendent Evaluation)

8.7. Item #7: Taking all necessary action to discuss and possible action to approve a subscription with EduClimber, which is a digital database that will house multiple facets of our students that include MAP, Acadience, MTSS, ACT, etc. These payments would be spread out over the course of three years. (\$26,525). This price can also be lower and prorated due to more ESU 7 schools forming a consortium as the year progresses.

8.8. Item #8: Taking all necessary discussion and possible action to replace our Electric Hot Food Table with an enclosed base and sliding doors. Our current one has two steamers malfunctioning and the parts can not be replaced due to their age. This would come out of our depreciation fund. (\$5,924)

# 9. Action Items

9.1. Item #1: Taking all consideration, discussion, and action to approve the increase for our Credit Cards from 5k each to 10k each. This will bring our total to 20k overall. Also, we want to approve the new card Entity Authorization to add our Business Manager to the account.

9.2. Item #2: Calendar Change for ACT Testing day. Instead of having March 18th off for elementary, we will instead have the 25th off due to the National ACT Date.

10. Set Dates

10.1. Reminder to Set Date/Time for Americanism Meeting before the regular BoE meeting that is open for Public Comment

11. Executive Session

The Board may enter into closed session at any time to discuss any matter for which a closed session is lawful and appropriate.

We have legal matters that need to be handled in closed session.

Before the Board can enter closed session, a motion must be made in agreement with Statute 84-1410 by the Board to discuss topics such as personnel, negotiations, and legal matters.

12. Adjournment

# Board of Education Meeting

Wednesday, September 11, 2024 6:00 PM

Shelby-Rising City School Conf. Room 402, 650 N. Walnut, Shelby, NE 68662-0218

Kasey Hopwood: Present  
Joe Noyd: Present  
Geoffrey Ruth: Present  
Heath Vrbka: Present  
Chris Whitmore: Present  
Crystal Zimmerman: Present

## 1. Call to Order

### Action(s):

Geoff Ruth made a motion to call the meeting to order at 5:51 pm. Crystal Zimmerman seconded the motion. Passed with a motion by Geoffrey Ruth and a second by Crystal Zimmerman.

### Voting Detail:

Kasey Hopwood: Yea  
Joe Noyd: Yea  
Geoffrey Ruth: Yea  
Heath Vrbka: Yea  
Chris Whitmore: Yea  
Crystal Zimmerman: Yea

**Voting Summary:** Yea: 6, Nay: 0

**Speaker(s):** Board President

## 2. Pledge of Allegiance

## 3. Announce Open Meeting Act Posting and Location

**Speaker(s):** Board President

## 4. Recognition of Visitors

4.1. #1: New Staff Member Introductions

4.2. #2: New Student Board Member (Oath of Office)

## 5. Consent Agenda

5.1. Minutes

### Action(s):

Motion to approve consent agenda. Passed with a motion by Heath Vrbka and a second by Chris Whitmore.

### Voting Detail:

Kasey Hopwood: Yea  
Joe Noyd: Yea  
Geoffrey Ruth: Yea  
Heath Vrbka: Yea  
Chris Whitmore: Yea

Crystal  
Zimmerman: Yea

**Voting Summary:** Yea: 6, Nay: 0

5.2. Treasurers Report

6. **Administrative Reports**

6.1. Athletic Director/Activities Director Report

6.2. Elementary Principals Report

6.3. Secondary Principals Report

6.4. Superintendents Report

<https://secure.smores.com/n/sp6nm>

7. **District Reports**

7.1. Technology Report

7.2. Maintenance/Facilities/Transportation Report

7.3. Board/Committee Report

8. **Discussion Items**

8.1. Item #1: State Education Conference (November 20th-22nd). Who is interested in going?

8.2. Item #2: Discussion about the services that were utilized by ESU #7 and the savings we had because of them (\$74,800)

8.3. Item #3: KVAC alumni board subscription purchase for our Alumni Board (next board meeting).

9. **Action Items**

9.1. Item #1: Take all necessary action with regard to adoption of the 2024-2025 School Term Budget for the General Fund, Depreciation Fund, Activities Fund, School Nutrition Fund, and Special Building Fund for Shelby-Rising City Public Schools - District 72-0032

**Action(s):**

9.1. Item #1: Take all necessary action with regard to adoption of the 2024-2025 School Term Budget for the General Fund, Depreciation Fund, Activities Fund, School Nutrition Fund, and Special Building Fund for Shelby-Rising City Public Schools - District 72-0032 Passed with a motion by Heath Vrbka and a second by Joe Noyd.

**Voting Detail:**

Kasey Hopwood: Yea  
Joe Noyd: Yea  
Geoffrey Ruth: Yea  
Heath Vrbka: Yea

Chris Whitmore: Yea  
Crystal  
Zimmerman: Yea

**Voting Summary:** Yea: 6, Nay: 0

9.2. Item #2: Take all necessary action with regard to approval of the Tax Request Resloution for the 2024-2025 School Term for the General Fund, Bond Fund, and Special Building Fund for Shelby-Rising City Public Schools - District 72-0032

**Action(s):**

9.2. Item #2: Take all necessary action with regard to approval of the Tax Request Resloution for the 2024-2025 School Term for the General Fund, Bond Fund, and Special Building Fund for Shelby-Rising City Public Schools - District 72-0032 Passed with a motion by Kasey Hopwood and a second by Chris Whitmore.

**Voting Detail:**

Kasey Hopwood: Yea  
Joe Noyd: Yea  
Geoffrey Ruth: Yea  
Heath Vrbka: Yea  
Chris Whitmore: Yea  
Crystal  
Zimmerman: Yea

**Voting Summary:** Yea: 6, Nay: 0

9.3. Item #3: Accept the resignation of Jovanna Jefferson

**Action(s):**

9.3. Item #3: Accept the resignation of Jovanna Jefferson Passed with a motion by Kasey Hopwood and a second by Crystal Zimmerman.

**Voting Detail:**

Kasey Hopwood: Yea  
Joe Noyd: Yea  
Geoffrey Ruth: Yea  
Heath Vrbka: Yea  
Chris Whitmore: Yea  
Crystal  
Zimmerman: Yea

**Voting Summary:** Yea: 6, Nay: 0

10. **Set Dates**

11. **Executive Session**

**Action(s):**

Motion to move into executive session at 6:36 pm to protect the reputation of an employee. Passed with a motion by Geoffrey Ruth and a second by Kasey Hopwood.

**Voting Detail:**

Kasey Hopwood: Yea  
Joe Noyd: Yea

Geoffrey Ruth: Yea  
Heath Vrbka: Yea  
Chris Whitmore: Yea  
Crystal  
Zimmerman: Yea

**Voting Summary:** Yea: 6, Nay: 0

Geoff Ruth made a motion to close the executive session at 6:51 pm. Crystal Zimmerman seconded the motion Passed with a motion by Geoffrey Ruth and a second by Crystal Zimmerman.

**Voting Detail:**

Kasey Hopwood: Yea  
Joe Noyd: Yea  
Geoffrey Ruth: Yea  
Heath Vrbka: Yea  
Chris Whitmore: Yea  
Crystal  
Zimmerman: Yea

**Voting Summary:** Yea: 6, Nay: 0

12. **Adjournment**

**Speaker(s):** Board  
President

**Action(s):**

Motion to adjourn at 6:54pm. Passed with a motion by Geoffrey Ruth and a second by Kasey Hopwood.

**Voting Detail:**

Kasey Hopwood: Yea  
Joe Noyd: Yea  
Geoffrey Ruth: Yea  
Heath Vrbka: Yea  
Chris Whitmore: Yea  
Crystal  
Zimmerman: Yea

**Voting Summary:** Yea: 6, Nay: 0

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Board Secretary

**BOARD OF EDUCATION**  
**SHELBY-RISING CITY PUBLIC SCHOOLS**  
**OCTOBER 16, 2024**  
**7:30 PM**

Check #	Vendor Name	Amount
42035	AG PARTS WORLDWIDE, INC	51.80
42036	AMAZON	2,648.06
42037	APPLE INC.	200.00
42038	BAUER BUILT TIRE	1,070.00
42039	BENESCH	850.00
42040	BLACK HILLS ENERGY	274.64
42041	BOUND TO STAY BOUND	62.92
42042	CASH-WA DISTRIBUTING	70.40
42043	CDW-GOVERNMENT	2,945.79
42044	CENGAGE LEARNING	596.75
42045	CENTRAL COMMUNITY COLLEGE	572.30
42046	CHARACTERSTRONG	3,198.10
42047	COMPANION CORPORATION	2,415.00
42048	CROWN PLAZA HOTEL KEARNEY	559.80
42049	CUBBYS CORPORATE OFFICE	4,746.05
42050	CULLIGAN OF YORK	157.50
42051	DIETZE MUSIC HOUSE	276.61
42052	EAKES OFFICE SOLUTIONS	374.52
42053	EDUCATIONAL SERVICE UNIT 10	40.00
42054	EDUCATIONAL SERVICE UNIT #7	953.61
42055	EDUCATIONAL SERVICE UNIT 7	12,629.92
42056	ELECTRONIC ENGINEERING	2,657.00
42057	ELECTRONIC SYSTEMS, INC	1,345.80
42058	ENGINEERED CONTROL, INC	2,800.00
42059	ESU COORDINATING COUNCIL	1,080.00
42060	ESU7 STUDENT SERVICES	100.00
42061	FIRST BOOK	362.92
42062	GABEL, GRANT	59.88
42063	GENERAL FUND-PETTY CASH	1,307.69

42064 GEYER INSTRUCTIONAL PRODUCTS	107.20
42065 GO PHYSICAL THERAPY	2,930.85
42066 GOPHER	2,297.36
42067 HEARTLAND COMMUNICATIONS	1,925.00
42068 HOMETOWN LEASING	932.27
42069 INGRAM LIBRARY SERVICES INC	2,953.57
42070 INLAND TRUCK PARTS & SERVICE	135.15
42071 INNOVATIONS ASSOCIATES	170.00
42072 INSPIRA FINANCIAL	100.00
42073 J.W. PEPPER & SON, INC.	276.74
42074 JACKSON SERVICES, INC	470.62
42075 JOHN DEERE FINANCIAL	1,087.31
42076 KANSAS CITY AUDIO-VISUAL	1,213.05
42077 KSB SCHOOL LAW, PC, LLO	59.00
42078 KUBIK, DARYL	50.00
42079 LAKESHORE LEARNING MATERIALS	139.00
42080 MATHESON TRI-GAS INC.	249.60
42081 MCILNAY & COMPANY	287.50
42082 MECHANICAL SALES, INC	1,760.00
42083 MENARDS	279.85
42084 MID-AMERICAN RESEARCH CHEMICAL	157.20
42085 N2Y	1,759.97
42086 NAPA AUTO AND TRUCK PARTS	545.75
42087 NE COUNCIL OF SCHOOL ADM.	150.00
42088 NEBRASKA ASSOCIATION OF SCHOOL BOARDS	722.00
42089 NEBRASKA STATE FIRE MARSHAL AGENCY BOILER INSPECTION DIVISION	108.00
42090 ORKIN PEST CONTROL	137.99
42091 PINNACLE BANK	3,960.85
42092 PLANK ROAD PUBLISHING	34.40
42093 POLK CO. RURAL PUBLIC POWER DISTRICT	13,312.64
42094 PRAIRIE CREEK FAMILY MEDICINE	4.92

42095 REMIND101, INC.	1,725.90
42096 RIVERSIDE PORTABLES LLC	210.00
42097 SCHOLASTIC INC	274.73
42098 SCHOOL OUTFITTERS	2,680.70
42099 SCHOOL SPECIALITY	2,043.58
42100 SCHOOLS IN	4,218.72
42101 SERVICE MASTER BY SHEVLIN	5,590.00
42102 SFM	1,416.00
42103 SHELBY AUTO CLINIC	290.55
42104 SHELBY LUMBER CO.	916.34
42105 SPARROW PUBLICATIONS	397.36
42106 SUTTON, JOHN	198.00
42107 TEACHER DIRECT	237.28
42108 TEACHERS CREATED RESOURCES	159.29
42109 TRUCK CENTER COMPANIES	2,799.21
42110 VERIZON WIRELESS	492.40
42111 VILLAGE OF SHELBY	1,306.34
42112 WEST MUSIC	61.05
42113 WINDSTREAM NEBRASKA INC.	1,341.51
42114 YOUR PUBLICATION	131.71

INVOICES: \$ 109,215.52

PAYROLL: \$ 499,734.43

TOTAL: \$ 608,949.95

Batch Description: OCTOBER 2024 GENERAL FUND INVOICES

Processing Month: 10/2024

Credit Card Vendor ID:

End of Fiscal Year Expense Invoices:

Vendor ID: AGPARTSWOR AG PARTS WORLDWIDE, INC

PO Number: Invoice Number: 101810 Amount: 51.80

Description: Invoice Date: 10/14/2024 Due Date: 10/16/2024 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2230 650 000 0000 0 000	LENOVO 100 E G3 AMD		51.80		N	

Vendor ID: AMAZON AMAZON

PO Number: Invoice Number: 101524 Amount: 2,648.06

Description: Invoice Date: 10/15/2024 Due Date: 10/16/2024 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 6998 610 000 1234 0 000	ELEM BOOKS & SEATING FOR MENTAL H GRANT		1,246.86		N	
01 2220 610 000 0000 0 000	EPSON TAPE CARTRIDGE		49.70		N	
01 2220 640 000 0000 0 000	LIBRARY BOOKS		216.02		N	
01 2410 610 002 0000 0 000	SUCKERS		39.54		N	
01 2590 610 000 0000 0 000	OFFICE SUPPLIES		484.56		N	
01 2590 643 000 0000 0 000	AMAZON BUSINESS MEMBERSHIP		349.00		N	
01 2710 610 000 0000 0 000	BUS SUPPLIES		21.87		N	
01 2230 650 000 0000 0 000	CABLE JACKS & CONNECTOR		47.66		N	
01 1100 610 002 0020 0 000	2ND GRAGE SUPPLIES		192.85		N	

Vendor ID: APPLECO APPLE INC.

PO Number: Invoice Number: MB10658749 Amount: 200.00

Description: Invoice Date: 10/15/2024 Due Date: 10/16/2024 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2230 643 000 0000 0 000	ITS VVP CREDIT		200.00		N	

Vendor ID: BAUERTIRE BAUER BUILT TIRE

PO Number: Invoice Number: 8702283646 Amount: 1,070.00

Description: Invoice Date: 10/15/2024 Due Date: 10/16/2024 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2730 431 000 0000 0 000	BUS #21 REPLACED 2 TIRES AND ALIGNMENT		1,070.00		N	

Vendor ID: BENESCH BENESCH

PO Number: Invoice Number: 101524 Amount: 850.00

Description: Invoice Date: 10/15/2024 Due Date: 10/16/2024 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2670 352 000 0000 0 000	AHERA INSPECTIONS		850.00	0.00	N	

Vendor ID: BLACKHILLS BLACK HILLS ENERGY

PO Number: Invoice Number: 101524 Amount: 274.64

Description: Invoice Date: 10/15/2024 Due Date: 10/16/2024 Status: A 1099 Amount: 0.00

Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
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01 2610 621 000 0000 0 000	FUEL	274.64	N					
<b>Vendor ID: BOUNDTOSTA</b>	<b>BOUND TO STAY BOUND</b>	<b>PO Number:</b>	<b>Invoice Number: 228728</b>	<b>Amount:</b>	<b>62.92</b>			
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00			
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:				
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>		
01 2220 640 000 0000 0 000	LIBRARY BOOKS		62.92		N			
<b>Vendor ID: CASHWA</b>	<b>CASH-WA DISTRIBUTING</b>	<b>PO Number:</b>	<b>Invoice Number: 14352774</b>	<b>Amount:</b>	<b>70.40</b>			
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00			
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:				
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>		
01 1190 610 002 0000 0 000	PK SNACKS		70.40		N			
<b>Vendor ID: CDW</b>	<b>CDW-GOVERNMENT</b>	<b>PO Number:</b>	<b>Invoice Number: AA5R68VAA5PZ6B</b>	<b>Amount:</b>	<b>2,945.79</b>			
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00			
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:				
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>		
01 2230 643 000 0000 0 000	ACAD CHROME ED LISC & SECURLY CLASSRM		1,555.00		N			
01 2230 650 000 0000 0 000	CHROME BOOKS & MONITOR		1,390.79		N			
<b>Vendor ID: CENGAGE</b>	<b>CENGAGE LEARNING</b>	<b>PO Number:</b>	<b>Invoice Number: 85177378</b>	<b>Amount:</b>	<b>596.75</b>			
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00			
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:				
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>		
01 1100 640 000 0000 0 000	OUR WORLD		596.75		N			
<b>Vendor ID: CENTRALCC</b>	<b>CENTRAL COMMUNITY COLLEGE</b>	<b>PO Number:</b>	<b>Invoice Number: 002022099</b>	<b>Amount:</b>	<b>572.30</b>			
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00			
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:				
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>		
01 2670 330 000 0000 0 000	HEARTSAVER CPR		572.30		N			
<b>Vendor ID: CHARACTERS</b>	<b>CHARACTERSTRONG</b>	<b>PO Number:</b>	<b>Invoice Number: 26306</b>	<b>Amount:</b>	<b>3,198.10</b>			
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00			
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:				
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>		
01 2120 610 002 0000 0 000	ELEMENTARY GUIDANCE		3,198.10		N			
<b>Vendor ID: COMPANION</b>	<b>COMPANION CORPORATION</b>	<b>PO Number:</b>	<b>Invoice Number: 129568</b>	<b>Amount:</b>	<b>2,415.00</b>			
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00			
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:				
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>		
01 2220 643 000 0000 0 000	ALEXANDRIA SUBSCRIPTION		2,415.00		N			

Vendor ID:	Vendor Name:	PO Number:	Invoice Number:	Amount:
<b>CROWNPLAZA</b>	<b>CROWN PLAZA HOTEL KEARNEY</b>		<b>8740,8741</b>	<b>559.80</b>
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A 1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u> <u>Asset/Asset Tag</u> <u>In Full</u>
01 2213 330 000 0000 0 000	ROOMS FOR CONFERENCE		559.80	N
<b>CUBBYSCORP</b>	<b>CUBBY'S CORPORATE OFFICE</b>		<b>9184288</b>	<b>4,746.05</b>
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A 1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u> <u>Asset/Asset Tag</u> <u>In Full</u>
01 1150 610 000 0000 0 000	ELL SUPPLIES		21.96	N
01 2610 626 000 0000 0 000	CUSTODIAL GAS		47.77	N
01 2710 626 000 0000 0 000	VAN & BUS GAS		4,303.53	N
01 2712 626 000 0000 0 000	SPED VAN & BUS GAS		372.79	N
<b>CULLIGANYO</b>	<b>CULLIGAN OF YORK</b>		<b>101524</b>	<b>157.50</b>
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A 1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u> <u>Asset/Asset Tag</u> <u>In Full</u>
01 2610 610 000 0000 0 000	WATER & RENTAL		157.50	N
<b>DIETZE</b>	<b>DIETZE MUSIC HOUSE</b>		<b>101524</b>	<b>276.61</b>
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A 1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u> <u>Asset/Asset Tag</u> <u>In Full</u>
01 1100 610 000 0170 0 000	MUSIC SUPPLIES		276.61	N
<b>EAKESO</b>	<b>EAKES OFFICE SOLUTIONS</b>		<b>90021509002163900786</b>	<b>374.52</b>
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A 1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u> <u>Asset/Asset Tag</u> <u>In Full</u>
01 1100 610 001 0145 0 000	HS SCIENCE SUPPLIES		102.20	N
01 2590 443 000 0000 0 000	COPY CONTRACTS		219.18	N
01 2590 610 000 0000 0 000	OFFICE SUPPLIES		53.14	N
<b>ESU #10</b>	<b>EDUCATIONAL SERVICE UNIT 10</b>		<b>25312-1</b>	<b>40.00</b>
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A 1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u> <u>Asset/Asset Tag</u> <u>In Full</u>
01 2410 810 002 0000 0 000	LEADERSHIP NETWORK SESSION		40.00	N
<b>ESU7NETWORK</b>	<b>EDUCATIONAL SERVICE UNIT #7</b>		<b>10/6/2024</b>	<b>953.61</b>
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A 1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u> <u>Asset/Asset Tag</u> <u>In Full</u>

01 2230 352 000 0000 0 000	TECH QUESTIONS	75.00	N
01 2230 643 000 0000 0 000	1ST QTR NETWORK SERVICE	878.61	N

**Vendor ID: ESU7SP**      **EDUCATIONAL SERVICE UNIT 7**      **PO Number:**      **Invoice Number: AUGUST 2024**      **Amount: 12,629.92**  
 Description:      Invoice Date: 10/15/2024      Due Date: 10/16/2024      Status: A      1099 Amount: 12,629.92  
 Sequence: 1      Check Type:      Checking Account ID:      Check Number:      Check Date:  
Chart of Account Number      Detail Description      Cost Center ID      Detail Amount      1099 Detail Amount      Asset/Asset Tag      In Full  
 01 2153 591 000 0000 0 000      SPED 0-2 SPEECH & LANGUAGE           492.80      492.80 N  
 01 1200 591 000 0000 0 000      SPED CONTRACTED SERVICES      12,137.12      12,137.12 N

**Vendor ID: ELECTENGIN**      **ELECTRONIC ENGINEERING**      **PO Number:**      **Invoice Number: 853005385-1**      **Amount: 2,657.00**  
 Description:      Invoice Date: 10/15/2024      Due Date: 10/16/2024      Status: A      1099 Amount: 0.00  
 Sequence: 1      Check Type:      Checking Account ID:      Check Number:      Check Date:  
Chart of Account Number      Detail Description      Cost Center ID      Detail Amount      1099 Detail Amount      Asset/Asset Tag      In Full  
 01 2230 643 000 0000 0 000      GSC/PRO/CAM RENEWAL           2,657.00      N

**Vendor ID: ELECTRONSY**      **ELECTRONIC SYSTEMS, INC**      **PO Number:**      **Invoice Number: 35714**      **Amount: 1,345.80**  
 Description:      Invoice Date: 10/15/2024      Due Date: 10/16/2024      Status: A      1099 Amount: 0.00  
 Sequence: 1      Check Type:      Checking Account ID:      Check Number:      Check Date:  
Chart of Account Number      Detail Description      Cost Center ID      Detail Amount      1099 Detail Amount      Asset/Asset Tag      In Full  
 01 2620 431 000 0000 0 000      FIRE ALARM INSPECTION, MANUAL PULL STATI      1,345.80      0.00 N

**Vendor ID: ENGCONTROL**      **ENGINEERED CONTROL, INC**      **PO Number:**      **Invoice Number: 64022**      **Amount: 2,800.00**  
 Description:      Invoice Date: 10/15/2024      Due Date: 10/16/2024      Status: A      1099 Amount: 0.00  
 Sequence: 1      Check Type:      Checking Account ID:      Check Number:      Check Date:  
Chart of Account Number      Detail Description      Cost Center ID      Detail Amount      1099 Detail Amount      Asset/Asset Tag      In Full  
 01 2620 431 000 0000 0 000      SERVICE AGREEMENT      2,800.00      N

**Vendor ID: ESUCOORD**      **ESU COORDINATING COUNCIL**      **PO Number:**      **Invoice Number: CANV000083**      **Amount: 1,080.00**  
 Description:      Invoice Date: 10/15/2024      Due Date: 10/16/2024      Status: A      1099 Amount: 0.00  
 Sequence: 1      Check Type:      Checking Account ID:      Check Number:      Check Date:  
Chart of Account Number      Detail Description      Cost Center ID      Detail Amount      1099 Detail Amount      Asset/Asset Tag      In Full  
 01 1100 643 000 0000 0 000      CANVAS RENEWAL 24-25      1,080.00      N

**Vendor ID: ESU7STUSER**      **ESU7 STUDENT SERVICES**      **PO Number:**      **Invoice Number: 101524**      **Amount: 100.00**  
 Description:      Invoice Date: 10/15/2024      Due Date: 10/16/2024      Status: A      1099 Amount: 0.00  
 Sequence: 1      Check Type:      Checking Account ID:      Check Number:      Check Date:  
Chart of Account Number      Detail Description      Cost Center ID      Detail Amount      1099 Detail Amount      Asset/Asset Tag      In Full  
 01 1150 340 000 0000 0 000      INTERPRETING SERVICES      100.00      N

**Vendor ID: FIRSTBOOK**      **FIRST BOOK**      **PO Number:**      **Invoice Number: 7001418062**      **Amount: 362.92**  
 Description:      Invoice Date: 10/15/2024      Due Date: 10/16/2024      Status: A      1099 Amount: 0.00  
 Sequence: 1      Check Type:      Checking Account ID:      Check Number:      Check Date:  
Chart of Account Number      Detail Description      Cost Center ID      Detail Amount      1099 Detail Amount      Asset/Asset Tag      In Full

01 2220 640 000 0000 0 000 LIBRARY BOOKS 362.92 N

**Vendor ID: GABEL GABEL, GRANT** **PO Number:** **Invoice Number: 101524** **Amount: 59.88**  
 Description: Invoice Date: 10/15/2024 Due Date: 10/16/2024 Status: A 1099 Amount: 0.00  
 Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
 01 1100 643 000 0000 0 000 REIMB. MS SCIENCE SUBSCRIPTION 59.88 N

**Vendor ID: PETTY GENERAL FUND-PETTY CASH** **PO Number:** **Invoice Number: 101524** **Amount: 1,307.69**  
 Description: Invoice Date: 10/15/2024 Due Date: 10/16/2024 Status: A 1099 Amount: 0.00  
 Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
 01 1100 610 000 0150 0 000 HS P.E. SUPPLIES 201.02 N  
 01 1100 610 001 0145 0 000 HS SCIENCE 71.20 N  
 01 1100 291 000 0000 0 000 INSPIRA YEARLY FEE 500.00 N  
 01 1150 330 000 0000 0 000 ELL 40.00 N  
 01 2220 640 000 0000 0 000 LIBRARY BOOKS 386.87 N  
 01 2410 810 002 0000 0 000 NCSA REGION 1 PROFESSIONAL DEVELOPMENT 75.00 N  
 01 2590 810 000 0000 0 000 EMC FEE 5.00 N  
 01 1100 610 002 0070 0 000 K SUPPLIES 28.60 N

**Vendor ID: GEYERPRODU GEYER INSTRUCTIONAL PRODUCTS** **PO Number:** **Invoice Number: PSI003337** **Amount: 107.20**  
 Description: Invoice Date: 10/15/2024 Due Date: 10/16/2024 Status: A 1099 Amount: 0.00  
 Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
 01 2610 610 000 0000 0 000 PUSH PULL BALANCES 107.20 N

**Vendor ID: GOPHYSICAL GO PHYSICAL THERAPY** **PO Number:** **Invoice Number: SEPT 10** **Amount: 2,930.85**  
 Description: Invoice Date: 10/15/2024 Due Date: 10/16/2024 Status: A 1099 Amount: 2,930.85  
 Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
 01 2162 340 000 0000 0 000 SPED OT 3-5 207.04 207.04 N  
 01 2161 340 000 0000 0 000 SPED OT S.A. 2,723.81 2,723.81 N

**Vendor ID: GOPHER GOPHER** **PO Number:** **Invoice Number: 403949403938** **Amount: 2,297.36**  
 Description: Invoice Date: 10/15/2024 Due Date: 10/16/2024 Status: A 1099 Amount: 0.00  
 Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
 01 6998 610 000 1234 0 000 TILTED PLUS ACTIVE SEATS 439.28 N  
 01 1100 610 001 0145 0 000 INTERCHANGE ACTIVE SEATS, BALL CHAIR 1,858.08 N

**Vendor ID: HEARTLAND HEARTLAND COMMUNICATIONS** **PO Number:** **Invoice Number: 75602** **Amount: 1,925.00**  
 Description: Invoice Date: 10/15/2024 Due Date: 10/16/2024 Status: A 1099 Amount: 0.00

Sequence	Check Type	Checking Account ID	Check Number	Check Date	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
01	2230	650 000 0000 0 000	IP TELEPHONES			1,925.00		N	
<b>Vendor ID: HOMETO</b>		<b>HOMETOWN LEASING</b>		<b>PO Number:</b>	<b>Invoice Number: 101524</b>		<b>Amount:</b>	<b>932.27</b>	
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00				
01	2590	443 000 0000 0 000	COPIERS PAYMENTS			932.27		N	
<b>Vendor ID: INGRAM</b>		<b>INGRAM LIBRARY SERVICES INC</b>		<b>PO Number:</b>	<b>Invoice Number: 8363170683896455</b>		<b>Amount:</b>	<b>2,953.57</b>	
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00				
01	2220	640 000 0000 0 000	LIBRARY BOOKS			2,953.57		N	
<b>Vendor ID: INLANDTRUC</b>		<b>INLAND TRUCK PARTS &amp; SERVICE</b>		<b>PO Number:</b>	<b>Invoice Number: 1687945</b>		<b>Amount:</b>	<b>135.15</b>	
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00				
01	2730	431 000 0000 0 000	PARTS FOR SMALL ACTIVITY BUS			135.15		N	
<b>Vendor ID: INNOVA</b>		<b>INNOVATIONS ASSOCIATES</b>		<b>PO Number:</b>	<b>Invoice Number: 5043</b>		<b>Amount:</b>	<b>170.00</b>	
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00				
01	1100	643 000 0000 0 000	24-25 CURRENT EVENTS			170.00		N	
<b>Vendor ID: INSPIRA</b>		<b>INSPIRA FINANCIAL</b>		<b>PO Number:</b>	<b>Invoice Number: 101524</b>		<b>Amount:</b>	<b>100.00</b>	
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00				
01	1100	291 000 0000 0 000	ADMIN FEE			100.00		N	
<b>Vendor ID: JWPEPP</b>		<b>J.W. PEPPER &amp; SON, INC.</b>		<b>PO Number:</b>	<b>Invoice Number: 36673159433934458542</b>		<b>Amount:</b>	<b>276.74</b>	
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00				
01	1100	610 000 0170 0 000	MUSIC			276.74		N	
<b>Vendor ID: JACKSO</b>		<b>JACKSON SERVICES, INC</b>		<b>PO Number:</b>	<b>Invoice Number: 53850015393756</b>		<b>Amount:</b>	<b>470.62</b>	
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00				
01	2610	420 000 0000 0 000	RUGS & MOPS			470.62		N	

<b>Vendor ID: JOHNDEERE</b>	<b>JOHN DEERE FINANCIAL</b>	<b>PO Number:</b>	<b>Invoice Number: 101524</b>	<b>Amount:</b>	<b>1,087.31</b>	
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00	
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2610 440 000 0000 0 000	EQUIPMENT PAYMENTS		1,087.31		N	
<b>Vendor ID: KCAV</b>	<b>KANSAS CITY AUDIO-VISUAL</b>	<b>PO Number:</b>	<b>Invoice Number: 48336</b>	<b>Amount:</b>	<b>1,213.05</b>	
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00	
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2230 650 000 0000 0 000	VIVI DEVICES		1,213.05		N	
<b>Vendor ID: KBSCHLAW</b>	<b>KSB SCHOOL LAW, PC, LLO</b>	<b>PO Number:</b>	<b>Invoice Number: 17323</b>	<b>Amount:</b>	<b>59.00</b>	
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 59.00	
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2330 317 000 0000 0 000	LEGAL SERVICES		59.00	59.00	N	
<b>Vendor ID: KUBIKDARYL</b>	<b>KUBIK, DARYL</b>	<b>PO Number:</b>	<b>Invoice Number: 101524</b>	<b>Amount:</b>	<b>50.00</b>	
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00	
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1100 610 002 0030 0 000	REIMB. FOR MATH FACT LAB		50.00		N	
<b>Vendor ID: LAKESH</b>	<b>LAKESHORE LEARNING MATERIALS</b>	<b>PO Number:</b>	<b>Invoice Number: 649072080424</b>	<b>Amount:</b>	<b>139.00</b>	
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00	
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1200 610 000 0000 0 000	STORY TELLING KITS		139.00		N	
<b>Vendor ID: MATHESON</b>	<b>MATHESON TRI-GAS INC.</b>	<b>PO Number:</b>	<b>Invoice Number: 52405988</b>	<b>Amount:</b>	<b>249.60</b>	
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00	
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1100 610 001 0180 0 000	GAS BOTTLE RENTALS		249.60		N	
<b>Vendor ID: MCILNA</b>	<b>MCILNAY &amp; COMPANY</b>	<b>PO Number:</b>	<b>Invoice Number: 17588</b>	<b>Amount:</b>	<b>287.50</b>	
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00	
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2620 431 000 0000 0 000	RODDED MAIN SEWER LINE		287.50		N	
<b>Vendor ID: MECHANICAL</b>	<b>MECHANICAL SALES, INC</b>	<b>PO Number:</b>	<b>Invoice Number: 59041</b>	<b>Amount:</b>	<b>1,760.00</b>	
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00	
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:		

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2620 431 000 0000 0 000	SERVICE ERV-3		1,760.00		N	

**Vendor ID: MENARD      MENARDS      PO Number:**      **Invoice Number: 148071423114649      Amount: 279.85**

Description:      Invoice Date: 10/15/2024      Due Date: 10/16/2024      Status: A      1099 Amount: 0.00  
 Sequence: 1      Check Type:      Checking Account ID:      Check Number:      Check Date:

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2220 610 000 0000 0 000	DIFFERENT LOCKS		92.84		N	
01 2610 610 000 0000 0 000	CUSTODIAL SUPPLIES		75.86		N	
01 2710 610 000 0000 0 000	BLOWER VAC & NOZZLE		111.15		N	

**Vendor ID: MIDAME      MID-AMERICAN RESEARCH CHEMICAL      PO Number:**      **Invoice Number: 0829410      Amount: 157.20**

Description:      Invoice Date: 10/15/2024      Due Date: 10/16/2024      Status: A      1099 Amount: 0.00  
 Sequence: 1      Check Type:      Checking Account ID:      Check Number:      Check Date:

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2610 610 000 0000 0 000	RINSE AID		157.20		N	

**Vendor ID: N2Y      N2Y      PO Number:**      **Invoice Number: 10874601088128      Amount: 1,759.97**

Description:      Invoice Date: 10/15/2024      Due Date: 10/16/2024      Status: A      1099 Amount: 0.00  
 Sequence: 1      Check Type:      Checking Account ID:      Check Number:      Check Date:

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1200 643 000 0000 0 000	NEWS 2 YOU		1,759.97		N	

**Vendor ID: NAPAAUTO      NAPA AUTO AND TRUCK PARTS      PO Number:**      **Invoice Number: 751895      Amount: 545.75**

Description:      Invoice Date: 10/15/2024      Due Date: 10/16/2024      Status: A      1099 Amount: 0.00  
 Sequence: 1      Check Type:      Checking Account ID:      Check Number:      Check Date:

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2710 610 000 0000 0 000	DEF		545.75		N	

**Vendor ID: NECSA      NE COUNCIL OF SCHOOL ADM.      PO Number:**      **Invoice Number: 84025      Amount: 150.00**

Description:      Invoice Date: 10/15/2024      Due Date: 10/16/2024      Status: A      1099 Amount: 0.00  
 Sequence: 1      Check Type:      Checking Account ID:      Check Number:      Check Date:

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2320 810 000 0000 0 000	2024 FALL EDUCATORS ACADEMY		150.00		N	

**Vendor ID: NASB      NEBRASKA ASSOCIATION OF SCHOOL BOARDS      PO Number:**      **Invoice Number: 51592      Amount: 722.00**

Description:      Invoice Date: 10/15/2024      Due Date: 10/16/2024      Status: A      1099 Amount: 0.00  
 Sequence: 1      Check Type:      Checking Account ID:      Check Number:      Check Date:

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2320 810 000 0000 0 000	2024 STATE ED CONFERENCE		361.00		N	
01 2310 810 000 0000 0 000	2024 STATE ED CONFERENCE		361.00		N	

**Vendor ID: NESTATEBOI      NEBRASKA STATE FIRE MARSHAL AGENCY      PO Number:**      **Invoice Number: 131869      Amount: 108.00**  
**BOILER INSPECTION DIVISION**

Description:      Invoice Date: 10/15/2024      Due Date: 10/16/2024      Status: A      1099 Amount: 0.00

**Invoice Listing - Detail**  
OCTOBER 2024 GENERAL FUND INVOICES

Sequence:	Check Type:	Checking Account ID:	Check Number:	Check Date:				
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>		
01 2610 340 000 0000 0 000	BOILER INSPECTION		108.00		N			
<b>Vendor ID: ORKINP</b>	<b>ORKIN PEST CONTROL</b>		<b>PO Number:</b>	<b>Invoice Number: 268199795</b>	<b>Amount:</b>	<b>137.99</b>		
Description:			Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00		
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:				
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>		
01 2610 420 000 0000 0 000	PEST CONTROL		137.99		N			
<b>Vendor ID: PINNACLEOM</b>	<b>PINNACLE BANK</b>		<b>PO Number:</b>	<b>Invoice Number: 101524</b>	<b>Amount:</b>	<b>3,960.85</b>		
Description:			Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00		
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:				
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>		
01 6998 610 000 1234 0 000	GIDDY UP RIDES		3,411.00		N			
01 1100 610 000 0000 0 000	3D DOODLER SUPPLIES		239.86		N			
01 2220 810 000 0000 0 000	LIBRARY ASSOCIATION MEMBERSHIP		190.00		N			
01 1100 643 000 0000 0 000	CANVAS		119.99		N			
<b>Vendor ID: PLANK</b>	<b>PLANK ROAD PUBLISHING</b>		<b>PO Number:</b>	<b>Invoice Number: 25-805557</b>	<b>Amount:</b>	<b>34.40</b>		
Description:			Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00		
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:				
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>		
01 1100 610 000 0170 0 000	MUSIC		34.40		N			
<b>Vendor ID: POLKORPP</b>	<b>POLK CO. RURAL PUBLIC POWER DISTRICT</b>		<b>PO Number:</b>	<b>Invoice Number: 101524</b>	<b>Amount:</b>	<b>13,312.64</b>		
Description:			Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00		
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:				
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>		
01 2610 621 000 0000 0 000	ELECTRICITY		13,312.64		N			
<b>Vendor ID: PRAIRI</b>	<b>PRAIRIE CREEK FAMILY MEDICINE</b>		<b>PO Number:</b>	<b>Invoice Number: 101524</b>	<b>Amount:</b>	<b>4.92</b>		
Description:			Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00		
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:				
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>		
01 2710 290 000 0000 0 000	BUS PHYSICAL		4.92		N			
<b>Vendor ID: REMIND101</b>	<b>REMIND101, INC.</b>		<b>PO Number:</b>	<b>Invoice Number: 2024-131483</b>	<b>Amount:</b>	<b>1,725.90</b>		
Description:			Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00		
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:				
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>		
01 2230 643 000 0000 0 000	24-25 SUBSCRIPTION		1,725.90		N			
<b>Vendor ID: RIVERSIDPO</b>	<b>RIVERSIDE PORTABLES LLC</b>		<b>PO Number:</b>	<b>Invoice Number: I5879</b>	<b>Amount:</b>	<b>210.00</b>		
Description:			Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00		

**Invoice Listing - Detail**  
OCTOBER 2024 GENERAL FUND INVOICES

Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>	
01 2410 890 001 0000 0 000	HOMECOMING		210.00		N		
<b>Vendor ID: SCHOLASTIC</b>	<b>SCHOLASTIC INC</b>	<b>PO Number:</b>	<b>Invoice Number: M7545586</b>	<b>Amount:</b>	<b>274.73</b>		
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00		
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>	
01 1100 610 003 0100 0 000	JH ENGLISH		274.73		N		
<b>Vendor ID: SCHOOLOUT</b>	<b>SCHOOL OUTFITTERS</b>	<b>PO Number:</b>	<b>Invoice Number: 14214724</b>	<b>Amount:</b>	<b>2,680.70</b>		
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00		
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>	
01 6998 610 000 1234 0 000	WHITE BOARD TABLES		2,680.70		N		
<b>Vendor ID: SCHOSP</b>	<b>SCHOOL SPECIALITY</b>	<b>PO Number:</b>	<b>Invoice Number: 208134832459</b>	<b>Amount:</b>	<b>2,043.58</b>		
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00		
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>	
01 1100 733 000 0000 0 000	CHAIRS		2,043.58		N		
<b>Vendor ID: SCHOOLSIN</b>	<b>SCHOOLS IN</b>	<b>PO Number:</b>	<b>Invoice Number: ORD-66126</b>	<b>Amount:</b>	<b>4,218.72</b>		
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00		
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>	
01 6998 610 000 1234 0 000	WHITEBOARD DESKS & STOOLS		4,218.72		N		
<b>Vendor ID: SERVICEMAS</b>	<b>SERVICE MASTER BY SHEVLIN</b>	<b>PO Number:</b>	<b>Invoice Number: 11376</b>	<b>Amount:</b>	<b>5,590.00</b>		
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 5,590.00		
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>	
01 2610 420 000 0000 0 000	MONTHLY SERVICE - OCT		5,590.00	5,590.00	N		
<b>Vendor ID: SFM</b>	<b>SFM</b>	<b>PO Number:</b>	<b>Invoice Number: 3417651</b>	<b>Amount:</b>	<b>1,416.00</b>		
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 0.00		
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>	
01 2590 270 000 0000 0 000	WORK COMP AUDIT		1,416.00		N		
<b>Vendor ID: SHELBYAUTO</b>	<b>SHELBY AUTO CLINIC</b>	<b>PO Number:</b>	<b>Invoice Number: 039696699661</b>	<b>Amount:</b>	<b>290.55</b>		
Description:		Invoice Date: 10/15/2024	Due Date: 10/16/2024	Status: A	1099 Amount: 90.00		
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>	
01 2710 626 000 0000 0 000	OIL		106.08		N		

01 2730 431 000 0000 0 000	REPAIRS	84.34	60.00	N
01 2712 340 000 0000 0 000	REPAIRS	45.95	30.00	N
01 2712 626 000 0000 0 000	OIL	54.18		N

**Vendor ID: SHELBYLUM SHELBY LUMBER CO. PO Number: Invoice Number: 147541917919680503 Amount: 916.34**  
Description: Invoice Date: 10/15/2024 Due Date: 10/16/2024 Status: A 1099 Amount: 0.00  
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
01 2610 610 000 0000 0 000 CUSTODIAL SUPPLIES 606.99 N  
01 1100 610 001 0180 0 000 IND ARTS SUPPLIES 309.35 N

**Vendor ID: SPARROWPUB SPARROW PUBLICATIONS PO Number: Invoice Number: 5324 Amount: 397.36**  
Description: Invoice Date: 10/15/2024 Due Date: 10/16/2024 Status: A 1099 Amount: 0.00  
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
01 2310 540 000 0000 0 000 LEGAL POSTINGS 397.36 N

**Vendor ID: SUTTONJOHN SUTTON, JOHN PO Number: Invoice Number: 6399 Amount: 198.00**  
Description: Invoice Date: 10/15/2024 Due Date: 10/16/2024 Status: A 1099 Amount: 0.00  
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
01 2220 640 000 0000 0 000 LIBRARY BOOKS 198.00 N

**Vendor ID: TEADIRECT TEACHER DIRECT PO Number: Invoice Number: 06204 Amount: 237.28**  
Description: Invoice Date: 10/15/2024 Due Date: 10/16/2024 Status: A 1099 Amount: 0.00  
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
01 1100 610 002 0020 0 000 MY OWN SPELLING DICTIONARY & SUPPLIES 237.28 N

**Vendor ID: TEACHERCRE TEACHERS CREATED RESOURCES PO Number: Invoice Number: 6616698 Amount: 159.29**  
Description: Invoice Date: 10/15/2024 Due Date: 10/16/2024 Status: A 1099 Amount: 0.00  
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
01 1100 610 000 0000 0 000 CROMER SUPPLIES 159.29 N

**Vendor ID: TRUCKCEN TRUCK CENTER COMPANIES PO Number: Invoice Number: RA111006300 Amount: 2,799.21**  
Description: Invoice Date: 10/15/2024 Due Date: 10/16/2024 Status: A 1099 Amount: 0.00  
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:  
Chart of Account Number Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
01 2730 431 000 0000 0 000 BUS 21 REPAIRS & BUS 15 2,799.21 N

**Vendor ID: VERIZON VERIZON WIRELESS PO Number: Invoice Number: 9974998133 Amount: 492.40**  
Description: Invoice Date: 10/15/2024 Due Date: 10/16/2024 Status: A 1099 Amount: 0.00  
Sequence: 1 Check Type: Checking Account ID: Check Number: Check Date:

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2710 382 000 0000 0 000	BUS CELL PHONES		492.40		N	

**Vendor ID: VILLAG**      **VILLAGE OF SHELBY**      **PO Number:**      **Invoice Number: 249159**      **Amount: 1,306.34**

Description:      Invoice Date: 10/15/2024      Due Date: 10/16/2024      Status: A      1099 Amount: 657.00  
 Sequence: 1      Check Type:      Checking Account ID:      Check Number:      Check Date:

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2610 410 000 0000 0 000	WATER & SEWER - 649.34, GARBAGE - 657		1,306.34	657.00	N	

**Vendor ID: WESTMUSIC**      **WEST MUSIC**      **PO Number:**      **Invoice Number: S12432428**      **Amount: 61.05**

Description:      Invoice Date: 10/15/2024      Due Date: 10/16/2024      Status: A      1099 Amount: 0.00  
 Sequence: 1      Check Type:      Checking Account ID:      Check Number:      Check Date:

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1100 610 000 0170 0 000	MUSIC		61.05		N	

**Vendor ID: WINDSTREAM**      **WINDSTREAM NEBRASKA INC.**      **PO Number:**      **Invoice Number: 101524**      **Amount: 1,341.51**

Description:      Invoice Date: 10/15/2024      Due Date: 10/16/2024      Status: A      1099 Amount: 0.00  
 Sequence: 1      Check Type:      Checking Account ID:      Check Number:      Check Date:

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2590 382 000 0000 0 000	SCHOOL - 1137.84, BUS BARN - 203.67		1,341.51		N	

**Vendor ID: YOURPUBLIC**      **YOUR PUBLICATION**      **PO Number:**      **Invoice Number: 12313731375**      **Amount: 131.71**

Description:      Invoice Date: 10/15/2024      Due Date: 10/16/2024      Status: A      1099 Amount: 0.00  
 Sequence: 1      Check Type:      Checking Account ID:      Check Number:      Check Date:

<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2310 540 000 0000 0 000	LEGAL POSTINGS		131.71		N	

Batch 1099 Total:      21,956.77      Batch Total:      109,215.52

Report 1099 Total:      21,956.77      Report Total:      109,215.52

SEPTEMBER 2024 GENERAL FUND

Account Number	Account Description	EXPENDED	TO DATE	BALANCE OF
01	GENERAL FUND			EOM
1100	REGULAR INSTRUCTIONAL PROGRAMS	\$307,711.51	\$307,711.51	(\$307,711.51)
1150	ENGLISH LANGUAGE LEARNERS	\$7,994.73	\$7,994.73	(\$7,994.73)
1160	POVERTY - After School Program	\$9,620.07	\$9,620.07	(\$9,620.07)
1190	PRESCHOOL	\$12,021.30	\$12,021.30	(\$12,021.30)
1100	REGULAR INSTRUCTIONAL PROGRAMS	\$337,347.61	\$337,347.61	(\$337,347.61)
1200	SPECIAL EDUCATION PROGRAMS	\$42,970.58	\$42,970.58	(\$42,970.58)
1200	SPECIAL EDUCATION PROGRAMS	\$42,970.58	\$42,970.58	(\$42,970.58)
2120	GUIDANCE SERVICES	\$16,408.91	\$16,408.91	(\$16,408.91)
2130	HEALTH SERVICES	\$5,553.29	\$5,553.29	(\$5,553.29)
2151	SPEECH PATHOLOGY - SPED SCHOOL AGE	\$10,503.17	\$10,503.17	(\$10,503.17)
2100	SUPPORTIVE SERVICES PUPILS	\$32,465.37	\$32,465.37	(\$32,465.37)
2211	SCHOOL IMPROVEMENT	\$255.52	\$255.52	(\$255.52)
2213	INSTRUCTIONAL STAFF TRAINING	\$180.00	\$180.00	(\$180.00)
2220	LIBRARY/MEDIA SERVICE	\$9,681.69	\$9,681.69	(\$9,681.69)
2230	INSTRUCTION RELATED TECHNOLOGY	\$14,842.23	\$14,842.23	(\$14,842.23)
2200	SUPPORT SERVICES STAFF	\$24,959.44	\$24,959.44	(\$24,959.44)
2310	BOARD OF EDUCATION	\$1,392.82	\$1,392.82	(\$1,392.82)
2320	EXECUTIVE ADMINISTRATION	\$15,540.86	\$15,540.86	(\$15,540.86)
2300	SUPPORT SERVICES-GEN ADMIN	\$16,933.68	\$16,933.68	(\$16,933.68)
2410	OFFICE OF THE PRINCIPAL	\$23,447.00	\$23,447.00	(\$23,447.00)
2400	OFFICE OF PRINCIPAL	\$23,447.00	\$23,447.00	(\$23,447.00)
2590	GENERAL ADMIN - BUSINESS SERVICE	\$24,278.23	\$24,278.23	(\$24,278.23)
2500	SUPPORT SERVICES-BUSINESS	\$24,278.23	\$24,278.23	(\$24,278.23)
2610	OPERATION OF PLANT	\$37,644.21	\$37,644.21	(\$37,644.21)
2620	MAINTENANCE OF PLANT	\$3,517.99	\$3,517.99	(\$3,517.99)
2670	SCHOOL SAFETY	\$1,454.50	\$1,454.50	(\$1,454.50)
2600	SUPPORT SERVICES-BLDGS & SITES	\$42,616.70	\$42,616.70	(\$42,616.70)
2710	Pupil Transportation - Regular ED	\$13,940.38	\$13,940.38	(\$13,940.38)
2712	SCHOOL AGE SPEC ED TRANSPORT	\$872.56	\$872.56	(\$872.56)
2730	VEHICLE SERVICING & MAINTENANCE	\$335.71	\$335.71	(\$335.71)
2700	SUPPORT SERVICES-PUPIL TRANS	\$15,148.65	\$15,148.65	(\$15,148.65)
6200	TITLE I	\$4,976.02	\$4,976.02	(\$4,976.02)
6200	TITLE I	\$4,976.02	\$4,976.02	(\$4,976.02)
6992	REAP - FEDERAL SERVICES	\$5,102.97	\$5,102.97	(\$5,102.97)
6900	6900	\$5,102.97	\$5,102.97	(\$5,102.97)
01	GENERAL FUND	\$570,246.25	\$570,246.25	(\$570,246.25)

Revenue Summary Report

SEPTEMBER 2024 GENERAL FUND

Fund: 01 GENERAL FUND

<u>Account Number</u>	<u>Description</u>	<u>During Month</u>	<u>To Date</u>
01 1100	LEVIED TAXES	893,017.75	893,017.75
01 1115	CARLINE TAX	209.40	209.40
01 1125	MOTOR VEHICLES TAX	21,139.33	21,139.33
01 1140	INTEREST	682.87	682.87
01 1370	PRESCHOOL TUITION	3,045.00	3,045.00
01 1510	INTEREST ON INVESTMENT	5,190.62	5,190.62
01 1990	OTHER LOCAL RECEIPTS	351.63	351.63
	Subtotal: LOCAL RECIEPTS	923,636.60	923,636.60
01 2110	FINES & LICENSE FEES	1,242.89	1,242.89
	Subtotal: COUNTY AND ESU RECEIPTS	1,242.89	1,242.89
01 3110	STATE AID	113,093.00	113,093.00
	Subtotal: STATE RECEIPTS	113,093.00	113,093.00
01 4516	IDEA 4406	3,632.00	3,632.00
01 4518	IDEA PART B	83,253.00	83,253.00
01 4708	MEDICAID	594.92	594.92
01 4998	ESSER III	202,247.00	202,247.00
	Subtotal: FEDERAL RECEIPTS	289,726.92	289,726.92
01 5690	OTHER NON-REVENUE RECEIPTS	570.90	570.90
	Subtotal: NON-REVENUE RECEIPTS	570.90	570.90
	Fund Total:	1,328,270.31	1,328,270.31



**SHELBY-RISING CITY PUBLIC SCHOOL  
FINANCIAL REPORT  
GENERAL FUND - PETTY CASH**

**Balance 09/01/24                    \$    9,281.71**

**RECEIPTS:**

General Fund

**Total Receipts:                    \$            -**

**DISBURSEMENTS:**

Capital One	\$	489.61
Ingram Library Services	\$	386.87
EMC Insurance	\$	5.00
Inspira Financial	\$	500.00
Bellevue University	\$	40.00
NCSA	\$	75.00

**Total Disbursements:            \$    1,496.48**

**Balance: 9/30/24                    \$    7,785.23**

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**Special Deposits:**

Innovations Grant	\$	1,000.00
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**SHELBY-RISING CITY PUBLIC SCHOOL  
FINANCIAL REPORT  
GENERAL FUND - BOND**

**Balance 09/01/24                    \$     830,404.23**

**RECEIPTS:**

Polk Co. Treas.	\$ 87,365.57
Butler Co. Treas.	\$ 69,315.48
Interest	\$ 2,122.07

**Total Receipts:                    \$     158,803.12**

**DISBURSEMENTS:**

**Total Disbursements:            \$               -**

**Balance: 9/30/24                    \$     989,207.35**



**SHELBY - RISING CITY PUBLIC SCHOOL  
FINANCIAL REPORT  
DEPRECIATION FUND  
September 30, 2024**

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**Beginning Balance:**     \$     326,856.10

**RECEIPTS:**

Interest	\$	726.37
Interest from COD	\$	565.54

**Total Receipts:**     \$     1,291.91

**DISBURSEMENTS:**

**Total Disbursements:**     \$     -

**Ending Balance:**     \$     328,148.01

**Certificate of Deposit:**     \$172,000.00

**Total Depreciation and Certificate of Deposit**     \$     500,148.01

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**SHELBY - RISING CITY PUBLIC SCHOOLS  
FINANCIAL REPORT  
NUTRITION FUND**

**Beginning Balance 09/01/24**

**\$ 40,911.40**

**RECEIPTS:**

	<b>AMOUNT</b>
Family Receipts	\$ 12,196.40
Online Payments	\$ 2,038.00
Preschool Milk	\$ 1,075.75
Interest	\$ 39.63
State of NE Payment	<u>\$ 7,962.01</u>

**Total Receipts**

**\$ 23,311.79**

**DISBURSEMENTS:**

<b>Name:</b>	<b>Ck No.</b>	<b>AMOUNT</b>
US Foods	3275	\$ 12,491.16
Cash-Wa Dioistributing	3276	\$ 7,885.91
Hiland Dairy	3277	\$ 1,070.57
Capital One	3278	\$ 188.79
Cubby's	3279	\$ 27.63
SRC General Fund	3281	\$ 7,086.72
Magic Wrighter	6032	\$ 34.95

**Total Disbursements:**

**\$ 28,785.73**

**Ending Balance 09/30/24**

**\$ 35,437.46**

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# SUMMARY SHEET

September 30, 2024

<b>Account Name:</b>	<b>Amount</b>	<b>Amount in CD</b>
General Fund	\$ 2,438,038.97	
General Fund Savings	\$ 9,035.76	
Lunch Fund	\$ 35,437.46	
Petty Cash	\$ 7,785.23	
Building Sinking Fund	\$ 50,879.61	
Depreciation Fund	\$ 328,148.01	\$ 172,000.00
Employment Benefit	\$ 27,015.63	
Bond	\$ 989,207.35	
Activity Fund	\$ 291,060.97	
<b><u>Total of Accounts</u></b>	<b><u>\$ 4,176,608.99</u></b>	<b><u>\$ 172,000.00</u></b>
<b><u>Total of Above Accounts</u></b>		<b><u>\$ 4,348,608.99</u></b>



<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 05	ACTIVITIES FUND			
<u>Current Assets</u>				
05 101	CASH/ACTIVITY FUND	274,273.41	16,612.92	290,886.33
	Current Assets Subtotal:	274,273.41	16,612.92	290,886.33
Total Assets and Deferred Outflows of Resources:		274,273.41	16,612.92	290,886.33

Fund Balance

05 704 0414	FUND BALANCE/ART CLASS	22.92	0.00	22.92
05 704 0434	FUND BALANCE/CD	359.00	0.00	359.00
05 704 4010	FUND BALANCE - ATHLETICS	56,672.61	3.55	56,676.16
05 704 4019	FUND BALANCE - BOYS GOLF	1,991.00	0.00	1,991.00
05 704 4020	FUND BALANCE - CONCESSION	1,319.73	2,538.13	3,857.86
05 704 4030	FUND BALANCE - NHS	3,063.27	(250.00)	2,813.27
05 704 4040	FUND BALANCE - SRC CLUB	16,199.73	2,280.00	18,479.73
05 704 4050	FUND BALANCE - CLASS OF 2027	3,501.42	0.00	3,501.42
05 704 4060	FUND BALANCE - CLASS OF 2025	3,880.91	0.00	3,880.91
05 704 4070	FUND BALANCE - JUST FOR KIDS	2,471.38	0.00	2,471.38
05 704 4080	FUND BALANCE - CLASS OF 2024	1,953.86	395.00	2,348.86
05 704 4090	FUND BALANCE - CLASS OF 2026	3,777.06	202.05	3,979.11
05 704 4100	FUND BALANCE - YEARBOOK	337.41	90.00	427.41
05 704 4110	FUND BALANCE - MUSIC	8,380.96	271.00	8,651.96
05 704 4120	FUND BALANCE - STUDENT COUNCIL	4,563.12	93.76	4,656.88
05 704 4130	FUND BALANCE - DANCE TEAM	2,455.19	(1,490.97)	964.22
05 704 4140	FUND BALANCE -MEMORIALS	5,830.28	0.00	5,830.28
05 704 4150	FUND BALANCE - DRUG & ALCHOL PREVENTION	2,496.52	0.00	2,496.52
05 704 4160	FUND BALANCE - SHOP	20,076.14	(447.44)	19,628.70
05 704 4170	FUND BALANCE - INTEREST	4,419.49	377.54	4,797.03
05 704 4180	FUND BALANCE - BOOK IT	4,939.77	0.00	4,939.77
05 704 4190	FUND BALANCE/SPEECH AND DRAMA	4,931.72	0.00	4,931.72
05 704 4200	FUND BALANCE - LAP TOP LEASE FEE	22,265.29	3,435.03	25,700.32
05 704 4210	FUND BALANCE - WELLNESS CENTER	15,699.56	120.00	15,819.56
05 704 4220	FUND BALANCE - FBLA	9,107.19	0.00	9,107.19
05 704 4230	FUND BALANCE - STAFF DEVELOPMENT	3,545.05	(299.47)	3,245.58
05 704 4240	FUND BALANCE - QUIZ BOWL	1,739.44	(400.00)	1,339.44
05 704 4250	FUND BALANCE - ALUMNI	1,141.01	0.00	1,141.01
05 704 4260	FUND BALANCE - VIDEO BOARD	10,328.37	5,575.00	15,903.37
05 704 4270	FUND BALANCE - FFA	24,038.89	(381.17)	23,657.72
05 704 4280	FUND BALANCE - CIRCLE OF FRIENDS	2,655.79	378.00	3,033.79
05 704 4300	FUND BALANCE - FACILITY RENTAL	2,490.00	0.00	2,490.00
05 704 4310	FUND BALANCE - SUPERINTENDENT	3,074.92	0.00	3,074.92
05 704 4320	FUND BALANCE - UNIFIED BOWLING	531.76	0.00	531.76
05 704 4330	FUND BALANCE - 6-12 SPRING PLAY	1,587.30	0.00	1,587.30
05 704 4331	FUND BALANCE - STUDENT OF THE MONTH	1,275.72	0.00	1,275.72
05 704 4332	FUND BALANCE FACILITY RENTAL	625.00	0.00	625.00

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
05 704 4333	FUND BALANCE - YADA	1,311.32	0.00	1,311.32
05 704 4400	FUND BALANCE - FOOTBALL OTHER	(1,033.00)	1,330.00	297.00
05 704 4410	FUND BALANCE - VOLLEYBALL OTHER	8,151.05	987.46	9,138.51
05 704 4420	FUND BALANCE - WRESTLING OTHER	2,232.20	0.00	2,232.20
05 704 4430	FUND BALANCE - BOYS BB OTHER	6,216.40	(242.55)	5,973.85
05 704 4440	FUND BALANCE - GIRLS BB OTHER	5,339.17	0.00	5,339.17
05 704 4450	FUND BALANCE - DANCE OTHER	(1,692.51)	2,048.00	355.49
	Fund Balance Subtotal:	<u>274,273.41</u>	<u>16,612.92</u>	<u>290,886.33</u>
Total Liabilities, Deferred Inflows of Resources, and Fund Equity:		<u>274,273.41</u>	<u>16,612.92</u>	<u>290,886.33</u>

~~- 38,000~~  
252,886.<sup>33</sup>

Invoice Listing - Detail

Batch Description: SEPTEMBER 2024, ACTIVITY FUND INVOICES

Processing Month: 09/2024

Credit Card Vendor ID:

End of Fiscal Year Expense Invoices:

Vendor ID: ADAMSCHS ADAMS CENTRAL HIGH SCHOOL

Description:  
Sequence: 1 Check Type: Check  
Checking Account ID: 5  
Chart of Account Number Detail Description  
05 3200 890 000 4013 0 000 ENTRY FEE

PO Number: Invoice Number: 92424 Amount: 150.00  
Invoice Date: 09/23/2024 Due Date: 09/28/2024 Status: PP 1099 Amount: 0.00  
Check Number: 14175 Check Date: 09/24/2024  
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
150.00 N

Vendor ID: ADAMSJOSH ADAMS, JOSHUA

Description:  
Sequence: 1 Check Type: Check  
Checking Account ID: 5  
Chart of Account Number Detail Description  
05 3200 150 000 4011 0 000 FOOTBALL OFFICIALS

PO Number: Invoice Number: 92024 Amount: 150.00  
Invoice Date: 09/16/2024 Due Date: 09/20/2024 Status: PP 1099 Amount: 150.00  
Check Number: 14158 Check Date: 09/20/2024  
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
150.00 150.00 N

Vendor ID: AMAZON AMAZON

Description:  
Sequence: 1 Check Type: Check  
Checking Account ID: 5  
Chart of Account Number Detail Description  
05 3200 610 000 4130 0 000 BOWS

PO Number: Invoice Number: 91024 Amount: 60.97  
Invoice Date: 09/01/2024 Due Date: 09/10/2024 Status: PP 1099 Amount: 0.00  
Check Number: 14136 Check Date: 09/10/2024  
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
60.97 N

Vendor ID: ANDERSONN ANDERSON, NICOLE

Description:  
Sequence: 1 Check Type: Check  
Checking Account ID: 5  
Chart of Account Number Detail Description  
05 3200 150 000 4012 0 000 VOLLEYBALL OFFICIALS

PO Number: Invoice Number: 91724 Amount: 170.00  
Invoice Date: 09/13/2024 Due Date: 09/17/2024 Status: PP 1099 Amount: 0.00  
Check Number: 14153 Check Date: 09/17/2024  
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
170.00 N

Vendor ID: BECKERDAN BECKER, DAN

Description:  
Sequence: 1 Check Type: Check  
Checking Account ID: 5  
Chart of Account Number Detail Description  
05 3200 150 000 4012 0 000 VOLLEYBALL OFFICIALS

PO Number: Invoice Number: 90324 Amount: 170.00  
Invoice Date: 09/01/2024 Due Date: 09/03/2024 Status: PP 1099 Amount: 170.00  
Check Number: 14113 Check Date: 09/03/2024  
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
170.00 170.00 N

Vendor ID: BOONE BOONE CENTRAL HIGH SCHOOL

Description:  
Sequence: 1 Check Type: Check  
Checking Account ID: 5  
Chart of Account Number Detail Description  
05 3200 890 000 4013 0 000 ENTRY FEE

PO Number: Invoice Number: 91724 Amount: 100.00  
Invoice Date: 09/13/2024 Due Date: 09/16/2024 Status: PP 1099 Amount: 0.00  
Check Number: 14152 Check Date: 09/17/2024  
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
100.00 N

Vendor ID: BSNSPO BSN SPORTS

Description:  
Sequence: 1 Check Type: Check  
Checking Account ID: 5  
Chart of Account Number Detail Description  
05 3200 610 000 4010 0 000 COACH POLOS

PO Number: Invoice Number: 926614221 Amount: 582.12  
Invoice Date: 08/28/2024 Due Date: 09/27/2024 Status: PP 1099 Amount: 0.00  
Check Number: 14126 Check Date: 09/05/2024  
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
582.12 N

Vendor ID: BUTLERWELD BUTLER COUNTY WELDING

Description:

PO Number: Invoice Number: 217800 Amount: 507.44  
Invoice Date: 08/26/2024 Due Date: 09/26/2024 Status: PP 1099 Amount: 0.00

Invoice Listing - Detail

Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14151	Check Date: 09/16/2024		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
05 3200 610 000 4160 0 000	BOOSTER CLUB PLATES		507.44		N	
<b>Vendor ID: CHROBOOKPA</b>	<b>CHROME BOOK PARTS. COM</b>	<b>PO Number:</b>	<b>Invoice Number: 214487</b>	<b>Amount:</b>		<b>119.97</b>
Description:		Invoice Date: 09/06/2024	Due Date: 10/04/2024	Status: PP	1099 Amount: 0.00	
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14132	Check Date: 09/10/2024		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
05 3200 610 000 4200 0 000	CHROME PARTS		119.97		N	
<b>Vendor ID: COLSCR</b>	<b>COLUMBUS SCREEN PRINTING</b>	<b>PO Number:</b>	<b>Invoice Number: 036226</b>	<b>Amount:</b>		<b>524.00</b>
Description:		Invoice Date: 08/27/2024	Due Date: 09/27/2024	Status: PP	1099 Amount: 0.00	
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14149	Check Date: 09/16/2024		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
05 3200 610 000 4012 0 000	LONG SLEEVE SHIRTS		524.00		N	
<b>Vendor ID: COMPUHARDW</b>	<b>COMPUTER HARDWARE</b>	<b>PO Number:</b>	<b>Invoice Number: G23920</b>	<b>Amount:</b>		<b>950.00</b>
Description:		Invoice Date: 08/14/2024	Due Date: 09/14/2024	Status: PP	1099 Amount: 0.00	
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14121	Check Date: 09/05/2024		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
05 3200 610 000 4200 0 000	COMPUTER REPAIRS		950.00		N	
<b>Vendor ID: CROSSROADC</b>	<b>CROSS ROADS CONFERENCE</b>	<b>PO Number:</b>	<b>Invoice Number: 90524</b>	<b>Amount:</b>		<b>350.00</b>
Description:		Invoice Date: 09/01/2024	Due Date: 09/30/2024	Status: PP	1099 Amount: 0.00	
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14122	Check Date: 09/05/2024		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
05 3200 890 000 4010 0 000	CRC DUES		350.00		N	
<b>Vendor ID: CUBBY'S</b>	<b>CUBBY'S</b>	<b>PO Number:</b>	<b>Invoice Number: 91024</b>	<b>Amount:</b>		<b>77.11</b>
Description:		Invoice Date: 09/01/2024	Due Date: 09/30/2024	Status: PP	1099 Amount: 0.00	
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14137	Check Date: 09/10/2024		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
05 3200 610 000 4120 0 000	COKE FOR VENDING MACHINE		39.84		N	
05 3200 610 000 4230 0 000	SNACKS FOR IN SERVICE		37.27		N	
<b>Vendor ID: DAVIDC</b>	<b>DAVID CITY PUBLIC SCHOOL</b>	<b>PO Number:</b>	<b>Invoice Number: 91624</b>	<b>Amount:</b>		<b>560.00</b>
Description:		Invoice Date: 09/12/2024	Due Date: 09/16/2024	Status: PP	1099 Amount: 0.00	
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14150	Check Date: 09/16/2024		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
05 3200 610 000 4017 0 100	SINGLET'S		560.00		N	
<b>Vendor ID: DAVIDC</b>	<b>DAVID CITY PUBLIC SCHOOL</b>	<b>PO Number:</b>	<b>Invoice Number: 92324</b>	<b>Amount:</b>		<b>140.00</b>
Description:		Invoice Date: 09/23/2024	Due Date: 09/28/2024	Status: PP	1099 Amount: 0.00	
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14162	Check Date: 09/23/2024		
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>

05 3200 890 000 4012 0 000	VOLLEYBALL ENTRY FEE	140.00	N		
<b>Vendor ID: DEBUSECOLE</b>	<b>DEBUSE, COLE</b>	<b>PO Number:</b>	<b>Invoice Number: 92024</b>	<b>Amount:</b>	<b>150.00</b>
Description:		Invoice Date: 09/16/2024	Due Date: 09/20/2024	Status: PP	1099 Amount: 150.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14155	Check Date: 09/20/2024	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 150 000 4011 0 000	FOOTBALL OFFICIALS		150.00	150.00	N
<b>Vendor ID: DEBUSEKYLE</b>	<b>DEBUSE, KYLE</b>	<b>PO Number:</b>	<b>Invoice Number: 92024</b>	<b>Amount:</b>	<b>150.00</b>
Description:		Invoice Date: 09/16/2024	Due Date: 09/20/2024	Status: PP	1099 Amount: 150.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14159	Check Date: 09/20/2024	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 150 000 4011 0 000	FOOTBALL OFFICIALS		150.00	150.00	N
<b>Vendor ID: DOANEVOCAL</b>	<b>DOANE VOCAL FESTIVAL</b>	<b>PO Number:</b>	<b>Invoice Number: 92024</b>	<b>Amount:</b>	<b>105.00</b>
Description:		Invoice Date: 09/17/2024	Due Date: 09/20/2024	Status: PP	1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14160	Check Date: 09/20/2024	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 890 000 4110 0 000	FROSHMORE FESTIVAL REGISTRATION		105.00		N
<b>Vendor ID: ESU7NETWOR</b>	<b>EDUCATIONAL SERVICE UNIT #7</b>	<b>PO Number:</b>	<b>Invoice Number: 91024</b>	<b>Amount:</b>	<b>273.76</b>
Description:		Invoice Date: 08/30/2024	Due Date: 09/20/2024	Status: PP	1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14138	Check Date: 09/10/2024	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 610 000 4010 0 000	SCHEDULE POSTERS		273.76		N
<b>Vendor ID: FUMC</b>	<b>FIRST UNITED METHODIST CHURCH</b>	<b>PO Number:</b>	<b>Invoice Number: 92324</b>	<b>Amount:</b>	<b>500.00</b>
Description:		Invoice Date: 09/16/2024	Due Date: 09/30/2024	Status: PP	1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14167	Check Date: 09/23/2024	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 610 000 4010 0 000	DRUM SET		500.00		N
<b>Vendor ID: FUCHS</b>	<b>FUCHS, NANCY</b>	<b>PO Number:</b>	<b>Invoice Number: 9924</b>	<b>Amount:</b>	<b>170.00</b>
Description:		Invoice Date: 09/01/2024	Due Date: 09/09/2024	Status: PP	1099 Amount: 170.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14129	Check Date: 09/09/2024	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 150 000 4012 0 000	VOLLEYBALL OFFICIALS		170.00	170.00	N
<b>Vendor ID: GILLESPIE</b>	<b>GILLESPIE, BILL</b>	<b>PO Number:</b>	<b>Invoice Number: 92324</b>	<b>Amount:</b>	<b>140.00</b>
Description:		Invoice Date: 09/20/2024	Due Date: 09/23/2024	Status: PP	1099 Amount: 140.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14164	Check Date: 09/23/2024	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 150 000 4011 0 000	FOOTBALL OFFICIALS		140.00	140.00	N
<b>Vendor ID: GICCHIGHSC</b>	<b>GRAND ISLAND CENTRAL CATHOLIC HIGH SCHOOL</b>	<b>PO Number:</b>	<b>Invoice Number: 90324</b>	<b>Amount:</b>	<b>275.00</b>

Invoice Listing - Detail

Description:			Invoice Date: 09/01/2024	Due Date: 09/03/2024	Status: PP	1099 Amount: 0.00	
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14112	Check Date: 09/03/2024			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>	
05 3200 890 000 4013 0 000	GOLF ENTRY FEE		275.00		N		
<b>Vendor ID: HADLEY</b>	<b>HADLEY-BRAITHWAIT</b>	<b>PO Number:</b>	<b>Invoice Number: 232093</b>	<b>Amount:</b>			<b>183.45</b>
Description:			Invoice Date: 08/30/2024	Due Date: 09/30/2024	Status: PP	1099 Amount: 0.00	
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14123	Check Date: 09/05/2024			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>	
05 3200 610 000 4020 0 000	CANDY		183.45		N		
<b>Vendor ID: HAGGEMIKE</b>	<b>HAGGE, MIKE</b>	<b>PO Number:</b>	<b>Invoice Number: 92024</b>	<b>Amount:</b>			<b>150.00</b>
Description:			Invoice Date: 09/16/2024	Due Date: 09/20/2024	Status: PP	1099 Amount: 150.00	
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14156	Check Date: 09/20/2024			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>	
05 3200 150 000 4011 0 000	FOOTBALL OFFICIALS		150.00	150.00	N		
<b>Vendor ID: HAUFF</b>	<b>HAUFF MID-AMERICAN SPORTS</b>	<b>PO Number:</b>	<b>Invoice Number: 148855</b>	<b>Amount:</b>			<b>844.80</b>
Description:			Invoice Date: 07/31/2024	Due Date: 09/30/2024	Status: PP	1099 Amount: 0.00	
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14118	Check Date: 09/05/2024			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>	
05 3200 610 000 4010 0 000	SCORE BOARDS		844.80		N		
<b>Vendor ID: HEALY</b>	<b>HEALY AWARDS INC.</b>	<b>PO Number:</b>	<b>Invoice Number: 097911</b>	<b>Amount:</b>			<b>227.90</b>
Description:			Invoice Date: 08/29/2024	Due Date: 09/29/2024	Status: PP	1099 Amount: 0.00	
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14119	Check Date: 09/05/2024			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>	
05 3200 610 000 4010 0 000	HELMET DECALS		227.90		N		
<b>Vendor ID: JENSENJILL</b>	<b>JENSEN, JILLIAN</b>	<b>PO Number:</b>	<b>Invoice Number: 92324</b>	<b>Amount:</b>			<b>195.00</b>
Description:			Invoice Date: 09/19/2024	Due Date: 09/24/2024	Status: PP	1099 Amount: 0.00	
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14171	Check Date: 09/23/2024			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>	
05 3200 150 000 4012 0 000	VOLLEYBALL OFFICIALS		195.00		N		
<b>Vendor ID: KOERNERJ</b>	<b>KOERNER, JASON</b>	<b>PO Number:</b>	<b>Invoice Number: 92024</b>	<b>Amount:</b>			<b>150.00</b>
Description:			Invoice Date: 09/16/2024	Due Date: 09/20/2024	Status: PP	1099 Amount: 150.00	
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14157	Check Date: 09/20/2024			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>	
05 3200 150 000 4011 0 000	FOOTBALL OFFICIALS		150.00	150.00	N		
<b>Vendor ID: LAKEVI</b>	<b>LAKEVIEW HIGH SCHOOL</b>	<b>PO Number:</b>	<b>Invoice Number: 90524</b>	<b>Amount:</b>			<b>125.00</b>
Description:			Invoice Date: 09/01/2024	Due Date: 09/09/2024	Status: PP	1099 Amount: 0.00	
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14127	Check Date: 09/05/2024			
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>	

Invoice Listing - Detail

05 3200 890 000 4013 0 000 GOLF ENTRY FEE

125.00 N

Vendor ID: MAXWELL

MAXWELL, JON

PO Number:

Invoice Number: 92324

Amount: 195.00

Description:

Invoice Date: 09/12/2024 Due Date: 09/24/2024 Status: PP 1099 Amount: 195.00

Sequence: 1 Check Type: Check

Checking Account ID: 5

Check Number: 14172

Check Date: 09/23/2024

Chart of Account Number

Detail Description

Cost Center ID

Detail Amount 1099 Detail Amount Asset/Asset Tag

In Full

05 3200 150 000 4012 0 000 VOLLEYBALL OFFICIALS

195.00 195.00 N

Vendor ID: MEDCO

MEDCO SPORTS MEDICINE

PO Number:

Invoice Number: 97926095

Amount: 354.70

Description:

Invoice Date: 08/19/2024 Due Date: 09/19/2024 Status: PP 1099 Amount: 0.00

Sequence: 1 Check Type: Check

Checking Account ID: 5

Check Number: 14125

Check Date: 09/05/2024

Chart of Account Number

Detail Description

Cost Center ID

Detail Amount 1099 Detail Amount Asset/Asset Tag

In Full

05 3200 610 000 4010 0 000 CABINET

354.70 N

Vendor ID: MEDCO

MEDCO SPORTS MEDICINE

PO Number:

Invoice Number: 97963496

Amount: 28.12

Description:

Invoice Date: 08/28/2024 Due Date: 09/27/2024 Status: PP 1099 Amount: 0.00

Sequence: 1 Check Type: Check

Checking Account ID: 5

Check Number: 14140

Check Date: 09/10/2024

Chart of Account Number

Detail Description

Cost Center ID

Detail Amount 1099 Detail Amount Asset/Asset Tag

In Full

05 3200 610 000 4010 0 000 NON ADHESIVE FOAM ANKLE HORSESHOES

28.12 N

Vendor ID: MENARD

MENARDS

PO Number:

Invoice Number: 12635

Amount: 21.08

Description:

Invoice Date: 08/25/2024 Due Date: 09/25/2024 Status: PP 1099 Amount: 0.00

Sequence: 1 Check Type: Check

Checking Account ID: 5

Check Number: 14139

Check Date: 09/10/2024

Chart of Account Number

Detail Description

Cost Center ID

Detail Amount 1099 Detail Amount Asset/Asset Tag

In Full

05 3200 610 000 4020 0 000 CANDY

21.08 N

Vendor ID: NAMI

NEBRASKA AMI

PO Number:

Invoice Number: 92424

Amount: 100.00

Description:

Invoice Date: 09/20/2024 Due Date: 10/04/2024 Status: PP 1099 Amount: 0.00

Sequence: 1 Check Type: Check

Checking Account ID: 5

Check Number: 14178

Check Date: 09/24/2024

Chart of Account Number

Detail Description

Cost Center ID

Detail Amount 1099 Detail Amount Asset/Asset Tag

In Full

05 3200 890 000 4240 0 000 HIGH SCHOOL, MIDDLE SHOOOL QUIZ BOWL

100.00 N

Vendor ID: GFWC

NEBRASKA GFWC

PO Number:

Invoice Number: 90524

Amount: 300.00

Description:

Invoice Date: 09/01/2024 Due Date: 09/30/2024 Status: PP 1099 Amount: 0.00

Sequence: 1 Check Type: Check

Checking Account ID: 5

Check Number: 14128

Check Date: 09/05/2024

Chart of Account Number

Detail Description

Cost Center ID

Detail Amount 1099 Detail Amount Asset/Asset Tag

In Full

05 3200 890 000 4240 0 000 LITERATURE, HISTORY QOMEN'S QUIZ BOWL

300.00 N

Vendor ID: NHC

NEBRASKA HEARTLAND CHAMPIONSHIPS

PO Number:

Invoice Number: 92424

Amount: 940.00

Description:

Invoice Date: 09/16/2024 Due Date: 10/31/2024 Status: PP 1099 Amount: 0.00

Sequence: 1 Check Type: Check

Checking Account ID: 5

Check Number: 14174

Check Date: 09/24/2024

Chart of Account Number

Detail Description

Cost Center ID

Detail Amount 1099 Detail Amount Asset/Asset Tag

In Full

05 3200 890 000 4130 0 000 REGISTRATION FOR NE HEARTLANLAND

940.00 N

CHAMP.

<b>Vendor ID: NELANDDIST</b>	<b>NEBRASKA LAND DISTRIBUTORS</b>	<b>PO Number:</b>	<b>Invoice Number: 590191</b>	<b>Amount:</b>	<b>657.00</b>
Description:		Invoice Date: 09/03/2024	Due Date: 10/03/2024	Status: PP	1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14131	Check Date: 09/10/2024	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 610 000 4020 0 000	DR. PEPPER		657.00		N
<b>Vendor ID: NEWMAN</b>	<b>NEWMAN GROVE HIGH SCHOOL</b>	<b>PO Number:</b>	<b>Invoice Number: 9232024</b>	<b>Amount:</b>	<b>128.00</b>
Description:		Invoice Date: 09/20/2024	Due Date: 09/27/2024	Status: PP	1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14165	Check Date: 09/23/2024	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 610 000 4270 0 000	DISTRICT GREENHAND DAY MEALS		128.00		N
<b>Vendor ID: NEWMAN</b>	<b>NEWMAN GROVE HIGH SCHOOL</b>	<b>PO Number:</b>	<b>Invoice Number: 92324</b>	<b>Amount:</b>	<b>100.00</b>
Description:		Invoice Date: 09/20/2024	Due Date: 09/27/2024	Status: PP	1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14166	Check Date: 09/23/2024	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 890 000 4270 0 000	24-25 DISTRICT DUES		100.00		N
<b>Vendor ID: PEPSI</b>	<b>PEPSI COLA CO.</b>	<b>PO Number:</b>	<b>Invoice Number: 17248001</b>	<b>Amount:</b>	<b>2,008.35</b>
Description:		Invoice Date: 08/19/2024	Due Date: 09/19/2024	Status: PP	1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14115	Check Date: 09/05/2024	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 610 000 4020 0 000	PEPSI PRODUCTS		2,008.35		N
<b>Vendor ID: PINNACLEOM</b>	<b>PINNACLE BANK</b>	<b>PO Number:</b>	<b>Invoice Number: 91024</b>	<b>Amount:</b>	<b>1,082.01</b>
Description:		Invoice Date: 09/01/2024	Due Date: 09/26/2024	Status: PP	1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14135	Check Date: 09/10/2024	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 610 000 4120 0 000	KEY CHAINS		169.90		N
05 3200 610 000 4020 0 000	OIL		199.51		N
05 3200 610 000 4410 0 000	COFFE FOR MEETING		28.54		N
05 3200 610 000 4430 0 000	STORM CHASERS EXPERIENCE		242.55		N
05 3200 610 000 4270 0 000	DRINKS AND PIZZA FOR MEETING		119.31		N
05 3200 890 000 4270 0 000	STATE FAIR ENTRANCE		60.00		N
05 3200 610 000 4230 0 000	IN SERVICE FOOD		262.20		N
<b>Vendor ID: REIDMILLER</b>	<b>REIDMILLER, AARON</b>	<b>PO Number:</b>	<b>Invoice Number: 92324</b>	<b>Amount:</b>	<b>140.00</b>
Description:		Invoice Date: 09/20/2024	Due Date: 09/23/2024	Status: PP	1099 Amount: 140.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14163	Check Date: 09/23/2024	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 150 000 4011 0 000	FOOTBALL OFFICIALS		140.00	140.00	N
<b>Vendor ID: SALMENTIM</b>	<b>SALMEN, TIMOTHY</b>	<b>PO Number:</b>	<b>Invoice Number: 90924</b>	<b>Amount:</b>	<b>170.00</b>

Invoice Listing - Detail

Description:  
Sequence: 1      Check Type: Check      Checking Account ID:  
Chart of Account Number      Detail Description  
05 3200 150 000 4012 0 000      VOLLEYBALL OFFICIALS

Invoice Date: 09/01/2024      Due Date: 09/09/2024      Status: PP      1099 Amount: 170.00  
Check Number: 14130      Check Date: 09/09/2024  
Cost Center ID      Detail Amount      1099 Detail Amount      Asset/Asset Tag      In Full  
170.00      170.00      N

Vendor ID: SANDYCREEK      SANDY CREEK HIGH SCHOOL  
Description:  
Sequence: 1      Check Type: Check      Checking Account ID:  
Chart of Account Number      Detail Description  
05 3200 890 000 4012 0 000      VOLLEYBALL TOURNAMENT ENTRY FEE

PO Number:      Invoice Number: 91024      Amount: 150.00  
Invoice Date: 09/09/2024      Due Date: 09/10/2024      Status: PP      1099 Amount: 0.00  
Check Number: 14133      Check Date: 09/10/2024  
Cost Center ID      Detail Amount      1099 Detail Amount      Asset/Asset Tag      In Full  
150.00      N

Vendor ID: SCHUETHB      SCHUETH, BECKY  
Description:  
Sequence: 1      Check Type: Check      Checking Account ID:  
Chart of Account Number      Detail Description  
05 3200 150 000 4012 0 000      JH VOLLEYBALL OFFICIALS

PO Number:      Invoice Number: 091224      Amount: 65.00  
Invoice Date: 09/09/2024      Due Date: 09/12/2024      Status: PP      1099 Amount: 0.00  
Check Number: 14141      Check Date: 09/12/2024  
Cost Center ID      Detail Amount      1099 Detail Amount      Asset/Asset Tag      In Full  
65.00      N

Vendor ID: SCHUETHB      SCHUETH, BECKY  
Description:  
Sequence: 1      Check Type: Check      Checking Account ID:  
Chart of Account Number      Detail Description  
05 3200 150 000 4012 0 000      JH VBALL OFFICIALS

PO Number:      Invoice Number: 91624      Amount: 65.00  
Invoice Date: 09/16/2024      Due Date: 09/19/2024      Status: PP      1099 Amount: 0.00  
Check Number: 14148      Check Date: 09/19/2024  
Cost Center ID      Detail Amount      1099 Detail Amount      Asset/Asset Tag      In Full  
65.00      N

Vendor ID: SCHUETHB      SCHUETH, BECKY  
Description:  
Sequence: 1      Check Type: Check      Checking Account ID:  
Chart of Account Number      Detail Description  
05 3200 150 000 4012 0 000      VOLLEYBALL OFFICIALS

PO Number:      Invoice Number: 92424      Amount: 65.00  
Invoice Date: 09/23/2024      Due Date: 09/26/2024      Status: PP      1099 Amount: 0.00  
Check Number: 14177      Check Date: 10/24/2024  
Cost Center ID      Detail Amount      1099 Detail Amount      Asset/Asset Tag      In Full  
65.00      N

Vendor ID: SHELBYBALL      SHELBY BALL ASSOCIATION  
Description:  
Sequence: 1      Check Type: Check      Checking Account ID:  
Chart of Account Number      Detail Description  
05 3200 610 000 4020 0 000      CANDY FOR CONCESSIONS

PO Number:      Invoice Number: 9524      Amount: 140.00  
Invoice Date: 09/01/2024      Due Date: 09/30/2024      Status: PP      1099 Amount: 0.00  
Check Number: 14117      Check Date: 09/05/2024  
Cost Center ID      Detail Amount      1099 Detail Amount      Asset/Asset Tag      In Full  
140.00      N

Vendor ID: SRCBAND      SHELBY-RISING CITY BAND TRIP  
Description:  
Sequence: 1      Check Type: Check      Checking Account ID:  
Chart of Account Number      Detail Description  
05 3200 610 000 4020 0 000      CONCESSION SPLIT

PO Number:      Invoice Number: 92324      Amount: 1,319.73  
Invoice Date: 09/01/2024      Due Date: 11/01/2024      Status: PP      1099 Amount: 0.00  
Check Number: 14168      Check Date: 09/23/2024  
Cost Center ID      Detail Amount      1099 Detail Amount      Asset/Asset Tag      In Full  
1,319.73      N

Vendor ID: SMITHKEN      SMITH, KENNETH  
Description:  
Sequence: 1      Check Type: Check      Checking Account ID:  
Chart of Account Number      Detail Description

PO Number:      Invoice Number: 090324      Amount: 170.00  
Invoice Date: 09/01/2024      Due Date: 09/09/2024      Status: PP      1099 Amount: 170.00  
Check Number: 14114      Check Date: 09/03/2024  
Cost Center ID      Detail Amount      1099 Detail Amount      Asset/Asset Tag      In Full

Invoice Listing - Detail

05 3200 150 000 4012 0 000	VOLLEYBALL OFFICIALS	170.00	170.00 N		
<b>Vendor ID: STEINERJ</b>	<b>STEINER, JACQUELINE</b>	<b>PO Number:</b>	<b>Invoice Number: 91724</b>	<b>Amount:</b>	<b>170.00</b>
Description:		Invoice Date: 09/13/2024	Due Date: 09/17/2024	Status: PP	1099 Amount: 170.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14154	Check Date: 09/17/2024	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 150 000 4012 0 000	VOLLEYBALL OFFICIALS		170.00	170.00 N	<u>In Full</u>
<b>Vendor ID: STINSONJ</b>	<b>STINSON, JAMIE</b>	<b>PO Number:</b>	<b>Invoice Number: 90524</b>	<b>Amount:</b>	<b>300.00</b>
Description:		Invoice Date: 09/02/2024	Due Date: 09/20/2024	Status: PP	1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14116	Check Date: 09/05/2024	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 610 000 4120 0 000	DJ FOR HOMECOMING DANCE		300.00	N	<u>In Full</u>
<b>Vendor ID: UDANCE</b>	<b>UNIVERSAL DANCE ASSOCIATION</b>	<b>PO Number:</b>	<b>Invoice Number: 92424</b>	<b>Amount:</b>	<b>490.00</b>
Description:		Invoice Date: 09/23/2024	Due Date: 10/23/2024	Status: PP	1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14173	Check Date: 09/24/2024	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 890 000 4130 0 000	DANCE PERFORMANCE FEE		490.00	N	<u>In Full</u>
<b>Vendor ID: UNL</b>	<b>UNIVERSITY OF NE-LINCOLN</b>	<b>PO Number:</b>	<b>Invoice Number: 90524</b>	<b>Amount:</b>	<b>250.00</b>
Description:		Invoice Date: 09/01/2024	Due Date: 09/30/2024	Status: PP	1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14124	Check Date: 09/05/2024	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 610 000 4030 0 000	SCHOLARSHIP ALEXA CARTER		250.00	N	<u>In Full</u>
<b>Vendor ID: VALENTINO</b>	<b>VALENTINO'S</b>	<b>PO Number:</b>	<b>Invoice Number: 3089, 3086</b>	<b>Amount:</b>	<b>504.00</b>
Description:		Invoice Date: 09/03/2024	Due Date: 09/17/2024	Status: PP	1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14120	Check Date: 09/05/2024	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 610 000 4020 0 000	PIZZA		504.00	N	<u>In Full</u>
<b>Vendor ID: VALENTINO</b>	<b>VALENTINO'S</b>	<b>PO Number:</b>	<b>Invoice Number: 3098</b>	<b>Amount:</b>	<b>126.00</b>
Description:		Invoice Date: 09/09/2024	Due Date: 09/23/2024	Status: PP	1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14134	Check Date: 09/10/2024	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 610 000 4020 0 000	PIZZA		126.00	N	<u>In Full</u>
<b>Vendor ID: VALENTINO</b>	<b>VALENTINO'S</b>	<b>PO Number:</b>	<b>Invoice Number: 3120,3113</b>	<b>Amount:</b>	<b>414.00</b>
Description:		Invoice Date: 09/16/2024	Due Date: 09/30/2024	Status: PP	1099 Amount: 0.00
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 14161	Check Date: 09/23/2024	
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 610 000 4020 0 000	PIZZA		414.00	N	<u>In Full</u>
<b>Vendor ID: VOSSANDY</b>	<b>VOSS, SANDY</b>	<b>PO Number:</b>	<b>Invoice Number: 91224</b>	<b>Amount:</b>	<b>65.00</b>

Invoice Listing - Detail

Description:  
Sequence: 1 Check Type: Check Checking Account ID:  
Chart of Account Number Detail Description  
05 3200 150 000 4012 0 000 JH VOLLEYBALL OFFICIALS

Invoice Date: 09/09/2024 Due Date: 09/12/2024 Status: PP 1099 Amount: 0.00  
Check Number: 14142 Check Date: 09/12/2024  
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
65.00 N

Vendor ID: VOSSSANDY VOSS, SANDY  
Description:  
Sequence: 1 Check Type: Check Checking Account ID:  
Chart of Account Number Detail Description  
05 3200 150 000 4012 0 000 JH VOLLEYBALL OFFICIALS

PO Number: Invoice Number: 9162024 Amount: 65.00  
Invoice Date: 09/16/2024 Due Date: 09/19/2024 Status: PP 1099 Amount: 0.00  
Check Number: 14147 Check Date: 09/16/2024  
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
65.00 N

Vendor ID: VOSSSANDY VOSS, SANDY  
Description:  
Sequence: 1 Check Type: Check Checking Account ID:  
Chart of Account Number Detail Description  
05 3200 150 000 4012 0 000 VOLLEYBALL OFFICIALS

PO Number: Invoice Number: 91624 Amount: 75.00  
Invoice Date: 09/13/2024 Due Date: 09/17/2024 Status: PP 1099 Amount: 0.00  
Check Number: 14143 Check Date: 09/16/2024  
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
75.00 N

Vendor ID: VOSSSANDY VOSS, SANDY  
Description:  
Sequence: 1 Check Type: Check Checking Account ID:  
Chart of Account Number Detail Description  
05 3200 150 000 4012 0 000 VOLLEYBALL OFFICIALS

PO Number: Invoice Number: 92324 Amount: 65.00  
Invoice Date: 09/23/2024 Due Date: 09/23/2024 Status: PP 1099 Amount: 0.00  
Check Number: 14170 Check Date: 09/23/2024  
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
65.00 N

Vendor ID: VOSSSANDY VOSS, SANDY  
Description:  
Sequence: 1 Check Type: Check Checking Account ID:  
Chart of Account Number Detail Description  
05 3200 150 000 4012 0 000 VOLLEYBALL OFFICIALS

PO Number: Invoice Number: 92424 Amount: 65.00  
Invoice Date: 09/23/2024 Due Date: 09/26/2024 Status: PP 1099 Amount: 0.00  
Check Number: 14176 Check Date: 09/24/2024  
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
65.00 N

Vendor ID: WICKHAMSEA WICKHAM, SEAN  
Description:  
Sequence: 1 Check Type: Check Checking Account ID:  
Chart of Account Number Detail Description  
05 3200 150 000 4012 0 000 VOLLEYBALL OFFICIALS

PO Number: Invoice Number: 91624 Amount: 75.00  
Invoice Date: 09/13/2024 Due Date: 09/17/2024 Status: PP 1099 Amount: 0.00  
Check Number: 14144 Check Date: 09/16/2024  
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
75.00 N

Vendor ID: WICKHAMSEA WICKHAM, SEAN  
Description:  
Sequence: 1 Check Type: Check Checking Account ID:  
Chart of Account Number Detail Description  
05 3200 150 000 4012 0 000 VOLLEYBALL OFFICIALS

PO Number: Invoice Number: 92324 Amount: 65.00  
Invoice Date: 09/20/2024 Due Date: 09/23/2024 Status: PP 1099 Amount: 0.00  
Check Number: 14169 Check Date: 09/23/2024  
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full  
65.00 N

Batch 1099 Total: 2,075.00 Batch Total: 19,179.51

Report 1099 Total: 2,075.00 Report Total: 19,179.51

## October 14th, 2024

- Taya
  -
- Things that are going well
  - Vanilla Option for ice cream
  - Mellow Time
  - ICU is a good thing as parents motivate you to do well
  - Staff
    - We have good teachers
    - Believe they care
    - Good mix up of discussion and projects
  - Student
    - Support for each other
    - Good time in school and fun within school
    - More effort in their studies and in general
    - Seniors are lot letting senioritis
  - Week warning is good when it comes to ineligible
  - Being responsible for homework
  - Likes the rule with cups
- Things that we can improve on
  - Lunches
    - Meat options on Game Days
    - Any other options for beverages beyond water and milk
    - Portion sizes
      - Serving size difference
        - More for MS/HS
  - Staff
    - Content can be studied in multiple ways
    - Kids could be shy on telling items in class because of how staff or students respond
    - Interact with classes more (not just video teaching us)
  - Student
    - How to improve attitudes of younger students as they are following with what they see a head of them
      - How can we do this?
    - More leaders within our school
    - Support each other
      - How to get more students involved
- Advisory
  - Enjoy study hall
  -

### September/October 2024

- Game set up
- Ref vouchers
- Watching practices
- Attending CRC AD meeting in September
- Getting everything setup for CRC volleyball tournament
- Finalizing volleyball schedule for next year
- Updating eligibility lists on NSAA
- Running the ineligibility list
- Meeting with coaches for mid-year and lining up end of year for Golf and Softball
- Attending games home/away
- Senior Banners
- Entering winter sports schedules on NSAA

### Looking ahead

- 10/18- 7:00 Football vs McCool Senior Night
- 10/19- 11:00 CRC volleyball
- 10/21-10/22 CRC volleyball tournament
- 10/22-10/26 National FFA
- 10/24- First Round of Playoffs
- 10/28- Volleyball Sub-Districts

## Elementary Administrator Report

→ MAP Testing: Percent Proficient (met benchmark expectations for beginning of year grade level)

This year:

Last Year

Grade Level	Math	Reading	Language Usage	Science
Kindergarten	82.2%	78.6%	—	—
1st Grade	74%	74%	—	—
2nd Grade	83.4%	75%	—	—
3rd Grade	65.4%	65.4%	85%	—
4th Grade	55.6%	48.2%	44.5%	---
5th Grade	44%	56.1%	58.6%	65.9%

Grade Level	Math	Reading	Language Usage	Science
Kindergarten	83%	83%	---	---
1st Grade	83%	75%	---	---
2nd Grade	62%	69%	---	---
3rd Grade	56%	52%	48%	---
4th Grade	61%	58%	56%	---
5th Grade	65%	55%	62%	64%

→ We will be meeting for October Problem Solving Meetings tomorrow.

- ◆ This is where we discuss any students who are not currently at grade level and come up with interventions for as many as we can.
- ◆ We will also meet for any students that teachers refer for behavioral, academic, or social/emotional needs.
- ◆ The PST team consists of myself, Abby Kuhn (our PST lead for this year), Kelly Willis, the special education teacher for the grade level, and both grade level teachers.

→ Book It Kick Off

- ◆ Huge shout-out to Kelly Willis for another amazing kick off for this year's Book-It challenge

- We had high school cheerleaders lead elementary in reading themed cheers
- Other students acted out trying to “steal” their books
- BATMAN came in and saved the day!
- Students LOVED seeing a superhero in the building and having high school students as part of the Book-It assembly!



- W.I.N. Time
    - ◆ We are working through our second rotation of READING
    - ◆ We will be working on reading for the entire first semester in order to support our ATSI goal
- 

### ***Special Education News***

- We have been flagged by NDE as an ATSI school (Additional Targeted Support & Improvement)
- The student group that NDE has identified is elementary special education students. They have said that Special Education students in the elementary building are not showing the same rate of growth as their general education peers.
- I have worked with elementary teachers (as well as secondary teachers) to help everyone understand what this means for our district.
- Our special education team is now completing additional training.
- Our elementary teachers have developed a plan, and are working to help all students continue to grow.

## October 16, 2024

Shelby-Rising City Schools

6-12 Board Report for BOE Meeting

October 16, 2024 @ 7:30 pm

Marcus Donner

- 1) Enrollment still steady
  - a) HS - 112
    - i) Freshman now at 26 from 27
  - b) MS - 90
    - i) 8th grade now at 27 from 29
    - ii) 7th grade now at 31 from 32
- 2) ICU Update as of 10/11/24
  - a) 473 completed assignments
  - b) 83 missing assignments from 42 students
    - i) 11th grade is majority of our missing assignments (52%)
    - ii) 7th grade is our next class with missing assignments (28.9%)
  - c) Positives
    - i) 100% of seniors are not on the ICU list!
    - ii) 155 students 6-12 are not on the ICU list
  - d) Improvements
    - i) 11th grade 66% of class is on the ICU list
    - ii) 7th grade 33% of class is on the ICU list
  - e) Will need more focused effort to have conversations with these students to find out ways in which we provide opportunities for them to complete required assignments
- 3) Staff Meeting
  - a) At the last staff meeting awards were given to teachers
    - i) Mrs Schueth received the Service Award for her willingness to always step in and fill a role/need. Thank you for your consistency in helping everyone around you.
    - ii) Mr Waite received the Accountability Award for keeping the focus on MTSS processes and meetings and helping us stick to the process.
    - iii) Mr Gaughenbaugh received the Innovation Award for the creative works that continue to come from his students in the shop. Students have a certain sense of pride for what they are creating.
    - iv) Mr Evans received the Integrity Award for his continual support of our SEL students and keeping our focus on the “main thing”.

- b) Discussion was had on some of the changes we implemented for Homecoming and our float building day. There seemed to be a great deal of positive feedback with the changes, namely 6th grade up here at the school in front of the library along with seniors back in the shop and all 7-11 grades in the bus barn. Overall a very good week with lots of participation and fun!
  - c) Positive feedback on the new ineligibility policy of providing the warning week has been positive. Again to summarize students will be given a warning week if name appears with 2 Fs. If their name appears on the list the following week, they then become ineligible.
  - d) Still need to award the class that showed the greatest improvement on MAPS. Hoping to provide them their reward by the end of 1st quarter.
- 4) Professional Learning
- a) I attended the HWY 91 Career Fair on Wednesday September 25th as a means of learning how they organize and run the event. I have been in contact with Brandy Thompson at ESU7 and interested in interest level from HWY 92 schools such as Osceola, Cross County, East Butler, David City etc.

5)

Daily Attendance Metrics (Grade Level) 07/01/2024 - 10/14/2024						
School	Grade	Membership	Present	Absent	ADA	Absent Rate
SRCHS	Grade 09	1,275.0	1,212.5	62.5	95.1	4.9
SRCHS	Grade 10	1,777.0	1,690.0	87.0	95.1	4.9
SRCHS	Grade 11	1,573.0	1,526.5	46.5	97.0	3.0
SRCHS	Grade 12	903.0	869.5	33.5	96.3	3.7
	Total	5,528.0	5,298.5	229.5	95.8	4.2

Daily Attendance Metrics (Grade Level) 07/01/2024 - 10/14/2024						
School	Grade	Membership	Present	Absent	ADA	Absent Rate
SRCMS	Grade 06	1,594.0	1,548.0	46.0	97.1	2.9
SRCMS	Grade 07	1,535.0	1,496.0	39.0	97.5	2.5
SRCMS	Grade 08	1,419.0	1,395.0	24.0	98.3	1.7
	Total	4,548.0	4,439.0	109.0	97.6	2.4

- 6) Discipline
- a) 15 log entries for 6th-8th grades since start of the school year
  - b) 15 log entries for 7th-12th grades since start of the school year
  - c)

## September 10, 2024

Shelby-Rising City Schools

6-12 Board Report for BOE Meeting

September 11, 2024 @ 6:00 pm  
 Marcus Donner

- 1) Enrollment - MS/HS
  - a) 12th - 18 students
  - b) 11th - 32 students
  - c) 10th - 36 students
  - d) 9th - 27 students
    - i) Total HS students - 113
  - e) 8th - 29
  - f) 7th - 32
  - g) 6th - 32
    - i) Total MS students - 93
- 2) Most recent ICU update
  - a) YTD 166 completed assignment
  - b) Current missing assignments 34 by 20 students
  - c) 17 teachers logged in last week

3)

Daily Attendance Metrics (Grade Level) 07/01/2024 - 9/10/2024						
School	Grade	Membership	Present	Absent	ADA	Absent Rate
SRCMS	Grade 06	858.0	833.0	25.0	97.1	2.9
SRCMS	Grade 07	836.0	819.5	16.5	98.0	2.0
SRCMS	Grade 08	781.0	771.0	10.0	98.7	1.3
	Total	2,475.0	2,423.5	51.5	97.9	2.1

Daily Attendance Metrics (Grade Level) 07/01/2024 - 9/10/2024						
School	Grade	Membership	Present	Absent	ADA	Absent Rate
SRCHS	Grade 09	697.0	666.0	31.0	95.6	4.4
SRCHS	Grade 10	948.0	920.5	27.5	97.1	2.9
SRCHS	Grade 11	837.0	820.0	17.0	98.0	2.0
SRCHS	Grade 12	489.0	477.0	12.0	97.5	2.5
	Total	2,971.0	2,883.5	87.5	97.1	2.9

- 4) Homecoming Week
  - a) Dress up days
    - i) Pajama Day Monday
    - ii) Blast from the Past Tuesday
    - iii) Neon Day Wednesday
    - iv) Future Me Thursday

- v) Husky Pride Friday
- b) Recognition of 50th Anniversary VB Team
  - i) Volleyball game
  - ii) Parade/Pep Rally
  - iii) Football game
- 5) Classroom walkthroughs and evaluations
  - a) Began walk throughs these past couple of weeks
  - b) Formal evaluations schedule will begin after homecoming week
    - i) Schedule will be sent out to staff with confirmation of dates
- 6) MAPS assessments
  - a) MAPS testing was held August 27th and 29th.
  - b) Approximately 98% completed
    - i) Some students not able to test for various reasons
  - c) Preliminary findings from fall of 2023 to fall of 2024
    - i) 11th grade (+17 RIT pts)
      - (1) Math class avg increased 8 pts
      - (2) Reading class avg increased 4 pts
      - (3) Language class avg increased 2 pts
      - (4) Science class avg increased 3 pts
    - ii) 10th grade (+22 RIT pts)
      - (1) Math class avg increased 10 pts
      - (2) Reading class avg increased 6 pts
      - (3) Language class avg increased 2 pts
      - (4) Science class avg increased 4 pts
    - iii) 9th grade (+6 RIT pts)
      - (1) Math class avg increased 3 pts
      - (2) Reading class avg increased 1 pt
      - (3) Language class avg increased 1 pt
      - (4) Science class avg increased 1 pt
    - iv) 8th grade (+25 RIT pts)
      - (1) Math class avg increased 6 pts
      - (2) Reading class avg increased 6 pts
      - (3) Language class avg increased 6 pts
      - (4) Science class avg increased 7 pts
    - v) 7th grade (+22 RIT pts)
      - (1) Math class avg increased 8 pts
      - (2) Reading class avg increased 2 pts
      - (3) Language class avg increased 7 pts
      - (4) Science class avg increased 5 pts
    - vi) 6th grade (+19 RIT pts)

- (1) Math class avg increased 5 pts
- (2) Reading class avg increased 5 pts
- (3) Language class avg increased 4 pts
- (4) Science class avg increased 5 pts
- d) Summary
  - i) Out of the 24 assessments tested in fall 2024, 19 class averages were at or above national norms. For comparison to our fall 2023 assessments we had 15 class averages at or above national norms.
  - ii) Congratulations to our staff and students for the work they have put in to see such gains!
- 7) Feasibility of looking into future work based learning opportunities for seniors
  - a) List of local businesses up to 30 mile radius
  - b) Interest inventory from students about future plans post secondary
  - c) Working with Brandy Thompson at ESU7
  - d) Working with other schools about how their WBL programs work
  - e) Will provide future goals/ideas/parameters for WBL program
- 8) Questions?

## **August 19, 2024**

Shelby-Rising City Schools  
6-12 Board Report for BOE Meeting  
August 19, 2024 @ 7:00 pm  
Marcus Donner

- 1) Enrollment - MS/HS = 208
  - a) 12th - 21 students
  - b) 11th - 34 students
  - c) 10th - 38 students
  - d) 9th - 27 students
    - i) Total high school students - 120
  - e) 8th - 31 students
  - f) 7th - 32 students
  - g) 6th - 32 students
    - i) Total middle school students - 95
- 2) Administrator Days were held in Kearney July 24-26. I was able to attend this year's administrator days and took away some valuable information. One specific "aha" moment was the presentation by Gerry Brooks and finding specific items to serve as reminders for what our roles are in this passion profession.

3) New staff

- a) Orientation for new staff was held on Thursday August 8, 2024
  - i) Mr Erik Kravig - science teacher
  - ii) Mrs Shelby Studnicka - AG FFA teacher
  - iii) Mrs Connie Moon - administrative assistant

4) Certified staff in-service

- a) Certified staff had the week of Aug 1-8 to report for a flex day
- b) All staff orientation was held on Friday Aug 9
  - i) Intentional about building relationships
  - ii) Ant, penny, light switch ad pacifier

- 5) 6-12 Orientation/Roll-Out Night/Activities Meeting was held Monday August 12, at 6:00 pm. Brief introductions were made along with pertinent information for the upcoming school year. The process took approximately 40 minutes, but I am looking to make things a bit more streamlined for next year. Excited to welcome everyone back into the building!



# Superintendent Report

October 16th, 2024

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## Financial Update:

- 7.02% of the budget spent; 8.3% of the fiscal year completed. 91.7% of year remaining and 92.98% of budget unspent.
- Through October 2024, we have spent **(\$570,246.25)**. At this point in 2023 **(\$558,982.12)**, in 2022 **(\$619,664.36)** and in 2021 **(\$600,436.15)** we had been spent
- The current cash balance in the General Fund is **(\$2,447,047.73)**. In 2023 at this time, the balance was **(\$2,024,160.19)**, in 2022, the balance was **(\$2,354,764.24)** and in 2021, the balance was **(\$2,562,160.64)**



## School Items

- Personnel Update:
  - Current Openings:
    - Elementary Counselor (Interviews will be on October 23rd)



## Facilities / Grants

### • Fresh Produce Grant

- Receiving over \$5,200 for fresh produce from local vendors.

### • Equipment Grant

- Unfortunately, because we were selected last year, we are not eligible.



## Superintendent's Calendar

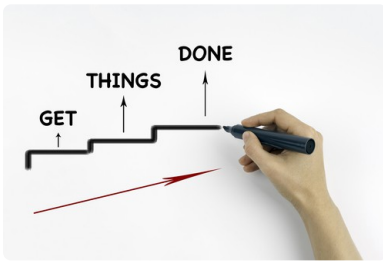
- 10/18 - End of 1st Quarter
- 10/21 - NO SCHOOL (Fall Break)
- 10/22 - CIP/MTSS Meeting
- 10/23 - ESU 7 Superintendent Meeting with Executive Meeting to follow
- 10/28 - Principal Meeting (bi-weekly)
- 10/30 - Late Start for PD/PLC
- 11/4 - COG Team Meeting (bi-weekly)
- 11/5 - Election Day / Blood Drive at School
- 11/6 - CRC Superintendent Meeting
- 11/11 - Veterans Day Program / Student Board Advisory Meeting / Principal Meeting (bi-weekly)
- 11/14 - PreACT / ESU Supt. Meeting / Executive Meeting
- 11/15 - Guiding Coalition Meeting
- 11/18 - COG Meeting (bi-weekly)
- 11/19 - CIP/MTSS Meeting
- 11/20 - Late Start for PD/PLC
- 11/21 & 22 - NASB State Convention
- 11/25 - Principal Meeting (bi-weekly)
- 11/27, 28, & 29 - NO SCHOOL (Thanksgiving break)



## Legislation Update:

Session will be back in January. With the movement of termed out senators, there will be change in at least 15 senators out and a possible 5 up for vote.

Had a great opportunity to learn the ins and outs of opposing or being a proponent for legislation sessions. It was a day and a half training that showed me what it takes to prepare a statement and prepare for questioning that comes back your way in cross examination.



## Due Dates and Items to Complete or of Completion

- By 8/31/24
  - Staff 2024-2025 Update for NDE (✓)
  - School Lunch Program Grant Opportunity (✓)
- By 10/15/24
  - Two-Year New School Adjustment Application (✓)
  - Student Growth Adjustment (✓)
  - PK Instructional Program Hours/K Program (✓)
  - Elementary Site Allowance (✓)
  - Summer School Student Unit (✓)
  - Assessed Valuation and Levies (✓)
  - PK Report (✓)
- By 11/01/24
  - Rule 10 Assurance Statement (✓)



## Commissioner's Update & CRC:

- Commissioner Maher will be attending our ESU 7 meeting on October 23rd; I will be asking about option enrollment and the many details that go into allowing a student or denying a student into our district.

- **CRC**

- Treasurer's Report and approval of claims October (Hampton: Holly Herzberg)
  - Dues 2024-2025
- 1. Shickley & Dorchester still need to remit dues.

### Business Agenda:

#### a. Activity Reports

1. Volleyball - Shelby/Rising City (w/B-D) (@ York HS/York Aud) 19th, 21st, 22nd
  1. Broadcasting - Striv
  2. Site Information for YHS, Auditorium, & York U
  3. Seeding takes place on October 9th.
  4. JH Championship - (East Butler)
  5. All-Conference Volleyball selection on Tuesday, November 12th, online (SRC)
    1. Will ask Mrs. Pflueger on this
2. CRC Play Production - November 20th at High Plains & Shickley
  1. @Shickley - Meridian, Bruning-Davenport, Shickley, McCool Junction, Dorchester, Hampton
  2. @High Plains - East Butler, Shelby-Rising City, Osceola, Cross County, Nebraska Lutheran, High Plains, Twin River
    1. Medals were handed out
    2. Drawing occurred at AD meeting
      1. North: High Plains (HOST)
        1. High Plains
        2. SRC

3. Cross County
4. Osceola
5. NE Lutheran
6. Twin River
7. East Butler
2. South: Shickley (HOST)
  1. Shickley
  2. Hampton
  3. Meridian
  4. McCool
  5. Dorchester
  6. Bruning Davenport

#### **b. Discussion Items**

- Volleyball Tournament Pictures & Rosters
- Revision of By-Laws
- Time Change for Meeting Time (move to same time as AD's)?

#### **c. Action Items**

##### **i. Speech Proposal**

- Motioned by: Cross County
- Seconded by: Meridian
  - Vote:
    - Yays - 12
    - Nays -

#### **d. Educational Topics**

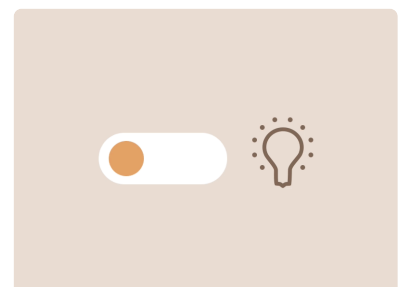
- Conferences not taking passes
- NSAA changes on how hosting districts goes
- Reclassifications (January 1, 2025)
- Paid-Time off

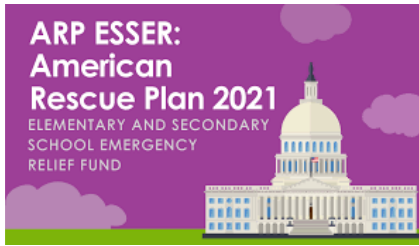
**5. Next meeting - Wednesday, November 6th, at York Country Club @ Noon**

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### **Administration Days**

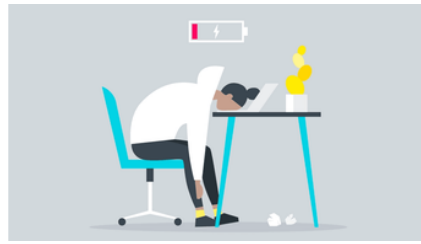
- Be an Ant
- Take your time to pick up a Penny
- Be a light switch, not a dimmer
- Everyone protects their Baby





### ESSER I

Officially closed.



### ESSER II Update

- Officially closed



### ESSER III

Following items that have been purchased with funds:

- Budget of \$451,305
  - Refund #1: \$202,247
    - ✓ - this one is accounted for this month
  - Refund #2: \$249,058
    - ✓

All is in before the deadline and will be in at some point before the end of the fiscal year.

**SHELBY - RISING CITY PUBLIC SCHOOLS**

District Classification ⓘ

<b>EXCELLENT</b>	GREAT	GOOD	NEEDS SUPPORT TO IMPROVE
------------------	-------	------	--------------------------

**SRC CLASSIFIED EXCELLENT!**

NEP.EDUCATION.NE.GOV

## SHELBY - RISING CITY ELEMENTARY SCHOOL

Elementary School Classification ⓘ

EXCELLENT	GREAT	GOOD	NEEDS SUPPORT TO IMPROVE
-----------	-------	------	--------------------------

## SHELBY - RISING CITY MIDDLE SCHOOL

Middle School Classification ⓘ

EXCELLENT	GREAT	GOOD	NEEDS SUPPORT TO IMPROVE
-----------	-------	------	--------------------------

## SHELBY - RISING CITY HIGH SCHOOL

High School Classification ⓘ

EXCELLENT	GREAT	GOOD	NEEDS SUPPORT TO IMPROVE
-----------	-------	------	--------------------------

## SHELBY - RISING CITY PUBLIC SCHOOLS

District Classification ⓘ

EXCELLENT	GREAT	GOOD	NEEDS SUPPORT TO IMPROVE
-----------	-------	------	--------------------------

[nep.education.ne.gov](http://nep.education.ne.gov)

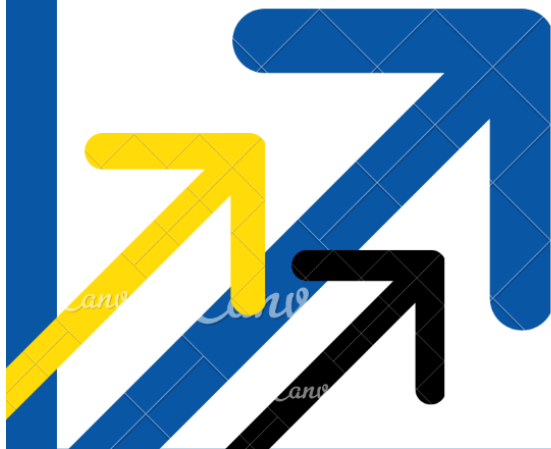


Huskies  
shine!

Congratulations to our students!

Over the last 3 school years, their performance on the NSCAS jumped

200%



Source :  
[nep.education.ne.gov](http://nep.education.ne.gov)

*Days Worked: 72 (October 16th)*



**Tucker Tejkl**

Tucker is using Smore to create beautiful newsletters



**Rising City High School - NE**

650 N Walnut St  
Shelby, Nebraska 68662  
Polk

**Erik Kravig**

ekravig@shelby.esu7.org

Reference: 20240911-150344440  
Quote created: September 11, 2024  
Quote expires: October 11, 2024

**Shoot-A-Way, Inc**

3305 County Highway 47  
  
Upper Sandusky, OH 43351  
United States

**Prepared by: Dillon Overmyer**


dillon@shootaway.com

**Total** **\$6,760.00**

PRODUCTS & SERVICES	QUANTITY	PRICE
The Gun 10K	1	\$7,300.00 after \$2,000.00 discount
Shipping	1	\$480.00
8000 Series Trade-In	1	(\$1,500.00) after \$1,500.00 discount
Shipping	1	\$480.00
<b>SUMMARY</b>		
One-time subtotal		\$6,760.00 after \$3,500.00 discount

<b>Total</b>	<b>\$6,760.00</b>
--------------	-------------------

## Customized Gun Image

 customized gun

**Purchase terms**



Tucker Tejkl &lt;ttejkl@shelby.esu7.org&gt;

## Fwd: The Gun 10K Official Quote

3 messages

Erik Kravig &lt;ekravig@shelby.esu7.org&gt;

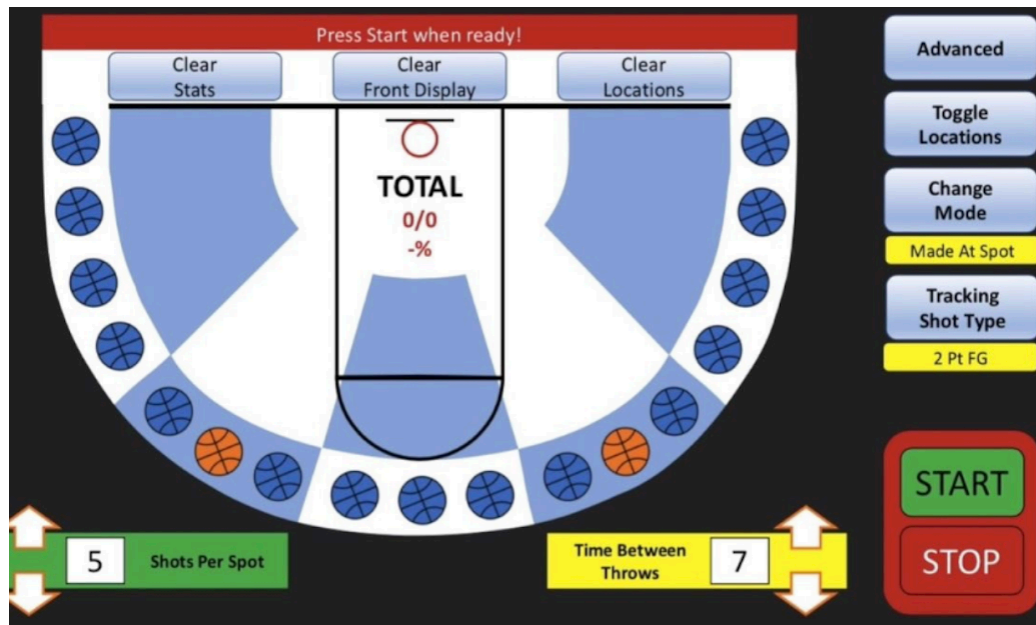
Wed, Sep 11, 2024 at 2:17 PM

To: Brittney Pflueger &lt;bpflueger@shelby.esu7.org&gt;, Tucker Tejkl &lt;ttejkl@shelby.esu7.org&gt;

Good afternoon,

I researched companies that offer a model of the shooting gun and feel the 10K Shoot-Away Gun would be the best option. I talked to Brittany about my reasoning and requested a quote. Attached is that quote and with trading in the old Gun we receive \$1500. The total price with shipping is \$6760. If you would like to look at other models, let me know. The 10K will be durable and should last for years. It also has some new technology like a touch screen to program and I will definitely use it during practices as it can pass 1800 balls per hour. See this link for more information. A picture of the touch screen below shows the possibility for spots on the floor - the spots are adjustable to shoot closer to the rim.

<https://www.shootaway.com/the-gun-10k/>



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

From: **Dillon Overmyer** <dillon@shootaway.com>

Date: Wed, Sep 11, 2024 at 2:05 PM

Subject: The Gun 10K Official Quote

To: Erik Kravig &lt;ekravig@shelby.esu7.org&gt;

### 10K w/ 8000 TRADE Quote- - Rising City High School - NE

Hey Erik --

Please see above for your 10K quote with an 8000 series trade in, as requested. Please let me know your thoughts.

Also,

If the time comes and you would like to proceed with an order, we will need the following information:

- Colors wanted on your machine (primary and secondary: <https://www.shootaway.com/design-your-own-gun/>)
- Logo sent to me in an email attachment: <https://www.shootaway.com/custom-colors-and-logos/>

- Shipping address
- Contact phone number (for FedEx to call when they are ready to deliver)
- A signed copy of a school Purchase Order or payment in full by check or credit card
  - School credit cards are subjected to a 3% processing fee.

Thanks!

**Dillon Overmyer**  
 Shoot-A-Way  
 P: (800) 294 4654  
[dillon@shootaway.com](mailto:dillon@shootaway.com)




[www.shootaway.com](http://www.shootaway.com)

This email has been scanned by Sentec Sentinel™ for viruses, phishing, and malware. For more information please contact [support@sentecsystems.com](mailto:support@sentecsystems.com).

--



**Erik Kravig**  
 HS Science, Boys Basketball  
 (402) 741-2838  
[ekravig@shelby.esu7.org](mailto:ekravig@shelby.esu7.org)

 **10K w 8000 TRADE Quote- - Rising City High School - NE.pdf**  
 73K

**Brittney Pflueger** <[bpflueger@shelby.esu7.org](mailto:bpflueger@shelby.esu7.org)>  
 To: Erik Kravig <[ekravig@shelby.esu7.org](mailto:ekravig@shelby.esu7.org)>  
 Cc: Tucker Tejkl <[ttejkl@shelby.esu7.org](mailto:ttejkl@shelby.esu7.org)>

Wed, Sep 11, 2024 at 4:00 PM

This sounds good to me. I think the board has to approve it next month, then we will look into ordering it.

Thank you!  
 [Quoted text hidden]

--  
**Brittney Pflueger**  
**Activities Director**  
**MS Physical Education**  
**Shelby-Rising City Public Schools**



**Tucker Tejkl** <ttejkl@shelby.esu7.org>  
To: Brittney Pflueger <bpflueger@shelby.esu7.org>  
Cc: Erik Kravig <ekravig@shelby.esu7.org>

Yep, I will put this on the agenda for next month so we can get it approved and ordered!

[Quoted text hidden]

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**S: Show-Up**  
**R: Respect**  
**C: Consistency**

# Shelby-Rising City Public Schools



## Emergency Operations Plan

**Disclaimer:**

This template was developed using Federal funds, USDOE PR/Award # S184Q180009 and is available for all Nebraska schools at no cost for the purpose of developing a high-quality school Emergency Operations Plan to be supported by the Nebraska Department of Education School Safety.

Updated: \_\_\_\_\_ 9/12/2024 \_\_\_\_\_





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## SIGNATURE PAGE

This school emergency operations plan has been completed and approved through a collaboration of efforts in the community, including:

Name: Tucker Tejkl  
Title: Shelby-Rising City PS (Superintendent)  
Date: 4/11/2023

Name: Geoff Ruth  
Title: Shelby-Rising City School Board President  
Date: 4/11/2023

Name: Heath Vrbka  
Title: Shelby-Rising City PS Vice-Chair  
Date: 4/11/2023

Name: Sandy Voss  
Title: SRC Safety Team Chair/Member  
Date: 4/11/2023

Name: Carrie Bauers  
Title: SRC Safety Team Member  
Date: 4/11/2023

Name: Steve Stewart  
Title: SRC Safety Team Member  
Date: 4/11/2023

Name:  
Title: ABC Police Chief  
Date: 4/11/2023

Name: Dwaine Ladwig  
Title: Polk County Sheriff  
Date: 4/11/2023

Name: Logan Watts  
Title: SRC's Emergency Manager  
Date: 4/11/2023

Name: Jon Eller  
Title: Shelby Fire Department (Fire Chief)  
Date: 4/11/2023

# I. INTRODUCTION

## A. Purpose of the Plan

The purpose of the **Shelby-Rising City Public** School Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of **Shelby-Rising City Public** School and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that **Shelby-Rising City Public** School has established guidelines and procedures to respond to threats, hazards and incidents in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific systems outline an organized systematic method to prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. **Shelby-Rising City Public** School regularly schedules in-service training for faculty and staff.

Lastly, developing, maintaining, and exercising the School EOP increases **Shelby-Rising City Public** School's legal protection. Schools without established incident management procedures have been found liable for their absence of planning. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

## B. Scope of the Plan

The **Shelby-Rising City Public** School Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, state, and federal government mandates; common and specialized procedures; and responses/recovery for specific hazards and vulnerabilities.

### 1. Definitions

**Threats:** Threats include situations to harm students, personnel, and/or facilities. Threats usually include those things that we can control, such as active killer, bullying, and suicide. Threats may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

**Hazards:** Hazards include situations to harm students, personnel, and/or facilities. Hazards usually include those things that we cannot control, such as tornadoes, floods, and chemical spills. Hazards may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

**Incidents:** An incident is an occurrence that requires a response to protect life or property. An incident is something that we most likely cannot control, such as car accidents, pandemics, and illness. The superintendent/principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this EOP.

### 2. School Board Policy Statement

The **Shelby-Rising City Public** School Emergency Operations Plan operates within the framework of the **Shelby-Rising City Public** School Board policy.

## C. Situation Overview/Hazard Analysis Summary

## 1. School Population

### a. General Population

The current enrollment of **Shelby-Rising City Public** School is approximately 209 elementary-school students, 88 middle-school students, and 109 high-school students located in one building on campus. These students are supported by a committed staff and faculty consisting of:

3 Superintendent/Principal/Building Administrators  
 42 Teachers  
 14 Instructional Assistants  
 2 Counselors, Social Workers, and Psychologists  
 1 School Nurses/Health Assistans  
 4 Custodians/Maintenance Personnel  
 4 Office/support staff  
 4 Food Service/Cafeteria staff  
 Other staff (specify \_\_\_\_\_)  
 Other (specify \_\_\_\_\_)

A master schedule of classes, locations, grade levels, and staff are provided to each classroom and is available in the main office. The current master schedule of **Shelby-Rising City Public** School is also located in [Appendix A](#) in this plan.

### b. Special Needs Population

**Shelby-Rising City Public** School is committed to the safe evacuation and transport of students and staff with special needs. The special needs population includes students/staff with:

- Students on the Autism Spectrum,
- Limited English proficiency,
- Blindness or visually impaired,
- Cognitive or emotional disabilities,
- Deaf or hard of hearing,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The school's current enrollment of students with special needs is approximately 54; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, wheelchairs, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule. The list of students and staff with additional assistance needs, along with assigned staff trained to assist during drills, exercises and incidents are identified in [Appendix B](#).

## 2. Building Information

**Shelby-Rising City Public** School is located on a 17.88-acres lot and includes 1 building, football field, 2 playgrounds and 3 staff/student parking lots. All classes take place in the main building on campus.

Annotated maps of the buildings and grounds are included in [Appendix C](#).

Evacuation routes  
 Shelter locations

- Fire alarm pull stations
- Fire extinguishers
- First aid kits
- AED (Automatic External Defibrillator)

**GUIDANCE:** All staff members are required to know these locations as well as how to operate the utility shutoffs. (cover in the beginning of school year with staff)

Located in **Appendix D** are the list of local utility companies and their contacts for additional assistance.

### 3. Hazard Analysis Summary

**Shelby-Rising City Public School** is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

In **2022-2023** completed a thorough hazard analysis to identify any circumstances in the school or near the campus that may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential hazards that may impact the site, the staff, and the students. Identified hazards have been assessed by risk and likelihood and ranked accordingly. - **NEED POLK COUNTY SHERIFF, POLK COUNTY EMERGENCY MANAGEMENT,**

**The most recent risk assessment by EMC Insurance Company was completed 12/1/22.**

In addition, the table on the following page briefly discusses **Shelby-Rising City Public School's** high-priority hazards including flood, severe storm, fire, chemical, intruder, civil disturbance, and terrorism.

**Table 1. High-Priority Hazards**

<b>Flood</b>	Flooding is not an issue when it comes to <b>Shelby-Rising City Public School but traveling and bus routes could be affected for individual students or families if flash flooding would occur.</b>
<b>Severe Storm</b>	Shelby, Rising City and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of the storm, the level of preparation by Shelby-Rising City Public Schools, and the equipment and staff available to perform tasks to lessen the effects of severe local storms.
<b>Fire</b>	Fire hazards are the most prevalent types of hazard that can occur in field fires due to high winds, dry conditions and could put our school in danger due to being surrounded by ag land.
<b>Chemical</b>	Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around Shelby & Rising City. Currently, ammonia, chlorine, and propane are all used and stored on school grounds. We also have chemicals that are stored within our science lab as well.
<b>Intruder</b>	While a hostile intruder incident has never occurred in Shelby-Rising <b>City Public Schools</b> , we, like any school, is vulnerable to intruders. However, we have our SRP implemented throughout our school and among staff.
<b>Civil Disturbance</b>	With our two communities of Shelby and Rising City, we have a population that are both under 700 people. There may be civil disturbances that occur but community members are quick to keep us up-to-date.
<b>Terrorism</b>	<b>Shelby-Rising City Public Schools</b> , like other public institutions, is vulnerable to terrorist activity.

#### **4. Prevention, Preparedness, Response, and Recovery Overview**

Prevention includes actions to avoid a threat or intervene to stop a threat from occurring. It also includes activities to reduce the loss of life and property from controllable and noncontrollable disasters. Prevention aims to avoid or lessen the impact of a disaster and provides value to the public by creating safer communities. **Shelby-Rising City Public Schools** is committed to taking proactive, prevention measures whenever possible to protect the safety and security of students and staff.

In addition, **Shelby-Rising City Public Schools** requires all adults to display identification badges. The school visitors and security protocols have been enhanced that all visitors are required to check in, sign in and wear a name tag with their name and time logged in. **All staff have been trained in our safety and security procedures, (etc.); Remind students at the beginning of the school year during open house/rollout.**

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. **Shelby-Rising City Public Schools** fosters preparedness at all levels including students, parents, teachers,

staff and community partners. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Response is the capability necessary to stabilize an emergency once it has happened or is certain to happen in an unpreventable way using both systems, Incident Command System (ICS) and the Standard Response Protocol (SRP). **Shelby-Rising City Public Schools** will establish a safe and secure environment to allow for the saving of lives and property and will facilitate the transition to recovery.

Recovery is the capability necessary to assist any school building impacted by an incident or emergency in restoring the health and well-being of students and the learning environment over the long-term. Successful recovery addresses the full range of psychological, emotional, and behavioral health needs associated with the disaster's impact and resulting recovery challenges. Individuals and families will be better situated to manage their recovery once their basic needs are met, such as shelter, food, and reunification with family and household pets or service and assistance animals. Successful recovery depends on all recovery stakeholders having a clear understanding of pre- and post- disaster roles and responsibilities.

## **D. Planning Assumptions and Limitations**

### **1. Planning Assumptions**

Stating the planning assumptions allows **Shelby-Rising City Public Schools** to deviate from the plan if certain assumptions prove not to be true during operations. The School EOP assumes:

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/ or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident related losses.
- Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

### **2. Limitations**

It is the policy of **Shelby-Rising City Public Schools** that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, **Shelby-Rising City Public Schools** can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

GUIDANCE: Examples:

<https://www.disastermh.nebraska.edu/wp-content/uploads/2020/05/DHHS-Disaster-Behavioral-Health-Risk-Messages-June-2019.pdf>



## II . CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

### A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, prepare, respond, and recover, from the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, **Shelby-Rising City Public Schools** participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

**Shelby-Rising City Public Schools** recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

**Shelby-Rising City Public Schools** works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). Adopt the use of the NIMS and the use of SRP. Should a staff member desire more information about these, they can reference the ICS-100 web-based training as well as ICS-700, available free from FEMA.
- Participate in the local government's NIMS preparedness program and incorporate the school plan into the community EOP.
- Train and exercise the plan. All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The school is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

### B. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, **Shelby-Rising City Public Schools** may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. **The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be used in all phases of incident management, including pre-incident, during incident, post-incident activities,]**

The Superintendent/Principal/Incident Commander at **Shelby-Rising City Public Schools** will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management

activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

### **C. Initial Response (Standard Response Protocol) (SRP) - updated forms to staff and fire panels and assign personnel to post signs**

#### **SECURE** - GET INSIDE, LOCK OUTSIDE DOORS (Threat related)

Secure is called when there is a threat or hazard outside of the school building. Whether it is due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground. Secure uses the security of the physical facility to act as protection.

**Secure:** is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

**Lockdown:** is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

**Evacuate:** is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

**Shelter:** is always followed by a type and a method and is the protocol for group and self protection. (Threat is outside)

**Hold:** means to hold in your classroom or area. Clear the halls. (No threat involved)

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. The superintendent/principal or his/her designee is responsible for activating the School EOP, including common and specialized procedures as well as hazard-specific incident plans.

### III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the operational organization that will be relied upon to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what task.

**GUIDANCE:** The principal (and assistant principals) is/are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

School staff may be required to remain at school to assist in an incident. In the event that this School EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

#### A. Principal/Building Administrator (Superintendent/Principal)

The superintendent/principal may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the superintendent/principal still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the superintendent/principal to focus on policy-level activities and interfacing with other agencies and parents. The superintendent/principal shall coordinate between the superintendent's office and the Incident Commander.

#### B. Incident Commander

The Incident Commander (Superintendent & then seniority with training background) responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (i.e., Secure, Lockdown, Evacuate, Shelter), as described more fully in the functional systems in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep other administrators and officials informed of the situation.

#### C. Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

#### Responsibilities include: (Yearly Review)

- Attend to students with special and/or trauma needs.
- Account for and supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.

- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be trained in first aid and CPR.

#### **D. Instructional Assistants**

Responsibilities include:

- Assisting teachers as directed.
- Our paraprofessional(s) with a one-on-one student will be in charge of that student until reunification can happen.

#### **E. Counselors, Social Workers, and Psychologists**

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.
- Render first aid if necessary.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

#### **F. School Nurses/Health Assistants**

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.
- Administer medication as needed

#### **G. Custodians/Maintenance Personnel**

Responsibilities include:

- Survey and report building damage to the Incident Commander, Safety Officer, or Operations Section Chief.
- Control main shutoff valves for gas, water, HVAC, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of the condition of school.

#### **H. School Secretary/Office Staff**

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the principal and Safety Team.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.

#### **I. Food Service/Cafeteria Workers**

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Prepare feeding opportunities beyond school-based operations.

#### **J. Bus Drivers**

Responsibilities include:

- Supervise the care of students if disaster occurs while students are in the bus.
- Transfer students to new locations when directed.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Transport individuals in need of medical attention.

#### **K. Other Staff (e.g., Itinerant Staff, Substitute Teachers)**

Responsibilities include:

- Reporting to the Incident Commander or ICS supervisor if requested or activated.

#### **L. Students**

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of and associated prevention, preparedness, response, and recovery processes.
- Take an active part in school incident response/recovery activities, as age appropriate.

#### **M. Parents/ Guardians**

Responsibilities include:

- Follow all SRP procedures (secure, lockout, evacuate, and shelter).
- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects for promoting school incident preparedness.

- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Understanding their roles during a school emergency.
- Monitor school and community communications (school website, text notifications) for updates.
- Follow all requests and procedures regarding reunification of parents and students.



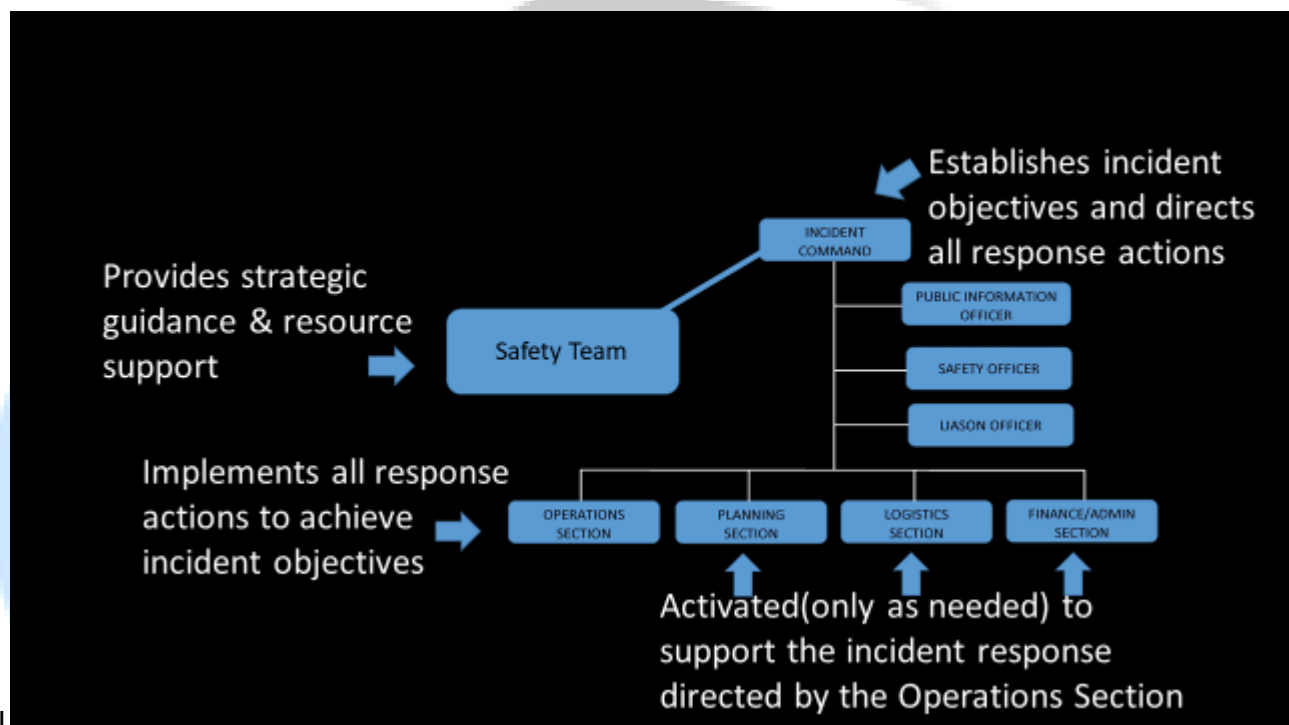
## IV. DIRECTION, CONTROL, AND COORDINATION

### A. School Incident Command System (ICS) - **Check Reunification Plan**

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the School EOP will be activated including the implementation of the Incident Command System (ICS). An ICS Organizational Chart is located in **Appendix E1**. **Appendix E2** is a list of your ICS contacts within your school. **Appendix E3** is provided by the district and includes Finance/Administration Future School Budgets.

The Incident Commander is delegated the authority to direct tactical on-scene operation until a coordinated incident management framework can be established with local authorities. The Safety Team is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

**Figure 1. Incident Management Team**



The ICS is organized into the following functional areas:

**1. Incident Command:** Directs the incident management activities using strategic guidance provided by the Safety Team.

School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants. (including students, staff, volunteers, and responders)
- **Coordinate media relations and information dissemination with the principal.**
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Keep elected officials and other executives informed of the situation and decisions.

- Document all activities on Chronological Log of Activities. [Appendix F](#)

**2. Operations Section:** Directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

**Specific responsibilities include:**

- Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan.
- Monitor site utilities (i.e., electric, gas, water, heat, ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing the facility.
- Establish medical triage with staff trainees in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities on Chronological Log of Activities. [Appendix F](#)

As needed, the types of Operations Teams described in the following table may be established within the Operations Section.

**Table 2 Operations Section Teams**

Operations Team	Potential Responsibilities
<b>Fire &amp; Rescue Team</b>	Fire & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Fire & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Fire & Rescue Teams are also responsible for: <ul style="list-style-type: none"> <li>• Identifying and marking unsafe areas.</li> <li>• Conducting initial damage assessment.</li> <li>• Obtaining injury and missing student reports from teachers.</li> <li>• Provide triage &amp; treatment services as needed.</li> <li>• Assessing and treating injuries.</li> </ul>
<b>First Aid/Health Team</b>	First Aid Teams provide basic First Aid as needed. First Aid Teams are responsible for: <ul style="list-style-type: none"> <li>• Setting up a first aid area for students.</li> <li>• Stop the bleed.</li> <li>• Completing master injury report.</li> </ul> Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.
<b>Evacuation/ Shelter/Care Team</b>  <b>Reunification Team</b>	Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/ Shelter/Care Team is responsible for: <ul style="list-style-type: none"> <li>• Establish an Incident Command.</li> <li>• Classroom evacuation.</li> </ul>

	<ul style="list-style-type: none"> <li>● Mobilize the reunification team.</li> <li>● Provide a secure assembly area, greeting area, check in table, reunification area.</li> <li>● Law Enforcement support and investigations.</li> <li>● Student/Staff Transport.</li> <li>● Proper unification paperwork.</li> <li>● Accounting for the whereabouts of all students, staff, and volunteers.</li> <li>● Coordinating with the Logistics Section to secure the needed space and supplies.</li> </ul>
<b>Safety Team / Facility &amp; Security Response Team</b>	<p>The Facility &amp; Security Response Team is responsible for:</p> <ul style="list-style-type: none"> <li>● Locating all utilities and turning them off, if necessary.</li> <li>● Securing and isolating fire/HazMat.</li> <li>● Assessing and notifying officials of fire/HazMat.</li> <li>● Conducting perimeter control.</li> </ul>
<b>PFA Support Team</b>	<p>The PFA Support Team is responsible for:</p> <ul style="list-style-type: none"> <li>● Assessing the need for onsite mental health support.</li> <li>● Determining the need for outside agency assistance.</li> <li>● Providing onsite intervention/counseling.</li> <li>● Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.</li> </ul>
<b>Student Release Team</b> <b>Reunification Team</b>	<p>Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for:</p> <ul style="list-style-type: none"> <li>● Setting up a secure reunion area.</li> <li>● Checking student emergency cards for authorized releases.</li> <li>● Completing release logs.</li> <li>● Coordinating with the Public Information Officer on external messages.</li> </ul>

**3. Planning Section:** Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities on Chronological Log of Activities. [Appendix F](#)

**4. Logistics Section:** Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution, coordinating personnel; assembling and deploying volunteer teams, and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities on Chronological Log of Activities. [Appendix F](#)

**5. Finance/Administration Section:** Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident. Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records.
- Schools have to track finances for loss and should track for cost to the district.
- Document all activities on Chronological Log of Activities. [Appendix F](#)

This section may not be established onsite at the incident. Rather, the school superintendent/principal and school district management offices may assume responsibility for these functions.

## **B. Coordination With Safety Team**

In complex incidents, a Safety Team will be convened at the school district Emergency Operations Center (EOC). The role of the Safety Team is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Provide factual information, both internally and externally through the Incident Commander.

The **Shelby-Rising City Public Schools** Superintendent/Principal/Incident Commander will keep the Safety Team informed.

## **C. Local Emergency Operations Plan (LEOP)**

The Polk County School District maintains a district Emergency Operations Plan (EOP) to address hazards and incidents in their district. The **Shelby-Rising City Public Schools** EOP has been developed to fit into the larger local county EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with **Logan Watts**, County/City Emergency Manager, **Polk County/City** Emergency Management Department.

## **D. Coordination With First Responders**

An important component of the **Shelby-Rising City Public Schools** EOP is a set of interagency agreements with various county agencies to aid timely communication. These agreements help coordinate services between the agencies and **Shelby-Rising City Public Schools**.

**GUIDANCE:** Various agencies and services include county governmental agencies such as mental health, law enforcement, emergency management, and fire/rescue departments. The agreements specify the type of communication and services provided by one agency to another. These agreements also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community.

**GUIDANCE:** If a school incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The school Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

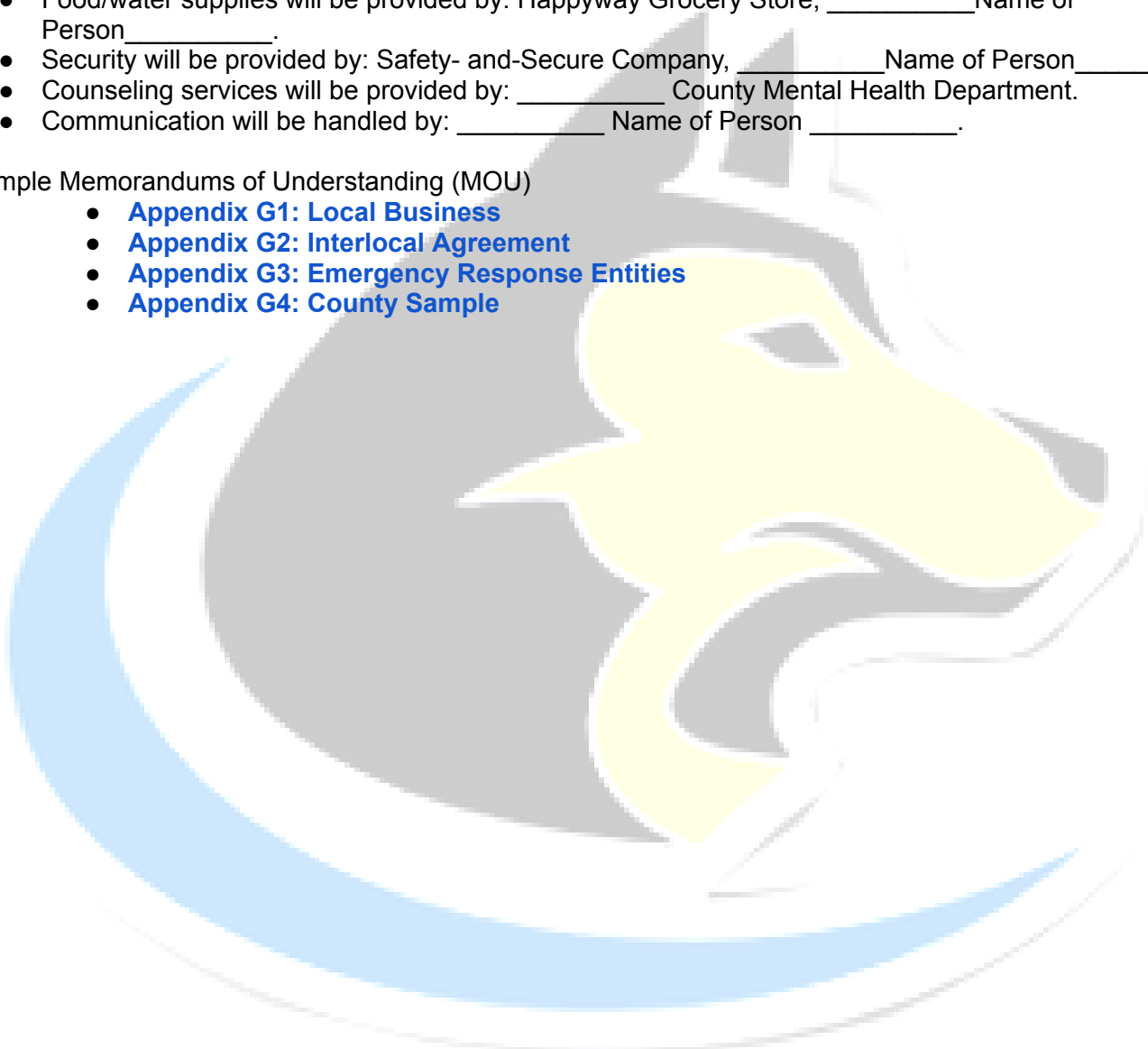
## **E. Source and Use of Resources**

**Shelby-Rising City Public Schools** will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members have been trained to assist if called upon and available after an incident occurs. The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

- First aid kit and sanitation supplies will be provided by: Community Mart, \_\_\_\_\_ Name of Person \_\_\_\_\_.
- Cots and bedding supplies will be provided by: American Red Cross, \_\_\_\_\_ Name of Person \_\_\_\_\_.
- Food/water supplies will be provided by: Happyway Grocery Store, \_\_\_\_\_ Name of Person \_\_\_\_\_.
- Security will be provided by: Safety- and-Secure Company, \_\_\_\_\_ Name of Person \_\_\_\_\_.
- Counseling services will be provided by: \_\_\_\_\_ County Mental Health Department.
- Communication will be handled by: \_\_\_\_\_ Name of Person \_\_\_\_\_.

Sample Memorandums of Understanding (MOU)

- [Appendix G1: Local Business](#)
- [Appendix G2: Interlocal Agreement](#)
- [Appendix G3: Emergency Response Entities](#)
- [Appendix G4: County Sample](#)



## V. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines **Shelby-Rising City Public School's** communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

### A. Internal Communications

#### 1. Communication Between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

- **Thrillshare/Apptegy:** With caution due to sensitive information, may be taken out of context but will be
- **Faculty Meetings (when necessary):** As appropriate, updated information about an incident will be presented at the morning and/or after school faculty meeting. Any new procedures for the day will also be reviewed at this time.

### B. External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from **Shelby-Rising City Public Schools** about the incident, what is being done about it, and the safety of the children and staff.

#### 1. Communication With Parents

Before an incident occurs, **Shelby-Rising City Public Schools** will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and a presentation delivered at Back-to-School Night.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

During the incident, **Shelby-Rising City Public Schools** will:

- Disseminate information via text messages, mass telephone messages, and emails to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Inform parents and students when and where school will resume.

After an incident, **Shelby-Rising City Public Schools** will

- Administrators will schedule and attend an open question-and-answer meeting for parents as soon as possible.

#### 2. Communication With Media

Incident Commander will:

- Designate a Public Information Officer (Superintendent/Administration Team).
- Establish a briefing area for media representatives. (Media Briefing Area)
- Coordinate messages with the superintendent/principal and Safety Team.

All **Shelby-Rising City Public Schools** employees are to refer requests for information and questions to the designated Public Information Officers or Joint Information Center. Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in this link:

**GUIDANCE:**

The link below contains several pre-developed messages that Public Information Officers can use for different events. Public Information Officers should practice delivering the three key messages, then work their way through the supporting points when needed. These messages were developed by Nebraska’s Behavioral Health Risk Communication Cadre – professionals with special expertise and knowledge of risk communication and threat assessment. The group meets monthly to discuss emergency plans and information related to behavioral health.

<https://www.disastermh.nebraska.edu/wp-content/uploads/2020/05/DHHS-Disaster-Behavioral-Health-Risk-Messages-June-2019.pdf> **Appendix H**

Media contacts at the major television, Internet, and radio stations are maintained by the Public Information Officer (PIO) or superintendent/principal's executive assistant. In the case of an incident, these media contacts will broadcast **Shelby-Rising City Public School’s** external communications plans.

**3. Handling Rumors**

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, **Shelby-Rising City Public Schools** will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known may be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
- Consistent statement is provided as a response to possible questions.

**GUIDANCE:** After the immediate incident response period, **Shelby-Rising City Public Schools** will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

**4. Communication With First Responders**

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. **Shelby-Rising City Public Schools** will practice walkthroughs, in a small scale, every year with authorities (fire, sheriff, etc.), the School EOP with first responders to practice effective coordination and transfer of command.

**5. Communication After an Incident (Recovery Process)**

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information, technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Apprise the **Polk** County Office of Emergency Management.

The school district will:

- Review the use of the ICS and identify areas for modification.
- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention measures that can be incorporated into short-term and long-term recovery plans.

### C. Communication Tools

Some common internal and external communication tools that **Shelby-Rising City Public Schools** may use include the following:

- **Landline Phone:** A designated school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- **Cell phones:** These phones may be the only tool working when electric service is out; they are useful to faculty/staff enroute to or from a site.
- **App:** Thrillshare/Apptegy
- **Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.

- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Website (insert your school's website URL).
- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their location and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents - for example, fire lockdown or special alert (with instructions to follow). All staff/ faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.



## VI. ADMINISTRATION, FINANCE, AND LOGISTICS

### A. Agreements and Contracts

If school resources prove to be inadequate during an incident, **Shelby-Rising City Public Schools** will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Section IV, Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

All pre-negotiated agreements and contracts are included in [Appendix I](#) (District created).

### B. Recordkeeping

#### 1. Administrative Controls

**Shelby-Rising City Public Schools** is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

#### 2. Activity Logs

The ICS Section Chiefs will maintain accurate Chronological Logs of Activities [Appendix F](#) recording key incident management activities including:

- Basic documentation by each role or position responsibilities with time and completed by whom.
- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

### C. Incident Costs

#### 1. Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that may be used in preparing future school budgets. [Appendix E3](#) (District Created)

#### 2. Incident Costs

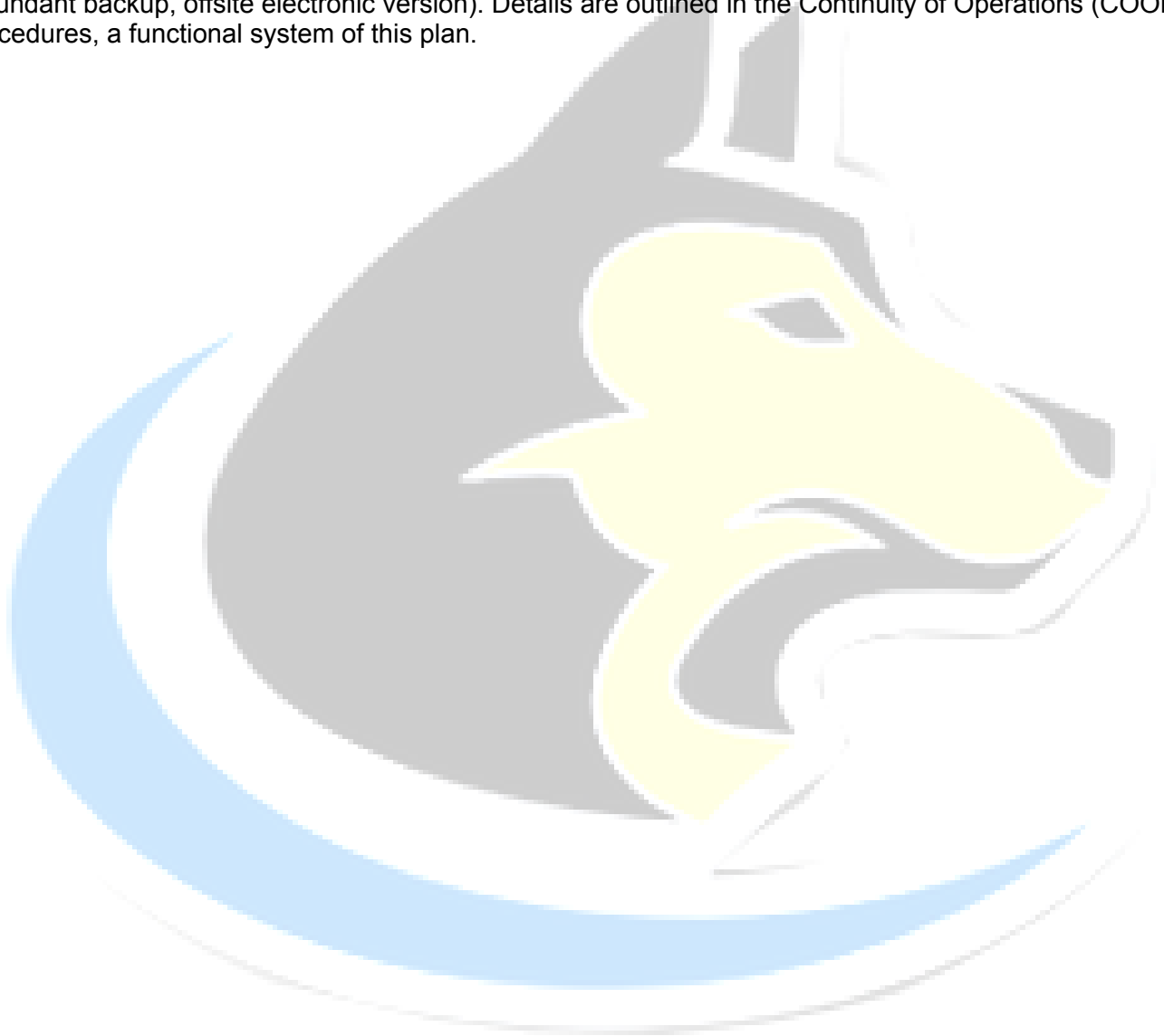
The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs.
- Equipment operations costs.
- Costs for leased or rented equipment.
- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

#### **D. Preservation of Records**

In order to continue normal school operation following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The likely causes of damage to records are fire and water; therefore, essential records should be protected accordingly (e.g., electronic, redundant backup, offsite electronic version). Details are outlined in the Continuity of Operations (COOP) Procedures, a functional system of this plan.



## VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

The Safety Team (including community partners) is responsible for the overall maintenance and revision of the **Shelby-Rising City Public Schools** EOP. The Safety Team is responsible for coordinating, training, and exercising the School EOP. The Team is expected to make recommendations for revising and enhancing the plan.

**GUIDANCE:** School staff should be included for input regarding the EOP. They should receive information and training on procedures and protocols identified within the EOP. In addition, they should be included in exercises and drills to enhance the effectiveness of response. The school staff should also be included in the debriefing exercise review and be given the opportunity to provide input for future enhancements.

The local school board and the superintendent are responsible for approving and communicating this plan. Community fire/rescue, law enforcement, and emergency managers' approval and suggestions will also be requested.

### A. Approval and Dissemination of the Plan

The superintendent and principals will initiate the annual review of the EOP following the steps below. The local school board will approve the plan.

- Review and Update the Plan (Every September).
- Present the Plan to the local school board. (for Comment or Suggestions)
- Obtain Plan Approval Annually. (local school board)
- Distribute the Plan. [Appendix J](#)

#### 1. Record of Changes

Each update or change to the plan will be tracked on Page 2 of this document. The record of changes will include: the change number, the date of the change, and the name of the person who made the change (the date the school board was informed/approved). The record of change will be in table format and maintained by the Safety Team.

#### 2. Record of Distribution

Copies of plans and systems will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The Safety Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. [Appendix J](#)

### B. Plan Review and Updates

The basic plan and its systems will be reviewed annually by the Safety Team, emergency management agency, law enforcement, fire/rescue, school board, and others deemed appropriate by school administration. The superintendent will establish a schedule for annual review of planning documents.

The School EOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

### C. Training and Exercising the Plan

**GUIDANCE:** (Definitions)

**Drill:** The primary objective of a drill is for participants to build muscle memory and practice an action to use in various events or situations. A secondary objective is for the people who are administering the drill to validate procedures, clarify roles and identify operational process gaps. In the school safety context, it is critical to

distinguish between drills and exercises. Drills are for staff and students, and are educational opportunities to practice a life skill.

**Exercise:** The overall learning objective of an exercise is to test response, capacity and resources across the system. An exercise often includes a description or enactment of an incident, depending on the type of exercise that's being conducted. Exercises are broader in scope. These typically present a hypothetical emergency scenario (hurricane, earthquake, biochemical emergency, etc.) designed to encourage people to think on their toes, work together, and apply lessons learned from Drills.

**Tabletop Exercise:** is a roundtable session administered by a facilitator. Team members discuss their roles and share observations regarding a simulated emergency scenario. It's designed to test each team's ability to refer and react to their role in the emergency plan, as well as their readiness to communicate with other teams as needed. These usually run a few hours in duration, and are highly valuable for identifying the unique threats in each community.

**Functional Exercises:** typically focus on specific team members and/or procedures, and are often used to identify process gaps associated with multi-agency coordination, command and control. In a Functional Exercise, participants perform their duties in a simulated emergency environment.

**Full-scale Exercise:** is similar in execution to a functional exercise, and is as close to the real thing as possible. It can include employees from multiple functions, community first responders, local businesses, and regulatory agencies. This type of exercise should utilize, to the extent possible, the actual systems and equipment that would be dispatched during a real event. From a duration stand-point, full-scale exercises often take place over the course of an entire business day.

Basic training and refresher training sessions will be conducted during in-service days of the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

School EOP training will include:

- Hazard and incident awareness training for all staff.
- Orientation to the School EOP.
  - SRP
  - Fire/Tornado
  - Evacuation
  - Confidentiality for events
- First Aid and CPR/AED training for designated staff.
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.
- Two online FEMA courses: ICS 100 and IS-700 for assigned staff. Both courses are available for free at FEMA's Emergency Management Institute Website (for those on the safety committee).

Additional training will include drills, tabletop, and functional exercises. Drills will be conducted at least once per semester. Exercises will occur at least once per school year. The details of training are outlined in the Multi-Year Training and Exercise Plan. Records of the training provided including date(s), type of training, and participant roster will be maintained. Approved parent volunteers and community members will also be incorporated into larger training efforts.

**Appendix K1: Record of Trainings**

**Appendix K2: Schedule/Record of Drills**

**Appendix K3: Record of Exercises**

## VIII. AUTHORITIES AND REFERENCES

The following regulations are the State authorizations and mandates upon which this School EOP is based. These authorities and references provide a legal basis for incident management operations and activities.

### Rule 10

- 011.01B Each school system has a safety and security plan for the schools' in the system. The plan addresses the safety and security of students, staff and visitors. The plan is approved by the local governing body.
- 011.01C Each school system has a school safety committee which includes representatives of faculty, parents and the community. The committee meets at least annually to prepare and/or review safety and security plans and procedures including emergency plans and procedures.
- 011.01D The school systems safety and security plan(s) are reviewed annually by one or more persons not on the local school system safety committee and not an employee of the school system. The review will include a visit to school buildings to analyze plans, policies and procedures, and practices and recommendations. Any recommendations made as a result of the analysis are forwarded to the head administrator and to the school safety committee to be considered in making revisions to the plan.

### 79-2,143. State school security director; appointment.

The position of state school security director is created within the State Department of Education. The Commissioner of Education shall appoint the director based on experience, knowledge, and skills in the field of school security.

### 79-2,144. State school security director; duties.(those included are specific to EOP)

The state school security director appointed pursuant to section 79-2,143 shall be responsible for providing leadership and support for safety and security for the public schools. Duties of the director include, but are not limited to:

- (1) Collecting safety and security plans, required pursuant to rules and regulations of the State Department of Education relating to accreditation of schools, and other school security information from each school system in Nebraska. School districts shall provide the state school security director with the safety and security plans of the school district and any other security information requested by the director, but any plans or information submitted by a school district may be withheld by the department pursuant to subdivision (8) of section 84-712.05;
- (4) Identifying deficiencies in school security based on the minimum standards adopted by the State Board of Education and making recommendations to school boards for remedying such deficiencies;
- (5) Establishing security awareness and preparedness tools and training programs for public school staff;
- (8) Establishing tornado preparedness standards which shall include, but not be limited to, ensuring that every school conducts at least two tornado drills per year;

GUIDANCE: Authority for this Plan is contained in:

- A. Public Law 81-920 (Federal Emergency Management Act of 1950) as amended;
- B. Public Law 93-288 (Disaster Relief Act of 1974) as amended by PL 100-707;
- C. Public Law 99-499 (Superfund Amendments and Reauthorization Act of 1986) as amended;
- D. 44 CFR, Part 302, Emergency Management: State and Local Emergency Management Assistance (EMA), October 2011, as amended;
- E. RRS Sections 81-829.36 to 81-829.75, Nebraska Emergency Management Act of 1996, as amended, Cum. Supp. 2002;
- F. Nebraska Administrative Code, Chapter 7; Nebraska Emergency Management Agency Title 67, July 21, 2001;
- G. Nebraska Revised Statutes 81-201 (Reissue 1996), 54-701 (reissue 1998 and Cum. Supp. 2002, and 54-1180 to 54-1182 (Reissue 1998 and Cum. Supp. 2002), (Nebraska Department of Agriculture's general response procedures); 2-1072 to 2-10, 117, the Plant Protection and Pest Act; and 54-847 to 54-863,

- (Reissue 1998) the Commercial Feed Act; 81-2,257 to 81-2,261 (Reissue 1996 and Cum. Supp. 2002), the Nebraska Pure Food Act; S2-3901 to 2-3911 (Reissue 1997 and Cum. Supp. 2002), the Nebraska Pasteurized Milk Law; 2-3913 to 2-3946 (Reissue 1997 and Cum. Supp. 2002), Manufacturing Milk Act;
- H. USC Title 21, section 134(a), (USDA response procedures for animal disease events);
  - I. USC Title 7, sections 7701-7772, (USDA Plant Protection Act);
  - J. 21 CFR, Parts 500-599 (Food, Drug, and Cosmetic Act);
  - K. Homeland Security Presidential Directive (HSPD) 5 "Management of Domestic Incidents," 28 Feb. 2003;
  - L. Presidential Policy Directive (PPD) 8 "National Preparedness" March 30, 2011;
  - M. State of Nebraska, Executive Order 05-02, State Adoption of the National Incident Management System (NIMS), March 4, 2005.



## Functional Systems

**Note:**

**Functional Systems** address all-hazard critical operational functions, including:

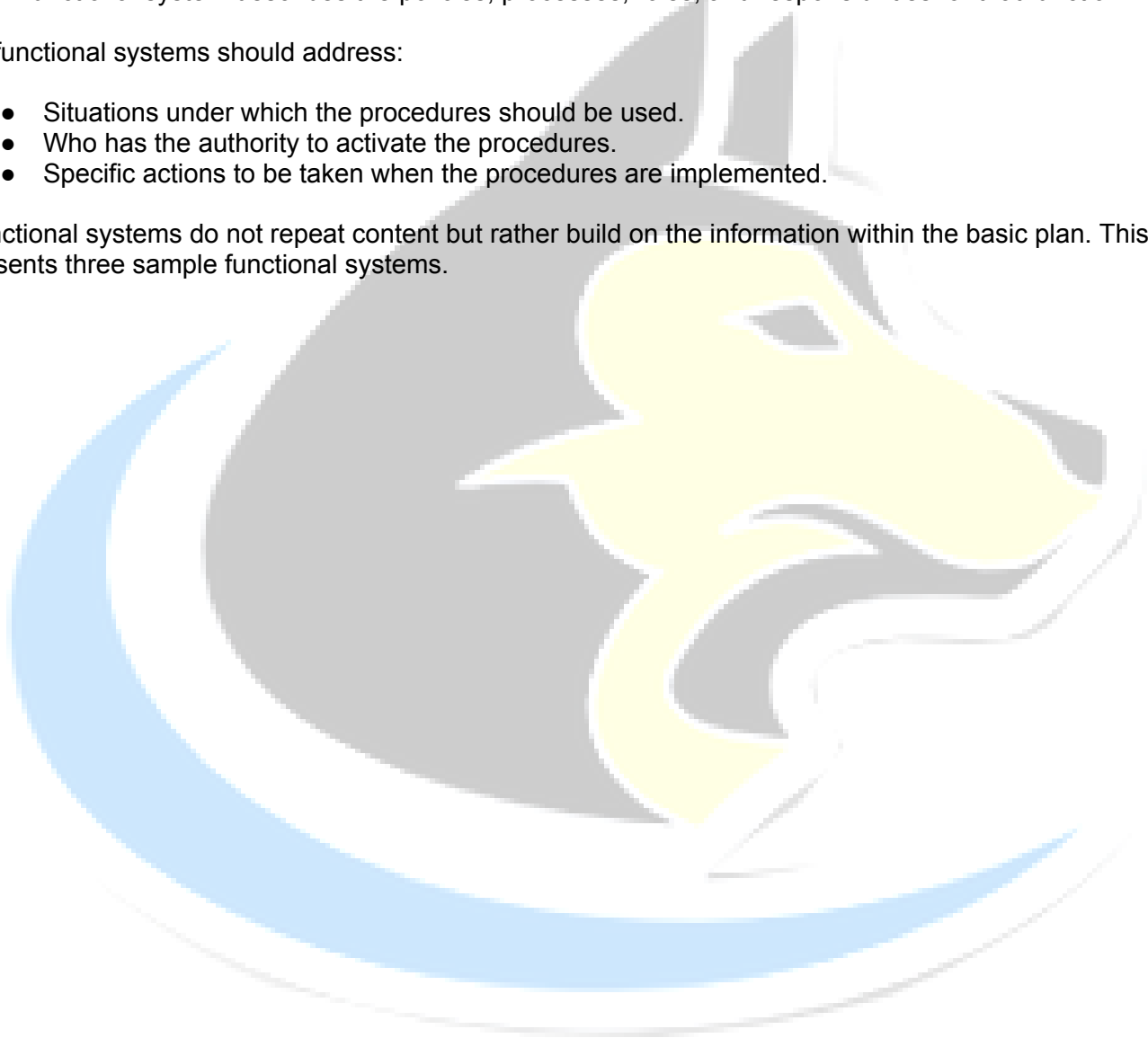
- Common procedures.
- Specialized procedures.

Each functional system describes the policies, processes, roles, and responsibilities for that function.

All functional systems should address:

- Situations under which the procedures should be used.
- Who has the authority to activate the procedures.
- Specific actions to be taken when the procedures are implemented.

Functional systems do not repeat content but rather build on the information within the basic plan. This section presents three sample functional systems.



## Standard Response Protocol (SRP)

### I. PURPOSE

When all schools work off the same plan for an immediate response, success can be achieved in keeping our students safe in all buildings and activities, in any setting throughout the state. The statewide plan includes the use of a common language, common signage, and common protocol and when applied in all schools across the state will provide the safest and most secure settings possible.

Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff. A statewide approach is necessary to enhance the preparation of all students, staff, and parents to respond immediately as protocol to any incident.

- For students, a common plan provides continuity of expectations and actions in any school and community setting throughout the state.
- For school staff, a common plan clarifies procedures and lends to simplified training and practice.
- The common language and protocols assist first responders with greater predictability throughout the duration of any incident.
- The expected procedures afford parents greater understanding of risk and can reduce the level of their stress.

In cases of an incident requiring a school to either secure, lockdown, evacuate and shelter or hold, the following procedure should be adhered to by students, staff, and parents.

**GUIDANCE:** SRP also acknowledges that some school incidents involve a tactical response from law enforcement, and suggests consulting with local law enforcement to share your specific, simple actions.

### II. SCOPE

The Standard Response Protocol (SRP) is based not on individual scenarios but on the response to any given situation. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for greater flexibility. The premise is simple - there are four specific actions that can be performed during an incident.

**Secure:** is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

**Lockdown:** is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

**Evacuate:** is always followed by a location and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

**Shelter:** is always followed by a type and a method and is the protocol for group and self-protection. (Threat is outside)

**Hold:** means to hold in your classroom or area. Clear the halls. (No threat involved)

### III. RESPONSIBILITIES

To implement the Standard Response Protocol:

- All staff and students will undergo training and participate in incident management training and drills.
- Staff and bus drivers assigned to work with special needs students will undergo in-depth training.

- Emergency management and response personnel will review and provide input into the plan.

#### IV. SPECIALIZED PROCEDURES

May want to include protocol for outside activities

May want to include protocol for school buses and vehicles

Football Field? Soccer? Baseball? Softball? Swimming?

Tornado/Severe weather while in a bus?

Field Trips?

Others?



# IN AN EMERGENCY TAKE ACTION



## **HOLD! In your room or area. Clear the halls.**

### **STUDENTS**

Remain in the area until the "All Clear" is indicated

### **ADULTS**

Close and lock door  
Business as usual  
Account for students and adults



## **SECURE! Get inside. Lock outside doors.**

### **STUDENTS**

Return inside  
Business as usual  
Monitored entry or controlled release of students as information increases

### **ADULTS**

Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Business as usual  
Account for students and adults



## **LOCKDOWN! Locks, lights, out of sight.**

### **STUDENTS**

Move away from sight  
Maintain silence  
Do not open the door

### **ADULTS**

Lock interior doors  
Turn out the lights  
Move away from sight  
Do not open the door  
Maintain silence  
Account for students and adults  
Prepare to evade or defend



## **EVACUATE! (A location may be specified)**

### **STUDENTS**

Evacuate to specified location  
Bring your phone  
Instructions may be provided about retaining or leaving belongings

### **ADULTS**

Lead evacuation to specified location  
Account for students and adults  
Notify if missing, extra or injured students or adults



## **SHELTER! Hazard and safety strategy.**

### **STUDENTS**

<b>Hazard</b>	<b>Safety Strategy</b>
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

### **ADULTS**

Lead safety strategy  
Account for students and adults

## Standard Reunification Method (SRM):

### GUIDANCE: There Are Two Teams:

- The Impacted Site Team -Their Objective is to Safely Transport Students to the Reunification Site
- The Reunification Site Team -Their Objective is to Reunify Every Student that can be Reunified

### I. Purpose

One critical aspect of crisis response is accountable reunification of students with their parents or guardians in the event of a school crisis or emergency. The Standard Reunification Method provides school and district safety teams with proven methods for planning, practicing and achieving a successful reunification.

Crisis recovery starts with the crisis, not after. Without a plan to reunite students and parents, more than just the mental health demands which accompany a crisis are ignored; the responsibility of the school and district in maintaining the chain of custody for every student can be lost. No school is immune to emergencies; fires, floods, tornadoes, blizzards, power outages, bomb threats, acts of violence -- this is just a short list of events that could initiate a release and reunification for a school or district.

### II. Scope

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a Reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved. Because a reunification is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

A predetermined, practiced reunification method ensures the reunification process will not further complicate what is probably already a chaotic, anxiety-filled scene. In fact, putting an orderly reunification plan into action will help defuse the emotion building at the site.

A reunification typically occurs because of a crisis or emergency. Consequently, not just students and parents are trying to function at extraordinary stress levels; staff, their families and other first responders also feel the strain. By having a defined process with signage, cards, branding, procedures and protocols, the school presents an organized, calm face to all involved. Fear or uncertainty often results from the unknown. By adopting, communicating and practicing a “known” procedure, the school removes some of that uncertainty.

SRM Operations Guide can be found at: <https://iloveguys.org/The-Standard-Reunification-Method.html>

### The SRM Process in a Nutshell

The materials provide the fundamentals for a comprehensive district plan. The beauty of the Standard Reunification Method is its simplicity in the following steps:

- Establish a parent check-in location.
- Deliver the students to the student staging area, beyond the field of vision of parents/guardians.
- Once students are on site, notify parents of location.
- “Greeters” direct parents/guardians to the parent check-in location and help them understand the process.
- Parents/guardians complete Reunification Cards.
- Procedure allows parents/guardians to self-sort during check in, streamlining the process.
- The “Reunifier” recovers students from the student staging area and delivers to the parent.
- Controlled lines of sight allow for an orderly flow, and issues can be handled with diminished drama or anxiety.

- Medical, notification, or investigative contingencies are anticipated.
- Pedestrian “flows” are created so lines don’t cross.
- When it’s all said and done, successful reunification is about managing the student and parent experience.

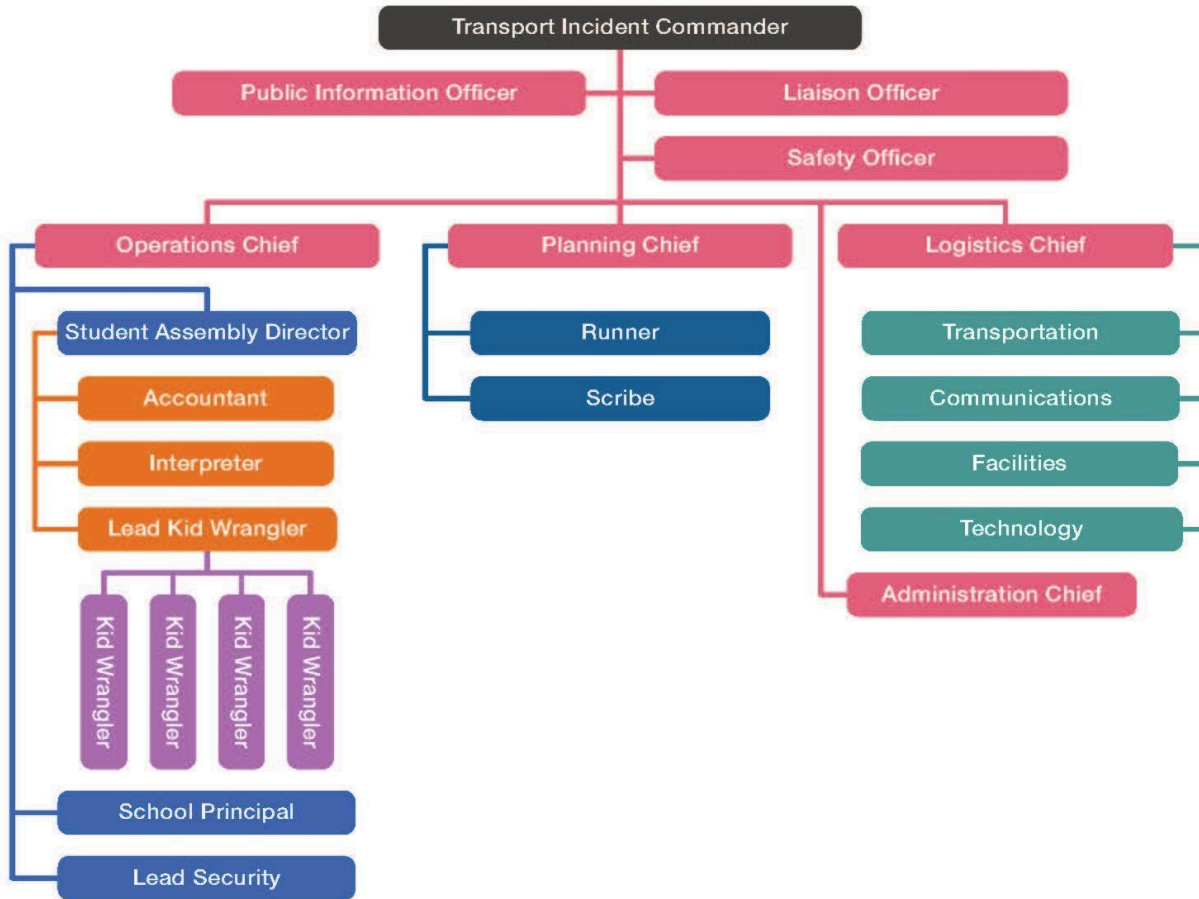
The Reunification Operations Kit (ROK) which are ready made SRM materials can be found at:  
<https://iloveguys.org/The-Standard-Reunification-Method.html#ROK-Box>

**Transport Organization Chart** (Fillable) **Appendix L1**

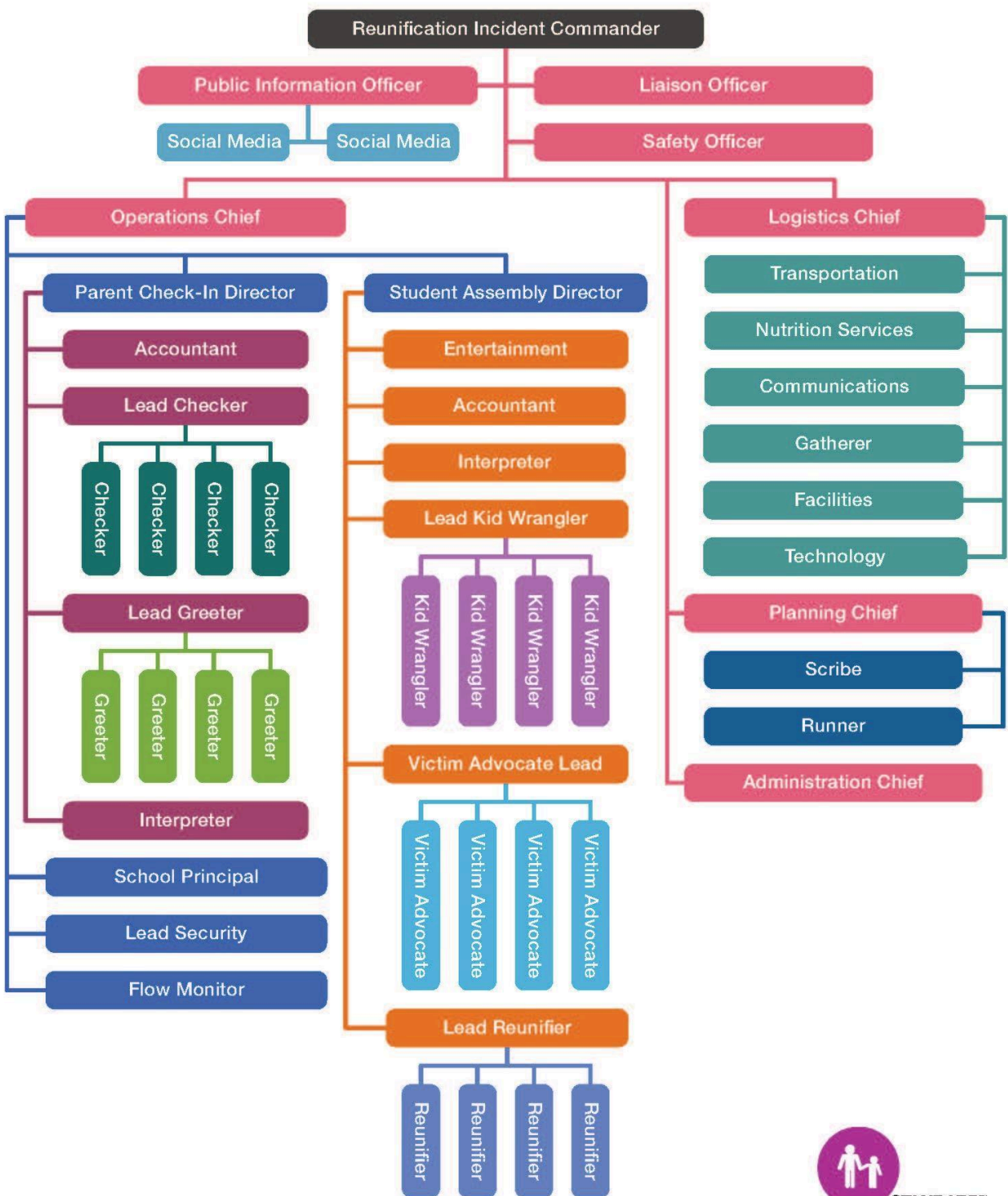
**Offsite Reunification Organization Chart** (Fillable) **Appendix L2**



## SAMPLE TRANSPORT ORGANIZATION CHART



## SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



# SRM Staging the

## STEP 1 ESTABLISH ONSITE INCIDENT COMMAND

The first step in staging for transport is establishing School Incident Command at the affected school. Integrating with Unified Command should be a priority.



**Priorities:** Student and staff safety and wellbeing  
Student and staff whereabouts and condition  
Assemble affected school command staff  
Integrate with Unified Command  
Joint Information Center established

**Objectives:** Safe transport of students and staff to reunification site

**Strategy:** The Standard Reunification Method

**Tactics:** Will be determined by the environment

## STEP 2 CLASSROOM EVACUATION

Classrooms are individually evacuated to the Secure Assembly Area. During a Police Led Evacuation, students and staff will be asked to keep their hands visible.



If it is a Police Led Evacuation after a Lockdown, each room will be cleared by Law Enforcement personnel. This process may take up to several hours. Teacher should take attendance in the classroom, prior to evacuation.

### STUDENTS WITH DISABILITIES

The Individuals with Disabilities Act mandates additional supports for students with special education needs in a school setting. These supports would also function to provide supervision and assistance to students with disabilities during emergency situations.



# SRM Actions and

## COMMUNITY ACTION PARENTS WILL BEGIN TO ARRIVE

Parents will be arriving at the impacted school. Often with a Lockdown event, adjoining schools will go into Lockout. Parents may be arriving at those schools as well.



## REUNIFICATION SITE MOBILIZE REUNIFICATION TEAM

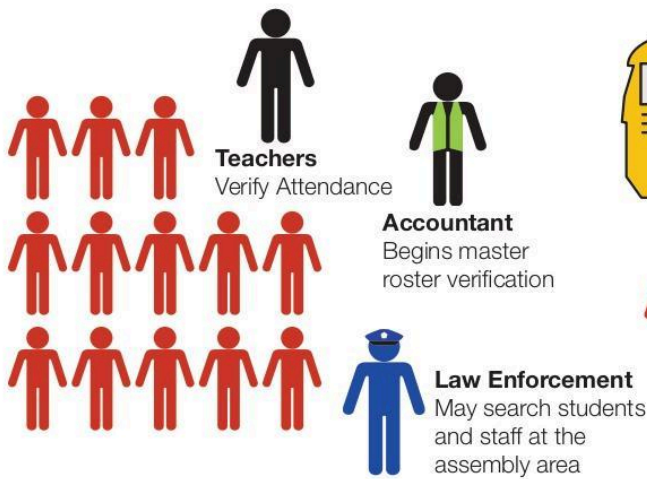
Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.



# School for Transport

## STEP 3 SECURE ASSEMBLY AREA

At the Secure Assembly Area it is preferable that teachers stay with their students. If some teachers are unable to be at the Secure Assembly Area, doubling up classes with "Partner" teachers is appropriate.



## STEP 4 STUDENT AND STAFF TRANSPORT

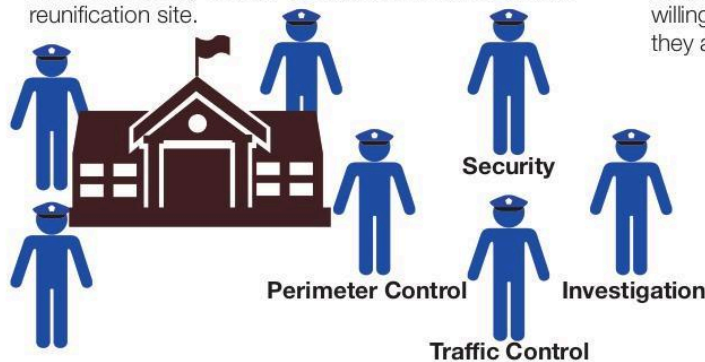
Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.



# Considerations

## LAW ENFORCEMENT SUPPORT AND INVESTIGATIONS

Regardless of criminal activity, law enforcement support will be necessary at both the impacted school and the reunification site.



## FIRE AND EMS CASUALTY CARE

If necessary, Fire and EMS will establish Casualty Collection, Triage and Transport areas. Many fire departments are also willing to assist in the transport and reunification process, if they are not actively responding to crisis.



# CONTINUITY OF OPERATIONS (COOP) PLAN

## I. PURPOSE

The purpose of these Continuity of Operations Plan (COOP) is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

Continuity of operations planning is required by Nebraska State Statute 79-2,144.

## II. SCOPE

It is the responsibility of **Shelby-Rising City Public Schools** officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying hazards, threats, and incidents, and preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules. They apply to **Shelby-Rising City Public Schools**, 650 North Walnut Street, Shelby, NE 68662.

## III. RESPONSIBILITIES

The COOP plan outlines actions needed to maintain and/or rapidly resume essential academic, business, and physical services after an incident. **Shelby-Rising City Public Schools** relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recover following an incident.

**GUIDANCE:** A COOP plan should address the following nine elements to help ensure that after a large emergency that significantly impacts the school occurs, teaching and learning continues; physical aspects of the school and campus are addressed, such as identification of an alternate site and provision of classroom equipment, books, and material; business functions continue to operate; and appropriate emotional and psychological support is provided to students, teachers, and staff.

1. **GUIDANCE:** Define Essential Functions. The planning team should identify all of the functions performed by the district or school and determine which are critical and need to continue during and after an emergency. One essential function the team will likely readily identify is continuity of education, which includes teaching and learning, special education and related services, and school-based medical services and food programs. Other essential functions may include communications (internal and external), computer and systems support, facility use/maintenance, business services (e.g., payroll), and the provision of safety, security, mental and behavioral health services. Examples of non-essential functions may include after-school activities, professional development/educator training, sporting events, and field trips.

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections. Designated school staff/faculty COOP plan personnel, in conjunction with the principal, will perform the essential functions listed below.

### Essential Functions Performed by COOP Plan Personnel

Person Responsible	Actions
--------------------	---------

<b>Superintendent /Principal</b>	<ul style="list-style-type: none"> <li>• Determine when to close schools, and/or send students/staff to alternate locations.</li> <li>• Disseminate information internally to students and staff.</li> <li>• Communicate with parents, media, and the larger school community.</li> <li>• Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.</li> </ul>
Primary Person: Tucker Tejkl	Phone/Email: 4028412208/ttejkl@shelby.esu7.org
Alternate: Turner Trofholz	Phone/Email: 402-615-2361 ttrofholz@shelby.esu7.org
Second Alternate:	Phone/Email:
<b>Assistant Principal and/or Department Heads</b>	<ul style="list-style-type: none"> <li>• Ensure systems are in place for rapid contract execution after an incident.</li> <li>• Identify relocation areas for classrooms and administrative operations.</li> <li>• Create a system for registering students. (out of district or into alternative schools)</li> <li>• Brief and train staff regarding their additional responsibilities.</li> <li>• Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.</li> <li>• Identify strategies to continue teaching. (e.g., using the Internet, providing tutors for homebound students, rearranging tests)</li> <li>• Reevaluate the curriculum.</li> </ul>
Primary Person: Heather Thompson/Marcus Donner	Phone/Email:
Alternate:	Phone/Email:
Second Alternate:	Phone/Email:
<b>Custodians/ Maintenance Personnel</b>	<ul style="list-style-type: none"> <li>• Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.</li> <li>• Manage the restoration of school buildings and grounds. (e.g., debris removal, repairing, repainting, and/or re-landscaping)</li> </ul>
Primary Person: Steven Stewart	Phone/Email: 402-366-7429/ steves@shelby.esu7.org
Alternate: Michelle Gray	Phone/Email: 402-239-4388/ mgray@shelby.esu7.org
Second Alternate:	Phone/Email:
<b>School Secretary/ Office Staff</b>	<ul style="list-style-type: none"> <li>• Maintain inventory.</li> <li>• Maintain essential records (and copies of records) including the school's insurance policy.</li> <li>• Ensure redundancy of records is kept at a different physical location.</li> <li>• Secure classroom equipment, books, and materials in advance.</li> <li>• Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.</li> <li>• Retrieve, collect, and maintain personnel data.</li> <li>• Provide accounts payable and cash management services.</li> </ul>

Primary Person: Camille Schultz		Phone/Email: 402-270-6880, cschulz@shelby.esu7.org
Alternate: Elementary Secretary, tbd		Phone/Email:
Second Alternate: Maritza Velasco		Phone/Email: 970-420-9877
<b>Counselors, Social Workers, Psychologists</b>	<ul style="list-style-type: none"> <li>• Ensure all students have electronic access and equipment.</li> <li>• Establish academic and support services for students and staff/faculty.</li> <li>• Implement additional response and recovery activities according to established protocols.</li> <li>• Maintain continual contact with families and students.</li> </ul>	
Primary Person: tbd, depending on secondary counseling hire		Phone/Email:
Alternate: Mallory Zelazney		Phone/Email:
Second Alternate:		Phone/Email:
<b>School Nurses/Health Assistants</b>	<ul style="list-style-type: none"> <li>• Assist families with medical questions and concerns.</li> <li>• Connect families/students with medical services.</li> </ul>	
Primary Person: Denise Humlicek		Phone/Email:4023667222/ dhumlicek@shelby.esu7.org
Alternate:Polk County Health Dept.		Phone/Email:402747-2211/
Second Alternate:		Phone/Email: j
<b>Food Service /Cafeteria Workers</b>	<ul style="list-style-type: none"> <li>• Determine how transportation and food services will resume.</li> <li>• Establish food security for any student.</li> </ul>	
Primary Person: Shelly Denbo		Phone/Email: 402-366-3764/ sdenbo@shelby.esu7.org
Alternate:		Phone/Email:
Second Alternate:		Phone/Email:
<b>Teachers</b>	<ul style="list-style-type: none"> <li>• Develop Continuity of Learning Plan for students.</li> <li>• Alternative Education (web-based, electronic) (I.T.)</li> <li>• Provide educational feedback on completed student work.</li> <li>• Maintain continual contact with families and students.</li> <li>• Continue the learning environment as best possible.</li> <li>• Communicate with counselors any concerns on the well-being of students.</li> </ul>	
Primary Person, Elementary: Heather Thompson		Phone/Email: 402-841-8123, hthompson@shelby.esu7.org
Primary Person, Secondary: Marcus Donner		Phone/Email: 402-992-0284, mdonner@shelby.esu7.org

Alternate: Tucker Tejkl		Phone/Email: ttejkl@shelby.esu7.org / 4028412208
<b>Transportation</b>	<ul style="list-style-type: none"> <li>• Assist in the distribution of food/lunches.</li> <li>• Assist in transportation of people as needed.</li> </ul>	
Primary Person: Steven Stewart		Phone/Email: 402-366-7429/ steves@shelby.esu7.org
Alternate: John Rasmussen		Phone/Email: 402-270-0358/ jrasmussen@shelby.esu7.org
Second Alternate:		Phone/Email:
<b>Emergency Management</b>	<ul style="list-style-type: none"> <li>• Assist the school with any needs. (i.e., state or federal agencies)</li> <li>• Coordinate using NIMS and ICS.</li> <li>• Coordinate personnel to assist in setting up structure.</li> </ul>	
Primary Person: Logan Watts - Polk Co. EMC		Phone/Email:
Alternate:		Phone/Email:
Second Alternate:		Phone/Email:
<b>Law Enforcement</b>	<ul style="list-style-type: none"> <li>• Maintain the security of off site location.</li> <li>• Set up traffic flow at an off site location.</li> <li>• Provide traffic control at the off site location.</li> </ul>	
Primary Person: Polk County Sheriff		Phone/Email:402-747-2231
Alternate:		Phone/Email:
Second Alternate:		Phone/Email:
<b>Parents</b>	<ul style="list-style-type: none"> <li>• Support the educational Continuity of Learning Plan provided by schools.</li> <li>• Provide an environment at home conducive to learning.</li> <li>• Provide support and encouragement to children for their continued learning.</li> <li>• Procure food security if needed.</li> </ul>	
<b>Students</b>	<ul style="list-style-type: none"> <li>• Follow the educational Continuity of Learning Plan provided by the school.</li> <li>• Maintain communication with teacher(s).</li> </ul>	
<b>Fire</b>		
Primary Person: Jon Eller		Phone/Email: 402-641-7889/
Alternate:		Phone/Email:
Second Alternate:		Phone/Email:

All core COOP procedures personnel as well as senior staff will undergo annual training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures.

Identified COOP procedures personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems in cooperation with the district office.

2. GUIDANCE: Create Orders of Succession. Orders of succession define who will play an active leadership role when regular leadership is unavailable. For example, the district may want to determine with the school who will serve as Interim Principal in the absence of the regular Principal. The first step in creating orders of succession is to create a list of alternates who would serve in an interim or acting capacity in the event that an administrator or manager is not available. This list should be approved by the school board and district administration.

Order of Succession

School to determine and place statements or charts here. In the table below, describe how successor(s) will be notified. List key positions, the titles of those who are the primary and secondary in the orders of succession, and any limitations for those titles. Address who will review and revise succession plans and insert completion date.

Orders of Succession				
<b>Conditions for Succession</b>	<b>Key position holder(s) are unable to execute their duties for an extended period of time.</b>			
<b>Method of Notification</b>	<i>Address how successor(s) will be notified, as well as external and internal personnel</i>			
<b>Succession by Position</b>	Key Position Title	Primary Succession Title	Secondary Succession Title	Time/Geographical/Organizational Limitations
	<b>Superintendent</b>	<b>Principals</b>	<b>Guidance Counselor</b>	
	<i>Add rows if needed</i>			
<b>Succession Revision Procedures/ Date Completed</b>	<i>Address who will review and revise the succession plans, and date revision is completed</i>			

3. GUIDANCE: Create Delegations of Authority. Delegations of authority identify what can and cannot be done by an acting leader based on his or her role or title. Again, using the Interim Principal as an example, the person should know which decisions she/he is allowed to make in the absence of the Principal. Any document that lays out delegations of authority should be reviewed by the district or school's general counsel to ensure it meets state law and district and/or local policies (for example, in the event of a pandemic, school closure requirements vary and in some states it is the local health department who has

authority while in others the district superintendent has authority to decide whether or not schools stay open or closed and whether or not students are dismissed).

Delegation of Authority

School to determine and place statements or charts here. In the table below, list key positions and their associated authorities. For each authority, identify a primary and alternate position that can assume those authorities if necessary. Include any limitations to authority (i.e., financial decisions).

Delegation of Authority			
<b>Delegated Authorities</b>	<b>Position</b>	<b>Authority</b>	
	(e.g., Principal)	(associated authorities of the principal)	
	<i>Add additional rows if needed</i>		
<b>Delegation Circumstances</b>	<p><b>Effective:</b> Principal (or other key position holders) out of contact/unable to execute duties, or authority is delegated by the Principal (or other key position holders).</p> <p><b>Termination:</b> Key position holder can assume duties once again.</p>		
<b>Assigned Authority</b>	<b>Authority</b>	<b>Primary (title)</b>	<b>Alternative (title)</b>
	<i>Add additional rows if needed</i>		
<b>Limitations</b>			

4. GUIDANCE: Identify Alternate Facilities and Locations. Depending on what are considered essential functions of the school or district, alternate locations should be identified that can be used if the primary school or its buildings can't be used. Alternate locations may include schools, administrative buildings, and other facilities. Essential functions or activities that need to be performed at an alternate location should also be identified, such as the provision of lunches through the National School Lunch Program (NSLP) or dispensing of medications. The following procedures will be followed by staff/faculty to assist in the execution of essential functions and the day-to-day operations.

**A. Activation and Relocation**

The principal will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The principal or designee (with delegated authority) will activate the COOP procedures

whenever it is determined the school is not suitable for safe occupancy or functional operation. The principal will also notify the district office and provide contact information for the relocation.

**B. Alert, Notification, and Implementation Process**

Each School Safety Team member will be part of the telephone tree used to notify employees of COOP procedures activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

In the table below, identify the primary communication resources and alternates that would be used if necessary. Identify whether the alternate communications are internal or external, what data or services can be accessed, and indicate if they are redundant.

Alternative Communications				
Device type/name	Internal Capability (Y/N)	External Capability (Y/N)	Data/System/Services that can be accessed	Redundant (Y/N)

**C. Relocation Sites**

Relocation sites have been identified as locations to establish management and to implement essential functions if warranted by an incident. Each school site will have more than one potential relocation site, in different wind directions from the incident site. One site can be accessed by walking and other site(s) by transportation services. (located in reunification plan)

**D. Alternate Facilities and Strategy**

(located in reunification plan)

5. GUIDANCE: Establish Plans for Communications Continuity. Communicating with stakeholders, such as students, parents/guardians, staff, teachers, the media, and community partners is important in any emergency and can be critical to ensuring continuity of operations. Effective and regular communication allows for all relevant persons to be kept up-to-date on actions the district and school is taking and what is required of them, if anything. To ensure that the district and school will be able to communicate in an emergency, when some lines of communication may not be working, back-up and redundant systems should be identified. For example, if electrical power to the region is lost during an emergency, parents and guardians could be told ahead of time that information will be provided on a notice board in front of the school.

Interoperable Communications/Backup Sites

As noted above, the Office of State Personnel will be used as a temporary alternative site for short-term disruptions involving payroll and personnel actions.

With a longer term and/or more comprehensive incapacity of the building, **Bus Barn** is the first option for relocation. Currently the lines and services for telephones and computers at **Shelby-Rising City Public Schools** are maintained, protected, and backed up offsite by the district office.

In **Shelby-Rising City Public Schools**, the hardware and physical lines are protected by the fire prevention, humidity controls, temperature controls, and electrical generating capacity of the building itself. The telephone lines will work even during power failures. The building also has a generator for emergency power. The main computer room housing the servers on the third floor is protected by an array of optimal controls such as halon fire prevention, humidity controls, large air conditioners, and temperature controls. The rest of the building, however, is highly vulnerable to damage from fire and rapid changes in temperature and humidity. The building has no sprinkler system, and the placement of thermostats does not match the current office configuration, resulting in wide variations of temperature depending on location.

6. GUIDANCE: Create a Plan for Accessing Vital Records. Vital records can be organized into two categories: 1) Emergency operations records, which include information such as staff contact information, orders of succession, and delegations of authority; and 2) Legal and financial records, which can include information such as personnel records, payroll records, contracts, and student data information such as emergency contact cards, medical records, and education records.

Vital Records and Retention File

Vital records are archived and/or retained on backup data systems stored off site.

Vital Records: Emergency Operations Records		
Vital Record Name/Database	Location	Back-up/Alternate Record Location
Staff Contact List	ESU 7	Columbus, NE
Orders of Succession		
Delegation of Authority		

Vital Records: Legal & Financial Records		
Vital Record Name/Database	Location	Back-up/Alternate Record Location
Personnel Records		
Payroll Records		
Contracts		
Student Emergency Contact List		
Student Medical Records		
Education Records		

7. GUIDANCE: Establish a Plan for Human Capital Management. Teachers and staff should be clear about what they are expected to do in an emergency and students and families should know how education would continue during and after a large emergency. Provisions and accommodations should also be provided for students who have an Individualized Education Program (IEP) and eligible students should still be provided medical and food services during prolonged school dismissals. Staff and teachers should have advanced training regarding their assigned essential functions.

### Human Capital Management

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.

Below, indicate how your school plans to manage human capital while the COOP is activated

#### Notifying Staff about their role during an emergency

- Determined through EOP and Reunification Plan
- .
- .

#### Notifying Students and Parents/Guardians about the Continuity of Instruction

- Thrillshare
- Public Meeting
- .

#### Provisions and accommodations for students who have IEPs

- Services through IEP plans
- Coordination with ESU 7 or outside agencies
- .

#### Provisions and accommodations for eligible students to continue receiving medical and food service

- Possible food accommodations provided by school if possible
- Nurse on stand by
- .

#### COOP training plan for staff

- Yearly Update
- .
- .

8. GUIDANCE: Establish Plans for Devolution. Devolution occurs when essential functions are handed over to alternate staff and teachers at another location. Although a rare occurrence, schools and districts need to prepare for a situation where a school needs to close and its administrators, teachers and staff are no longer able or available to provide support in their day-to-day roles. Procedures, guidance, and organizational structure need to be developed so that the transfer of roles and responsibilities to other administrators, staff and teachers at another school or location can go smoothly.

## Plan for Devolution

Devolution is the process of transferring operational control of one or more essential functions to a predetermined responsible party or parties. The possibility for hazards, threats, and incidents are constant. Any of these could occur at different times, have variable durations, and may differ in the severity; therefore, full or partial devolution of essential functions may be necessary to continue essential functions and services. The District has established plans and procedures for devolution, which identifies how it will transfer operations, if any of these hazards, threats, or incidents renders leadership and essential staff incapable or unavailable, as determined by the Board of Education.

The school may want to identify the plans and procedures for transfer of operations here or identify where that information is located.

Outline your devolution plan below by answering the questions below:

Who has the authority to order devolution and under what conditions?

- Superintendent has the authority when school essential functions “fail to operate”.
- .
- .

What are the triggers to activate devolution? (What are the “fail to operate” triggers?)

- Bus drivers are unable or unavailable to transport students to/from school
- .
- .

What resources are required should a devolution occur?

- eMemorandum of understanding (MOU) with other districts for bussing students
- .
- .

**9. GUIDANCE: Establish a Plan for Reconstitution.** Reconstitution occurs when educational programming is restored and teachers and staff are able to continue teaching and providing other support. The process of reconstitution can be rather complex, so districts and schools need to consider how this will be achieved quickly and efficiently.

## Reconstitution

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat of or incident no longer exists and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school building.
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

<b>Reconstitution Responsibilities</b>			
<b>Phase</b>	<b>Duties</b>	<b>Primary Responsible</b>	<b>Alternate Responsible</b>
<b>Relocation from</b>	Internal alert and notification	Superintendent	Principal
	External alert and notification	Superintendent	Principal/Maintenance

<b>alternate facility to primary (or replacement) facility</b>	Transfer equipment, vital records, data	Business Manager	Secretaries
	Transfer communications	Counselors	Maintenance
	Deployment and departure from alternate facility	Head of Transportation	Bus Drivers
	Transition to primary operations	Superintendent	Principal
	Set up at primary or replacement site	Head of Transportation	Bus Drivers
<b>Operations</b>	Execution of essential functions	Superintendent	Principals
	Execution of non-essential functions	Counselor	Secretaries
	Establishment of communications	Principals	Secretaries
	Procurement of equipment and supplies	Head of Maintenance	Custodial Staff
	Conduct a review of COOP execution and effectiveness (After Action Report)	Superintendent	Safety Team

10. GUIDANCE: The COOP procedures should be reviewed annually to assure all information is accurate and up-to-date. Staff and personnel who perform essential functions should participate in regular training and exercises to ensure they understand their role when the COOP is activated.

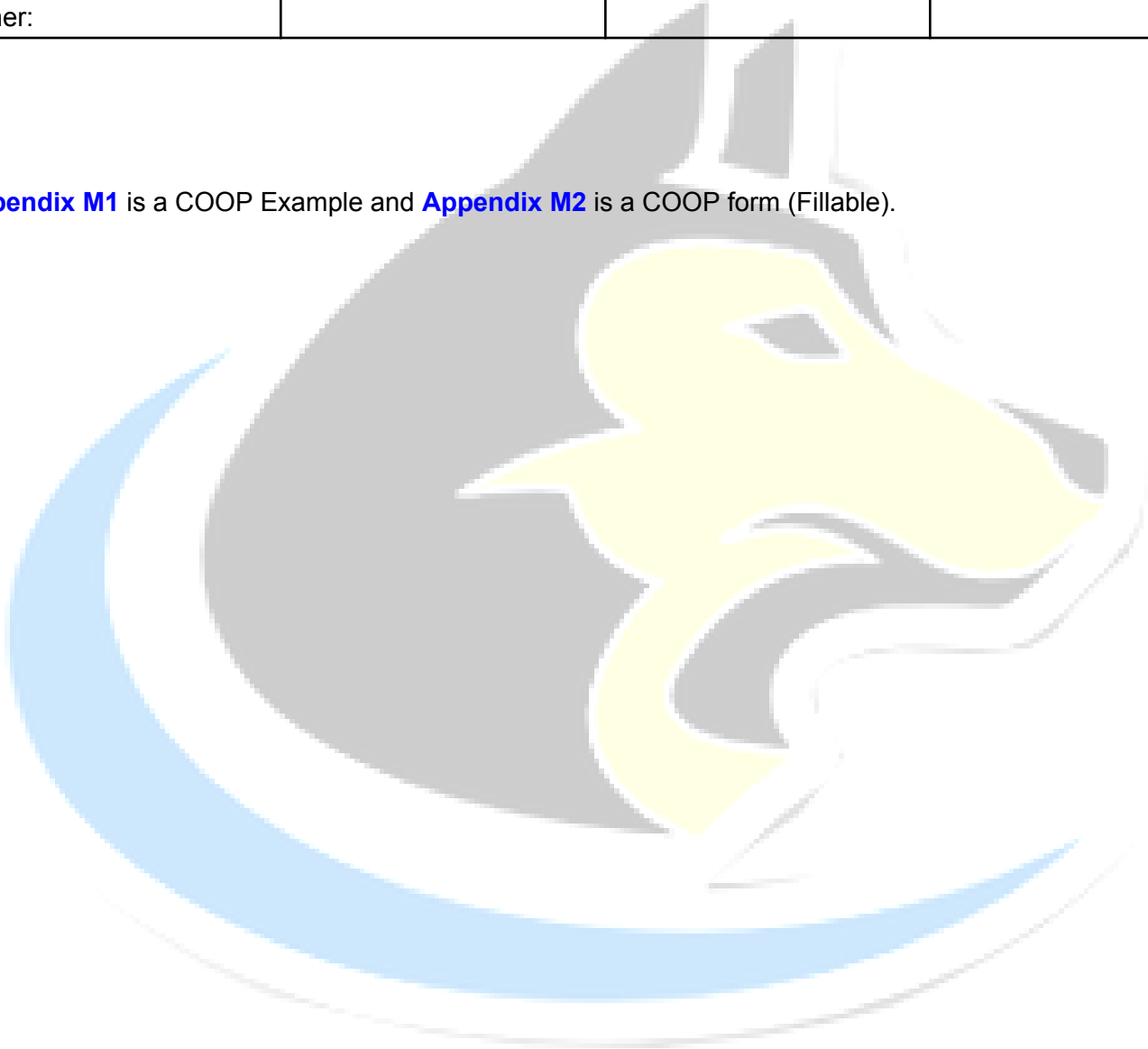
Plan Maintenance, Testing, Training, Exercising

In the table below, identify the primary and alternate persons responsible for carrying out COOP maintenance activities, and the date they were completed.

<b>COOP Maintenance</b>			
<b>Activity</b>	<b>Person Responsible</b>		<b>Completion</b>
	<b>Primary</b>	<b>Alternate</b>	
Schedule COOP maintenance meeting			
Review list of essential functions			
Identify essential employees and confirm their availability			
Update contact information, emergency call roster, and checklists			
Establish assistance/cooperative agreements with suppliers and vendors			
Identify computer network interdependencies (such			

as servers connected to the district network)			
Notify/Follow-up with facilities management regarding any repairs or maintenance to buildings			
Other:			
Other:			
Other:			

[Appendix M1](#) is a COOP Example and [Appendix M2](#) is a COOP form (Fillable).



# RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES/PSYCHOLOGICAL FIRST AID (PFA)

## I. PURPOSE

These procedures have been developed to provide an emotional support to students/staff impacted by trauma at school or in the community.

Psychological First Aid (PFA) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the immediate aftermath of an emergency. PFA is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping. The principles and techniques of PFA meet five basic standards. They are:

1. Consistent with research evidence on risk and resilience following trauma.
2. Respectful of and consistent with the school administration of the academic setting, school culture, and the behavior (code of conduct) of students.
3. Applicable and practical in field settings.
4. Appropriate for developmental levels across the lifespan.
5. Delivered in a culturally-informed and flexible manner.

PFA assumes that students and staff members may experience a broad range of early reactions (e.g., physical, cognitive, psychological, behavioral, spiritual) following an emergency. Some of these reactions can cause distress that interferes with adaptive coping, but support from informed, compassionate, and caring professionals can help students and staff members recover from these reactions. PFA has the potential to mitigate the development of severe mental health problems or long-term difficulties in recovery by identifying individuals who may need additional services and linking them to such services as needed.

Following a traumatic event or incident, the following outcomes should be possible through the implementation to assist students, staff, and their families in the healing process.

- To establish a positive connection with students and staff members in a non-intrusive, compassionate manner.
- To enhance immediate and ongoing safety and provide physical and emotional comfort.
- To calm and orient emotionally overwhelmed or distraught students and staff.
- To help students and staff members identify their immediate needs and concerns.
- To offer practical assistance and information to help students and staff members address their immediate needs and concerns.
- To connect students and staff members as soon as possible to social support networks, including family members, friends, coaches, and other school or community groups.
- To empower students, staff, and families to take an active role in their recovery, by acknowledging their coping efforts and strengths, and supporting adaptive coping.
- To make clear your availability and (when appropriate) link the student and staff to other relevant school or community resources such as school counseling services, peer support programs, after-school activities, tutoring, primary care physicians, local recovery systems, mental health services, employee assistance programs, public-sector services, and other relief organizations.

Whether conducting school vulnerability assessments or adopting an intervention such as PFA, schools organize safety initiatives based on the four-part emergency management cycle. The four-part emergency management cycle includes:

### A. Prevention phase

Schools both assess and address building security, the safety and integrity of facilities, the culture/ climate of schools, and the need for secondary prevention mental health programs.

## **B. Preparedness phase**

Schools facilitate a rapid, coordinated, and effective response in the event of an actual emergency by taking the following steps:

- Refining emergency management plans and emergency procedures in collaboration with key members of the emergency response community. (fire and police departments, disaster services, and public health)
- Periodically reviewing and reinforcing emergency plans and procedures with staff.
- Defining building-level and district-level Incident Command System (ICS) structures.
- Implementing staff training on various topics, including parent-student reunification and PFA.
- Conducting emergency simulations in collaboration with outside agencies.
- Developing and regularly updating a list of providers trained in PFA.

## **C. Response phase**

Action is taken to effectively contain and resolve an emergency and to decrease the potential for such an emergency to escalate. During this phase, the school executes the emergency management plan and emergency procedures and initiates preliminary activation of the PFA teams. Although the response phase may have a clear ending point for emergency response agencies, the transition into the fourth phase, recovery, may be less distinct.

## **D. Recovery phase**

Steps are taken to assist students, staff, and their families in the recovery process and to restore educational operations in schools. This phase involves conducting damage assessments and making repairs, implementing business continuity plans, and addressing grief and stress reactions. The very early stages of the recovery phase (hours or days after an emergency) are the most appropriate time to deliver PFA. Depending on the nature of the incident, recovery may be a long-term process. PFA is an acute intervention; for information about longer-term interventions appropriate for students and families who have lingering or severe symptoms, go to [www.NCTSN.org](http://www.NCTSN.org) for a review of evidence-based interventions and treatments.

## **II. SCOPE**

PFA is most effective immediately following the incident (e.g., from one hour to a couple of weeks after an event). In some circumstances, assuming the safety of students and staff has been ensured, PFA can be initiated while an incident is still occurring, such as in shelter or lockdown situations.

PFA is intended for students, school personnel, and their families who have been exposed to a disaster or other emergency. Whether an emergency occurs on school grounds or in the community at large, schools serve as a central location for professionals to assist children, families, school personnel, and school partners.

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as nurses and social workers are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this system. Additional advice will be sought from outside psychologists and mental health experts.

- 1. Contact and Engagement Goal:** To initiate contacts or to respond to contacts by students and staff in a non-intrusive, compassionate, and helpful manner.

2. **Safety and Comfort Goal:** To enhance immediate and ongoing safety, and provide physical and emotional comfort.
3. **Stabilization (if needed) Goal:** To calm and orient emotionally overwhelmed or disoriented students and staff.
4. **Information Gathering: Current Needs and Concerns Goal:** To identify immediate needs and concerns, gather additional information, and tailor Psychological First Aid for Schools interventions to meet these needs.
5. **Practical Assistance Goal:** To offer practical help to students and staff in addressing immediate needs and concerns.
6. **Connection with Social Supports Goal:** To help establish brief or ongoing contacts with primary support persons or other sources of support, including family, friends, teachers, and other school and/or community resources.
7. **Information on Coping Goal:** To provide information about stress reactions and coping to reduce distress and promote adaptive functioning.
8. **Linkage with Collaborative Services Goal:** To link students and staff with available services needed at the time or in the future.

These core actions of Psychological First Aid constitute the basic objectives of providing early assistance within hours, days, or weeks following an event. Be flexible and base the amount of time you spend on each core action on the person's specific needs and concerns.

### III. RESPONSIBILITIES

To implement the recovery of psychological healing procedures:

- All staff will undergo training to learn how to recognize signs of trauma.
- Members of the Psychological First Aid Team (PFA) will undergo in-depth training to learn how to assist in managing trauma.
- Parents and guardians will be offered tips on how to recognize signs of trauma.
- Mental health experts will review and provide input into the plan.

### IV. SPECIALIZED PROCEDURES

The following procedure will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

#### **Immediately Following a Serious Injury or Death and/or Major Incident:**

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families. (refer to the communication procedures in the basic plan)
- Set up support rooms. (include PFA team and outside mental health professionals to assist)
- Encourage teachers to read the script about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Avoid specific details of the incident, just basic facts. Any students who are excessively distraught should be referred to the PFA Team.
- Designate a place for staff, students, and community members to leave condolences, well-wishes, messages and items, and determine a standard amount of time for those items to remain.

#### **Hospital/Funeral Arrangements:**

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all students and staff will be excused from school.

- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

**Post-Incident Procedures:**

- Allow for changes in normal routines or schedule to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.



## Hazard- and Threat - Specific Systems:

### GUIDANCE:

#### The hazard- and threat- specific systems:

- Provide unique procedures, roles, and responsibilities that apply to a specific hazard.
- Include provisions and applications for warning the public and disseminating emergency public information.
- Only list information one time without repeating from the basic plan or functional systems.

Repeating information is not advisable for the following reasons:

- School staff and students should learn and exercise simple procedures that apply to all hazards. The hazard-specific annexes should present only hazard-unique information.
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

Refer to the following Appendices:

**Appendix N1: Threats/Hazards List**

**Appendix N2: Risk Assessment Worksheet**

**Appendix N3: Examples of Threats/Hazards in SRP Areas**

**Appendix N4: Sample Goals/Objectives and Action Plan**

**Appendix N5: Goals/Objectives and Action Plan (Fillable)**

## GLOSSARY OF TERMS

**Command Staff:** A group of incident personnel that the Incident Commander or Unified Command assigns to support the command function at an ICP. Command staff often include a PIO, a Safety Officer, and a Liaison Officer, who have assistants as necessary. Additional positions may be needed, depending on the incident.

**COOP:** The purpose of Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

**Drill:** A coordinated, supervised activity usually employed to validate a specific operation or function in a single agency or organization. Drills are commonly used to provide training on new equipment, develop or validate new policies or procedures, or practice and maintain current skills. During drills, school personnel and community partners (i.e., first responders, local emergency management staff) use the actual school grounds and buildings to practice responding to a scenario.

**Emergency Operations Center (EOC):** An EOC is a facility from which staff provide information management, resource allocation and tracking, and/or advanced planning support to personnel on scene or at other EOCs (e.g., a state center supporting a local center).

**Emergency Operations Plan (EOP):** (formerly called Safety Plan) An ongoing plan for responding to a wide variety of potential threats and hazards.

**Exercise:** An instrument to train for, assess, practice, and improve performance in prevention, protection, response, and recovery capabilities in a risk-free environment. Exercises can be used for testing and validating policies, plans, procedures, training, equipment, and interagency agreements; clarifying and training personnel in roles and responsibilities; improving interagency coordination and communications; improving individual performance; identifying gaps in resources; and identifying opportunities for improvement.

**Evacuate:** is always followed by a location and is used to move students and staff from one location to a different location in or out of the building. (Threat is inside)

**Hazards:** Hazards include situations to harm students, personnel, and/or facilities. Hazards usually include those things that we cannot control, such as tornadoes, floods, and chemical spills. Hazards may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.

**Hold:** means to hold in your classroom or area. Clear the halls. (No threat involved)

**Incident:** An incident is an occurrence that requires a response to protect life or property. An incident is something that we most likely cannot control, such as car accidents, pandemics, and illness. The superintendent/principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this EOP.

**Incident Command System (ICS):** A standardized on-scene emergency management construct specifically designed to provide an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations.

**Incident Management:** The broad spectrum of activities and organizations providing effective and efficient operations, coordination, and support applied at all levels of government, utilizing both governmental and nongovernmental resources to plan for, respond to, and recover from an incident, regardless of cause, size, or complexity.

**Local Emergency Operations Plan (LEOP):** The School EOP has been developed to fit into the larger local county or local EOP in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with the County/City Emergency Manager and the County/City Emergency Management Department.

**Lockdown:** is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place. (Threat is close to or in the building)

**Memorandum of Understanding (MOU) Agreement:** A written or oral agreement between and among agencies/organizations and/or jurisdictions that provides a mechanism to quickly obtain assistance in the form of personnel, equipment, materials, and other associated services. The primary objective is to facilitate the rapid, short-term deployment of support prior to, during, and/or after an incident.

**National Incident Management System:** A set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment.

**Prevention:** The capabilities necessary to avoid, prevent, or stop a threatened or actual act of terrorism. For the purposes of the prevention framework called for in PPD-8, the term "prevention" refers to preventing imminent threats.

**Psychological First Aid Team (PFA):** Psychological First Aid for Schools (PFA) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the aftermath of an emergency. PFA is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping.

**Psychological First Aid Team** The school team that assists in carrying out the PFA plan.

**Public Information:** Processes, procedures, and systems for communicating timely, accurate, and accessible information on an incident's cause, size, and current situation; resources committed; and other matters of general interest to the public, responders, and additional stakeholders (both directly affected and indirectly affected).

**Recovery:** The capabilities necessary to assist communities affected by an incident to recover effectively.

**Response:** The capabilities necessary to save lives, protect property and the environment, and meet basic human needs after an incident has occurred.

**Risk:** The potential for an unwanted outcome resulting from an incident, event, or occurrence, as determined by its likelihood and the associated consequences.

**Section Chiefs:** The General Staff consists of the Operations, Planning, Logistics, and Finance/Administration Section Chiefs. These individuals are responsible for the functional aspects of the incident command structure. The Incident Commander or Unified Command activates these section chiefs as needed. These functions default to the Incident Commander or Unified Command until a section chief is assigned. The section chiefs may have one or more deputies as necessary.

**Secure** is followed by the Directive: "Get Inside. Lock Outside Doors" and is the protocol used to safeguard students and staff within the building. (Threat is outside)

**Shelter** is always followed by a type and a method and is the protocol for group and self-protection. (Threat is outside)

**SRM:** Standard Reunification Method: Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The SRM is a protocol that makes this process more predictable and less chaotic for all involved.

**SRP:** Standard Response Protocol: The SRP is based on four actions, Lockout, Lockdown, Evacuate, and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA system. (new version not on website yet).

**Tabletop Exercises:** Tabletop exercises are small-group discussions that walk through a scenario and the courses of action a school will need to take before, during, and after an emergency to lessen the impact on the school community. This activity helps assess the plan and resources and facilitates an understanding of emergency management and planning concepts.

**Threat:** Threats include situations to harm students, personnel, and/or facilities. Threats usually include those things that we can control, such as active killer, bullying, and suicide. Threats may require an interagency response involving law enforcement and/or emergency services depending on the size and scope of the incident.



## School Emergency Operations Management Plan Summary: Shelby-Rising Public Schools Report

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### Elements of a High-Quality School Emergency Operations Plan<sup>1</sup>

#### *Concept of Operations*

This plan **does** include a Concept of Operations section.

#### *Organization and Assignment of Responsibilities*

The plan has a section on the roles and responsibilities of the following groups with **checked boxes**:

- |  |  |   |
|--|--|---|
| <input checked="" type="checkbox"/> School Staff       | <input checked="" type="checkbox"/> Law Enforcement                            | <input type="checkbox"/> Community Partners |
| <input checked="" type="checkbox"/> Families/Guardians | <input checked="" type="checkbox"/> Fire and Emergency Management System (EMS) |   |

#### *Direction, Control, and Coordination*

The safety plan **does** explain the framework for all **direction, control, and coordination activities**.

The plan **does** reference incident command structures (ICS) or the national incident emergency management system (NIMS).

#### *Information Collection, Analysis, and Decision Making*

The plan **does** have a section that addresses the role of information in the successful implementation of activities that occur **before, during, and after** an emergency.

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<sup>1</sup> Elements included in this summary are taken from guidance for the U.S. Department of Education's *Guide for Developing High-Quality School Emergency Operations Plans*, 2013. [https://rems.ed.gov/docs/REMS\\_K-12\\_Guide\\_508.pdf](https://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf). Each school safety plan was reviewed and it was noted whether or not they contained sections labeled with the elements of a high-quality school emergency operations plan as identified by the Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center. This summary reflects whether the local school safety plan includes these elements as sections in the plan, and if it aligns with the template provided by the Nebraska Department of Education.

### *Training and Exercises*

There is a section describing **training or exercise activities**. **Law Enforcement** is included in this section.

### *Administration, Finance, and/or Logistics*

There is a section on **administrative, financial, and/or logistical activities**.

### *Plan Development and Maintenance*

The safety plan **does** have a section on **plan development and maintenance**. **Law Enforcement** is involved in the planning/coordinating process of the school plan before an emergency.

### *Authorities and References*

There **is** a section in the safety plan on the legal basis for emergency operations and activities.

The plan **does** have provisions for the succession of decision-making authority.

### *Functional Annexes*

The safety plan includes a section on the topics below **with checked boxes**:

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Evacuation       | <input checked="" type="checkbox"/> Lockdown                        | <input checked="" type="checkbox"/> Recovery             |
| <input checked="" type="checkbox"/> Lockout          | <input checked="" type="checkbox"/> Communications and Warning      | <input type="checkbox"/> Public Health Issues            |
| <input checked="" type="checkbox"/> Shelter-in-Place | <input checked="" type="checkbox"/> Continuity of Operations (COOP) | <input checked="" type="checkbox"/> Mental Health Issues |
| <input type="checkbox"/> Emergency Medical Issues    |   |  |

The safety plan **does** use the EOP template provided by the NDE.

The safety plan **does not** detail procedures for identifying potentially missing students, staff, and visitors.

The safety plan **does** include a **Family or Student Reunification** section which details how students will be reunited with their families.

The safety plan **does** contain actions the school will implement on a routine, ongoing basis to secure the school from criminal threats originating from both inside and outside the school.

### *Threats and Hazards*

The school safety plan includes a course of action for the following threats and hazards with **checked boxes**:

- |  |  |   |
|--|--|---|
| <input checked="" type="checkbox"/> Fire   | <input type="checkbox"/> Severe Weather                                      | <input type="checkbox"/> Blizzard/Snow      |
| <input type="checkbox"/> Earthquake  | <input checked="" type="checkbox"/> Intruder/Active Shooter                  | <input type="checkbox"/> Bomb Threat(s)     |
| <input checked="" type="checkbox"/> Suicide  | <input type="checkbox"/> Wildfire  | <input type="checkbox"/> Explosion          |
| <input type="checkbox"/> Lightning   | <input type="checkbox"/> Extreme Temperatures                                | <input checked="" type="checkbox"/> Tornado |
| <input type="checkbox"/> Pandemic/Disease Outbreak                                   | <input type="checkbox"/> Wildlife on Campus                                  | <input type="checkbox"/> Flood              |
| <input type="checkbox"/> Mass Casualty Incident                                      | <input checked="" type="checkbox"/> Chemical or Hazardous Material Incidents |   |
| <input checked="" type="checkbox"/> Other (Please specify): <b>Behavioral Crisis</b> |  |   |

SUPERINTENDENT CONTRACT AND CONTRACT NONRENEWAL

***April 15 is the notice date established by law. The board may select an earlier date but not a later date.***

It shall be the responsibility of the board to provide the contract for the position of superintendent. The length of the contract for employment between the superintendent and the board shall be determined by the board, but shall not exceed three years. The contract will begin on July 1 and end on June 30. The contract shall state the terms of employment.

Before the board approves a proposed contract for superintendent services, or any proposed amendment to an existing contract, the board shall publish a copy of the contract or amendment, and a reasonable estimate and description of all current and future costs to the district if the proposed contract or amendment were to be approved, at least three days before the board meeting at which it will be considered. This publication shall also specify the date, time, and place of this public meeting. Electronic publication on the web site of the district shall satisfy this publication requirement if it is prominently displayed and allows public access to the entire proposed contract or amendment. The board is not required to publish the contract of a newly hired superintendent prior to board approval of the contract.

After the board approves the contract or contract amendments the board shall publish a copy of the contract, and a reasonable estimate and description of all current and future costs to the district that will be incurred as a result of the contract, within two days after the board meeting at which it was approved. Electronic publication on the web site must be prominently displayed as described above.

After approval of the contract or contract amendments, the board shall file a copy of the contract or amendments with the State Department of Education on or before August 1.

The superintendent serves the board as a probationary certificated employee, regardless of length of service. The superintendent's contract shall be deemed renewed and will remain in full force unless it is amended or not renewed. The superintendent and board may mutually agree to terminate the superintendent's contract at any time.

In the event of nonrenewal, termination or amendment of a contract, the board shall afford the superintendent appropriate due process, including notice of its intent by April 15. Unless continued by mutual written agreement according to statutory procedures, the board shall take final action on the contract by May 15.

If the superintendent wishes to resign, to be released from a contract, or to retire, the superintendent must comply with board policies dealing with retirement, release or resignation.

Legal Reference: Neb. Statute 79-822 et seq.

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

## SUPERINTENDENT DUTIES

The Superintendent of Schools' general responsibilities shall include, but not be limited to Maintaining personal, ethical, and professional standards; demonstrating leadership and managerial ability; providing executive service to, and maintaining an effective working relationship with the Board of Education; promoting positive school community relationship; providing leadership to the Board of Education in long and short range planning, overseeing the effective development of curriculum, instruction and in service, staff recruitment and evaluation, fiscal procedures auxiliary services, and student programs.

Responsibilities of the Superintendent of Schools:

1. The Superintendent of Schools is the chief executive officer of the Board of Education.
2. Serves as the educational leader of Shelby-Rising City Public Schools, District #32 in Polk County, Nebraska.
3. Administers the school in conformity with the adopted policies of the Board of Education rules and regulation of the State Department of Education in accordance with state law.
4. Continuously appraise all school policies and recommend changes or additions, which he/she believes, should be adopted.
5. Provides long term planning to guide the Board in policy development.
6. Makes Board of Education policies accessible to school board members, school personnel, and the general public.
7. Determines procedures for implementing board policies.
8. Makes certain that all Board of Education policies are carried out.
9. Informs the Board of Education concerning decisions that are made which are not covered in Board of Education policies.
10. Attends all Board meetings unless excused at his request, except for those executive sessions in which his own reelection is under discussion.
11. Prepares and sends out agenda, special reports and minutes for Board of Education meeting one week before a scheduled board meeting.
12. Prepares for monthly and special Board of Education meetings.
13. Keeps the Board informed concerning the total school program.
14. Keeps up-to-date on trends and laws in education by attending local, district, state, and national meetings or conferences with prior Board of Education approval. (The expenses incurred by attending these meetings will be paid by the school district.)
15. Directs the annual audit of school district funds: General Fund, Activity Fund, School Lunch Fund, Building Fund, all Federal Programs, and the Special Education Program.
16. Prepares the annual budget for the ensuing year with the assistance of the staff and

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

- the Board of Education. After adoption he/she should make every attempt possible to operate within the limits set forth by the budget.
17. Is in charge of all financial matters of the district.
  18. Lets bids in terms of price, quality of product and service rendered when needed. On large items in which the Board request bids, the Board of Education shall determine the bid to be accepted.
  19. Orders all supplies, textbooks, library material, audio visual materials, equipment, furniture, etc., when covered by the budget or by specific order of the Board of Education.
  20. The Superintendent of Schools, after consultation with the other administrators and the appropriate staff, shall make the selection of new textbooks or textbook series.
  21. Keeps up-to-date inventory of textbooks, library books, movable equipment, audio visual equipment, athletic equipment, music equipment, uniforms, typewriters, computers, etc.
  22. With Board of Education approval, he/she advertises, interviews and offers contracts to teachers.
  23. Hires, replaces, and supervises all non-certified employees and recommends their salaries.
  24. Assigns or transfers all school personnel to their particular school, jobs, and responsibilities as seem best for the school system.
  25. Stresses the importance of public relations that will provide for good schoolcommunity relations. Provides the community with adequate information about the activities ofthe school.
  26. Develops the school calendar and presents it to the Board for Board of Education approval.
  27. Completes, oversees the completion, all forms required by the State Department of Education and sees that they are sent in before the due date.
  28. Responsible for the over-all upkeep and maintenance of the school facilities.
  29. Responsible for all long range and short term planning concerning school facilities.
  30. Shall have a census taken each year of all people under the age of 21 whose parents or guardians live within the boundaries of the Shelby-Rising City Public Schools, District #32 in Polk County, Nebraska.
  31. Adheres to the "Code of Ethics" set forth by the American Association of School Administrators.
  32. In charge of all buildings, grounds, and equipment and sees to their maintenance and safety.
  33. Oversees the scheduling of buses and drivers for all activity trips.
  34. Provides an array of similar schools for principals, superintendent, and certified staff.
  35. Acts as mediator between certified staff and board committee during negotiations.

This list of duties shall not act to limit the board's authority and responsibility over the superintendent. In executing these duties and others the board may delegate, the superintendent shall consider the school district's financial condition as well as the needs of the students in the school district.

Cross Reference:    205   School Board Policy Process  
                          301   Administrative Structure

## SUPERINTENDENT EVALUATION

The board will conduct an ongoing evaluation of the superintendent's skills, abilities, and competence. The Superintendent will be evaluated twice, once in December and once in June during the first year of employment and annually, in December thereafter. The Superintendent's contract will be considered for renewal pursuant to state law on or before April 15<sup>th</sup>.

The goal of the superintendent's formal evaluation is to ensure the education program for the students is carried out, promote growth in effective administrative leadership, clarify the superintendent's role, clarify the immediate priorities of the board, and develop a working relationship between the board and the superintendent.

The formal evaluation will be based upon the following principles:

1. The evaluation criteria shall be in writing, clearly stated and mutually agreed upon by the board and the superintendent. The criteria will be related to the job description and the school district's goals;
2. At a minimum, the evaluation process will be conducted annually at a time agreed upon;
3. Each board member shall have an opportunity to individually evaluate the superintendent, and these individual evaluations will be compiled into an overall evaluation by the entire board;
4. The board as a whole shall discuss its evaluation with the superintendent in closed session; and
5. The board will complete the evaluation process by reaching consensus on goals or priorities for the superintendent for the next period of evaluation.

The board president will develop a written summary of the individual evaluations, including both the strengths and the weaknesses of the superintendent, and place it in the superintendent's personnel file to be incorporated into the next cycle of evaluations.

This policy supports and does not preclude the ongoing, informal evaluation of the superintendent's skills, abilities and competence.

Legal Reference: Neb. Statute 79-828

Cross Reference: 202.03 Board Self-Evaluation  
204.06 Closed Sessions  
302.01 Superintendent Qualifications, Recruitment, Appointment

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ Revised \_\_\_\_\_

2911 Peach Street, Wisconsin Rapids, WI 54494-1905  
Phone: (800) 338-4204 | Fax: (877) 280-7642  
Federal I.D. 39-1559474  
[www.renaissance.com](http://www.renaissance.com)

## Shelby-Rising City Public School District - 204850

Reference ID: 752595

PO Box 218

Shelby, NE 68662-0218

Contact: Tucker Tejkl - (402) 527-5946

Email: [ttejkl@shelby.esu7.org](mailto:ttejkl@shelby.esu7.org)

Quote Summary	
School Count: 1	
Renaissance Products & Services Total	\$38,920.00
Applied Discounts	\$(12,395.00)
Shipping and Processing	\$0.00
Sales Tax	\$0.00
<b>Grand Total</b>	<b>USD \$26,525.00</b>

This quote includes: eduCLIMBER.

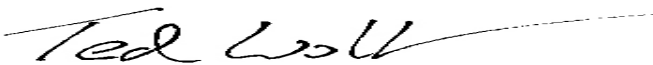
By signing below, Customer:

- acknowledges that the Person signing this Quote is authorized to do so;
- agrees that this Quote, any other quotes issued to Customer during the Subscription Period and Customer and its Authorized Users access to and use of the Products and Services are subject to the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R62416.pdf> which are incorporated herein by reference;
- acknowledges receipt of the Notice of Renaissance's Practices Relating to Children's Online Privacy <https://docs.renaissance.com/R63870> directed to you as the school official responsible for authorizing the use of the Renaissance Products and Services in the educational context.

To accept this offer and place an order, please sign and return this Quote.

Renaissance will issue an invoice for this Quote on the earlier of (a) the date You specify below or (b) the day before Your Subscription Period starts (Invoice Date). If You require a purchase order, You agree to provide one to Renaissance at least 15 days before the Invoice Date. You also agree to pay the invoice within 30 days of the Invoice Date.

Please check here if your organization requires a purchase order prior to invoicing: [  ]

Renaissance Learning, Inc.	Shelby-Rising City Public School District - 204850
	By:
Name: Ted Wolf	Name:
Title: VP - Corporate Controller	Title:
Date: 10/15/2024	Date:
	Invoice Date:

Email: [electronicorders@renaissance.com](mailto:electronicorders@renaissance.com)

If your billing address is different from the address at the top of this Quote, please add that billing address below.

Bill To:

If changes are necessary, or additional information is required, please contact your account executive Chastity Thompson at (701)936-6549, Thank You.

2911 Peach Street, Wisconsin Rapids, WI 54494-1905  
Phone: (800) 338-4204 | Fax: (877) 280-7642  
Federal I.D. 39-1559474  
[www.renaissance.com](http://www.renaissance.com)

All quotes and orders are subject to availability of merchandise. This Quote is valid for 60 days from the date under Renaissance's signature. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ("TPT"). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply. Starting July 1, 2021 New Mexico requires sellers to collect tax on the state and local rate. This varies depending on the city and county.

Students can become their most amazing selves – only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom – transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

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 Phone: (800) 338-4204 | Fax: (877) 280-7642  
 Federal I.D. 39-1559474  
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Quote Details					
Shelby-Rising City Public School District - 204850					
Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Quote Year 1					
Applications					
Onboarding, eduCLIMBER Tier 2	11/01/2024 - 10/31/2027	1	\$3,250.00	\$(3,250.00)	\$0.00
eduCLIMBER, Software License	11/01/2024 - 10/31/2025	1,500	\$6.55	\$(2,325.00)	\$7,500.00
Professional Services					
System Management Workshop, eduCLIMBER		1	\$1,000.00	\$(1,000.00)	\$0.00
Core Training Professional Learning Package (7 Remote Hours)		1	\$4,025.00	\$0.00	\$4,025.00
Foundations Professional Learning Package (included with purchase)		1	\$0.00	\$0.00	\$0.00
Quote Year 1 Subtotal				\$(6,575.00)	\$11,525.00
Quote Year 2					
Applications					
eduCLIMBER, Software License	11/01/2025 - 10/31/2026	1,500	\$6.81	\$(2,715.00)	\$7,500.00
Professional Services					
Foundations Professional Learning Package (included with purchase)		1	\$0.00	\$0.00	\$0.00
Quote Year 2 Subtotal				\$(2,715.00)	\$7,500.00
Quote Year 3					
Applications					
eduCLIMBER, Software License	11/01/2026 - 10/31/2027	1,500	\$7.07	\$(3,105.00)	\$7,500.00
Professional Services					
Foundations Professional Learning Package (included with purchase)		1	\$0.00	\$0.00	\$0.00
Quote Year 3 Subtotal				\$(3,105.00)	\$7,500.00
<b>Shelby-Rising City Public School District Total</b>				<b>\$(12,395.00)</b>	<b>\$26,525.00</b>

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# Central RESTAURANT PRODUCTS

## 10/3/2024 Central Restaurant Products Quote Detail

Quote Number: Q620260  
Where OE.QUOTES

Customer # 824556  
Phone # 402.527.5946

Quote Date:  
10/3/2024

**Ship to address**

**Bill to address**

\* Expires:

SHELBY-RISING CITY PSD  
PO BOX 218  
ATTN: ACCOUNTS PAYABLE  
SHELBY  
NE 68662  
Attn: MARITZA VELASCO

SHELBY-RISING CITY PSD  
PO BOX 218  
ATTN: ACCOUNTS PAYABLE  
SHELBY  
NE 68662  
Contact: MARITZA VELASCO

6/30/2025

Bill Date:

Customer PO#: MARITZA VELASCO  
Dest: UNITED STATES  
Shp Via: SAIA  
Weight: 0

Rep: 810 CRP - UNMANAGED  
2dRep: 477 ANDREW SPAETHE  
Collector: MURCHISON, MELISSA  
Terms: S21- Sales Hold

Repl code: N  
Rush: N  
B/O: P

**Comments**

Item#	Description	Uom	Qty Ord	Qty BO	Qty Shp	Item Prc	Ext Prc	Est Date
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**Shipping directly from our Vendor**

165239	ADVANCE TABCO HF-5E-240-DR "HOT FOOD TAB	EA	1	1	0	4748.000	4748.00	12/05/24
	ADVANCE TABCO HF-5E-240-DR							
105289	77-3/4" SERVNG SHLF FOR" TRIUMPH HOT F	EA	1	1	0	901.000	901.00	10/09/24
	ADVANCE TABCO TSS-5							

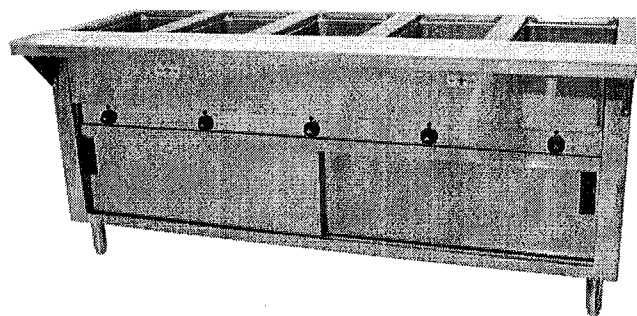
<b>Total Merchandise:</b>	5,649.00
<b>Additional Chgs:</b>	0.00
<b>Shipping Chgs:</b>	275.00
<b>Tax:</b>	0.00
<b>Total Price:</b>	5,924.00

(US DOLLARS)

*Out of Depreciation*



# ELECTRIC HOT FOOD TABLES WITH ENCLOSED BASE AND SLIDING DOORS



HF-5E-240-DR Shown

Item #:	_____	Qty #:	_____
Model #:	_____		
Project #:	_____		

For Use with Optional Spillage Pans

### FEATURES:

- Stainless steel body, top and legs
- Stainless steel undershelf
- Fiberglass insulation between each compartment
- Units intended for dry use. For hot water bath, must use optional Spillage Pans # **SP-A** (Aluminum) or # **SP-S** (Stainless)
- Stainless steel 8" support shelf with removable 3/8" thick poly cutting board - Ships K.D.

### MATERIAL:

- TOP:** 20 gauge #302 stainless steel with die stamped pan openings. (11.875" x 20.062")
- BODY:** 22 gauge #430 stainless steel
- LEGS:** 18 gauge stainless steel with fully adjustable stainless steel bullet foot
- UNDERSHELF:** 22 gauge #430 stainless steel
- LINERS:** 8" deep, 22 Gauge galvanized (standard) or #302 stainless steel upgrade (**Model # SU-32**)
- CUTTING BOARD:** White Thermoplastic
- CUTTING BOARD BRACKETS:** 16 gauge #302 stainless steel

### ELECTRICAL:

- 120V units yield 500 Watts
- 208V/240V dual voltage units yield 750 Watts at 208V and 1000 Watts at 240V
- 8' electrical cord with plug
- Infinite control knobs
- Indicator lights

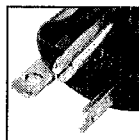


Model #	Length	Width*	# of Wells	Volts	Amps	Watts	NEMA Plug	Wt.	Cu. Ft.
HF-2E-120-DR	A = 31-13/16"	30-5/8"	2	120	8.33	1000	5-20P	127 lbs.	28
HF-3E-120-DR	B = 47-1/8"	30-5/8"	3	120	12.50	1500	5-20P	155 lbs.	41.32
HF-4E-120-DR	C = 62-7/16"	30-5/8"	4	120	16.67	2000	L5-30P	197 lbs.	54.55
HF-2E-240-DR	A = 31-13/16"	30-5/8"	2	208/240	7.21/8.33	1500/2000	6-20P	127 lbs.	28
HF-3E-240-DR	B = 47-1/8"	30-5/8"	3	208/240	10.82/12.50	2250/3000	6-20P	155 lbs.	41.32
HF-4E-240-DR	C = 62-7/16"	30-5/8"	4	208/240	14.42/16.67	3000/4000	L6-30P	197 lbs.	54.55
HF-5E-240-DR	D = 77-3/4"	30-5/8"	5	208/240	18.03/20.84	3750/5000	L6-30P	215 lbs.	66.94

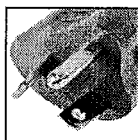
\*Width Includes 8" Cutting Board

**NOTE:** Units are not designed to cook or heat frozen or refrigerated foods. Food placed in tables should already be hot, and the table will maintain the proper temperatures

**NEMA PLUGS:** Your plug will look like this...



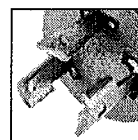
NEMA 5-20P



NEMA 6-20P



NEMA L5-30P



NEMA L6-30P

**NOTE:** For international applications, plug may need to be replaced (by others) in field.



Customer Service Available To Assist You **1-800-645-3166** 8:30 am - 7:00 pm E.S.T.

For Orders & Customer Service:

Email: [customer@advancetabco.com](mailto:customer@advancetabco.com) or Fax: 631-242-6900

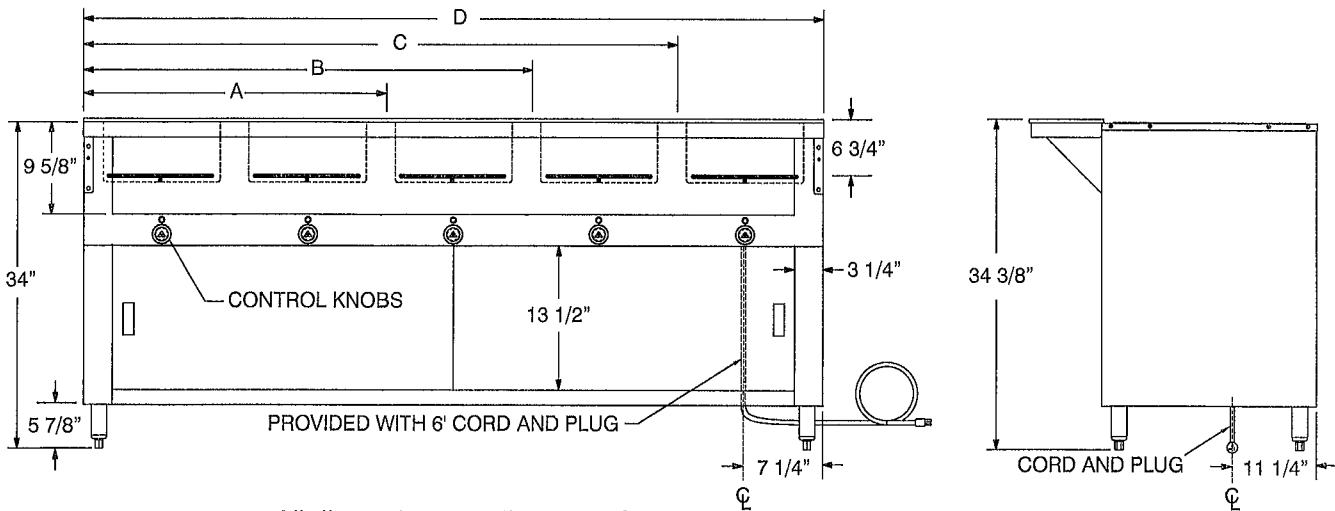
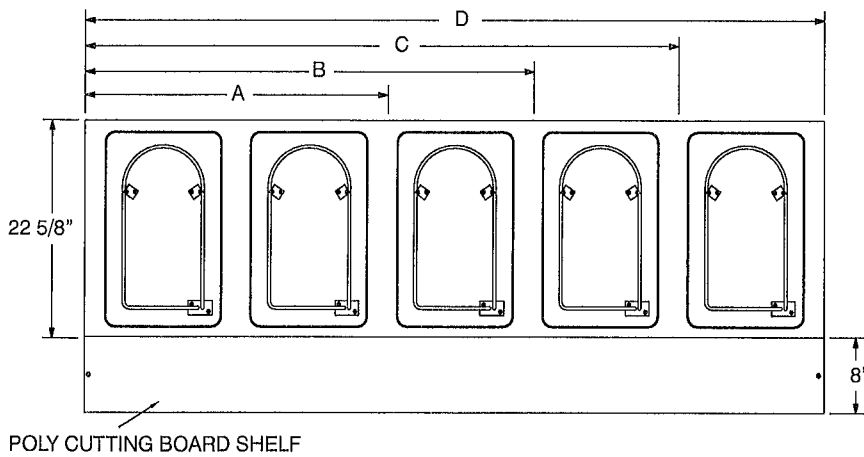
For Smart Fabrication™ Quotes:

Email: [smartfab@advancetabco.com](mailto:smartfab@advancetabco.com) or Fax: 631-586-2933

# DIMENSIONS and SPECIFICATIONS

TOL ± .125"

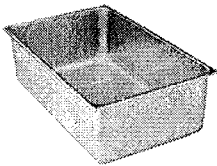
ALL DIMENSIONS ARE TYPICAL



All dimensions are the same for the stainless steel wells option.

## Food Table Accessories

Visit our website for additional Food Table Accessories

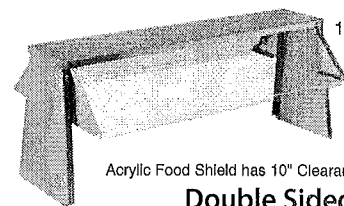


SP-A - Spillage Pan



SU-25 - Casters

- SU-32** Upgrade to a Stainless Steel Lining  
*(Excludes Sealed Hot Well Units)*
- TA-255P** Add Casters to Enclosed Base Food Units  
*(Includes 4 -5" Swivel Casters, 2 w/ Brakes)*
- SP-A** Aluminum Spillage Pan
- SP-S** Stainless Steel Spillage Pan
- SU-45A** 12" x 1" Adapter bar
- SU-45B** 20" x 3" Adapter bar
- SU-72** Upgrade to 240 volt units to 3-Phase Wiring
- TCB-OMIT** Remove Poly Cutting Board



19-1/4" Height

Acrylic Food Shield has 10" Clearance from Deck

## Double Sided Self-Serve Buffet Shelf with Built-In Food Shield

Model	Length	Approx Wt.	Cu. Ft.
TBS-2	31-13/16"	34 lbs.	2
TBS-3	47-1/8"	42 lbs.	3
TBS-4	62-7/16"	47 lbs.	4
TBS-5	77-3/4"	55 lbs.	4



ADVANCE TABCO is constantly engaged in a program of improving our products. Therefore, we reserve the right to change specifications without prior notice.