Board of Education Regular Meeting
Wednesday, September 10, 2025 7:00 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.
   4.1. Visitor #1: New Student Board Member (Oath of Office)

5. Consent Agenda

   5.1. Minutes

   5.2. Treasurers Report

6. Administrative Reports

   6.1. Student Board Member Report

   6.2. Athletic Director/Activities Director Report

   6.3. Elementary Principals Report

   6.4. Secondary Principals Report

   6.5. Superintendents Report

7. District Reports

   7.1. Technology Report

   7.2. Maintenance/Facilities/Transportation Report

7.3. Board/Committee Report (safety report)

8. Discussion Items

   8.1. Item #1: State Education Conference (November 19th - 21st)

   8.2. Item #2: ESU #7 discussion that we utilize here at SRC and the savings that is created from them

9. Action Items

   9.1. Item #1: Take all necessary action with regard to adoption of the 2025-2026 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

   9.2. Item #2: Take all necessary action with regard to approval of the Tax Request Resolution for the 2025-2026 School Term for the General Fund, Bond Fund, and Special Building Fund for Shelby-Rising City Public Schools - District 72-0032

10. Set Dates

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

I, **(student's name)**, do solemnly swear that I will support the Constitution of the United States and the Constitution of the state of Nebraska, against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely and without mental reservation or for purpose of evasion; and that I will faithfully and impartially perform the duties of the office of being the student member of Shelby-Rising City School Districts' school board member; according to policy 207.01, and to the best of my ability.

My duties are to help provide the School Board with a greater insight into student activities, programs, and needs. And I do further swear that I do not advocate, nor am I a member of any political party or organization that advocates the overthrow of the government of the United States or of this state by force or violence; and that during such time as I am in this position, I will not advocate nor become a member of any political party or organization that advocates the overthrow of the government of the United States or of this state by force or violence. So

help me God. Do you solemnly swear to represent Shelby-Rising City Public Schools as more than just a student but as an advisor for all you peers? If so, say, “I will.”

Signed: _____ Date: _____

Witness: _____ Date: _____

Board of Education End of the Fiscal Year Meeting

Friday, August 29, 2025 7:00 AM
Shelby-Rising City School Conf. Room 402, 650 N. Walnut, Shelby, NE 68662-0218

Kasey Hopwood:	Present
Joe Noyd:	Present
Geoffrey Ruth:	Present
Denise Thelen:	Absent
Chris Whitmore:	Present
Crystal Zimmerman:	Present

Geoff Ruth called meeting to order at 7:00 am. Motion to excuse Denise Thelen.

1. **Call to Order** — **Speaker(s):** Board President
2. **Pledge of Allegiance**
3. **Announce Open Meeting Act Posting and Location** — **Speaker(s):** Board President
4. **Recognition of Visitors**
5. **Consent Agenda**

5.1. Minutes

Action(s):
Motion to approve consent agenda. Passed with a motion by Geoffrey Ruth and a second by Kasey Hopwood.

Voting Detail:

Kasey Hopwood:	Yea
Joe Noyd:	Yea
Geoffrey Ruth:	Yea
Denise Thelen:	Absent
Chris Whitmore:	Yea
Crystal Zimmerman:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 1

5.2. Treasurers Report

6. **Discussion Items**

6.1. Item #1: Discuss, consider, and take all necessary action about transferring money from our General Fund into our Activities Fund. The total will be agreed upon and moved to an action item.

Action(s):
Approval to transfer $140,000 from our General Fund into our Activities Fund. Passed with a motion by Chris Whitmore and a second by Kasey Hopwood.

Voting Detail:

Kasey Hopwood:	Yea
Joe Noyd:	Yea
Geoffrey Ruth:	Yea
Denise Thelen:	Absent
Chris Whitmore:	Yea
Crystal Zimmerman:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 1

6.2. Item #2: Discuss, consider, and take all necessary action about transferring money from our General Fund into our Depreciation Fund. The total will be agreed upon and moved to an action item.

Action(s):

Approval to transfer $625,000 from our General Fund into our Depreciation Fund. Passed with a motion by Crystal Zimmerman and a second by Joe Noyd.

Voting Detail:

Kasey Hopwood:	Yea
Joe Noyd:	Yea
Geoffrey Ruth:	Yea
Denise Thelen:	Absent
Chris Whitmore:	Yea
Crystal Zimmerman:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 1

6.3. Item #3: Discuss, consider, and take all necessary action on possibly adding and searching for a Special Education Teacher (FTE) for the 25-26 school year.

Action(s):

Search and add a Special Education Teacher (FTE) for the 25-26 school year. Passed with a motion by Crystal Zimmerman and a second by Joe Noyd.

Voting Detail:

Kasey Hopwood:	Yea
Joe Noyd:	Yea
Geoffrey Ruth:	Yea
Denise Thelen:	Absent
Chris Whitmore:	Yea
Crystal Zimmerman:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 1

6.4. Item #4: Discussion on 25-26 School Budget.

7. **Action Items**

8. **Executive Session**

9. **Adjournment** **Speaker(s):** Board President

Action(s):

Motion to adjourn @ 7:26 am. Passed with a motion by Geoffrey Ruth and a second by Crystal Zimmerman.

Voting Detail:

Kasey Hopwood:	Yea
Joe Noyd:	Yea
Geoffrey Ruth:	Yea
Denise Thelen:	Absent
Chris Whitmore:	Yea
Crystal Zimmerman:	Yea

Voting Summary: Yea: 5, Nay: 0, Absent: 1

_____

Board Secretary

BOARD OF EDUCATION

SHELBY-RISING CITY PUBLIC SCHOOLS

SEPTEMBER 10, 2025

7:00 PM

BUDGET HEARING 6:30

TAX ASKING 6:45

Check #	Vendor Name	Amount
Checking	**1 Fund: 01 GENERAL FUND**	
42802	AG PARTS WORLDWIDE, INC	505.75
42803	AMAZON	1,565.85
42804	AMERICAN 3B SCIENTIFIC	801.85
42805	AUGUSTIN, SARAH	1,932.12
42806	BILSTEIN, RENEE	1,438.80
42807	BLACK HILLS ENERGY	405.30
42808	BUTLER COUNTY CLINIC	370.00
42809	CARLEY, MATT	1,932.12
42810	CASH-WA DISTRIBUTING	333.94
42811	CENTRAL COMMUNITY COLLEGE	350.00
42812	CROMER, MELINDA	1,932.12
42813	CUBBYS CORPORATE OFFICE	2,675.94
42814	CULLIGAN OF YORK	48.00
42815	DIETZE MUSIC HOUSE	14.90
42816	E.S.U. #7	3,069.21
42817	EAKES OFFICE SOLUTIONS	3,449.93
42818	EDUCATIONAL SERVICE UNIT #7	1,696.47
42819	ENGINEERED CONTROL, INC	1,475.00
42820	EVANS, BRIAN	1,438.80
42821	GABEL, GRANT	1,932.12
42822	GOULD, ZACHARY	1,932.12
42823	HOMETOWN LEASING	935.43
42824	HOUDERSHELDT, EMILY	685.44
42825	INGRAM LIBRARY SERVICES INC	181.15
42826	INSPIRA FINANCIAL	600.00
42827	JACKSON SERVICES, INC	485.00
42828	JENSEN, SARA	1,932.12
42829	JOHN DEERE FINANCIAL	1,087.31
42830	KSB SCHOOL LAW, PC, LLO	301.50
42831	LUETTEL, DANIELLE	1,932.12
42832	LUETTEL, HOLLY	31.94

42833	MATHESON TRI-GAS INC.	317.44
42834	MCILNAY & COMPANY	4,261.81
42835	MENARDS	103.90
42836	NE SAFETY CENTER	250.00
42837	NEBRASKA ASSOCIATION OF SCHOOL BOARDS	65.00
42838	ORIENTAL TRADING COM	523.33
42839	PAPER TIGER SHREDDING	178.02
42840	PATTERSON, MALLORY	1,267.62
42841	PINNACLE BANK	2,223.74
42842	POLK CO. RURAL PUBLIC POWER DISTRICT	10,976.69
42843	QUAVER MUSIC. COM, LLC	3,000.00
42844	RIGGS, JON	1,932.12
42845	SCHOOL SPECIALITY	405.58
42846	SCHUETH, BECKY	1,932.12
42847	SHELBY AUTO CLINIC	1,124.22
42848	SHELBY LUMBER CO.	700.94
42849	SHELBY POST OFFICE	106.00
42850	SMITH ELECTRIC	5,580.00
42851	SPARROW PUBLICATIONS	147.88
42852	STEWART, STACY	1,932.12
42853	TRUCK CENTER COMPANIES	174.95
42854	USFOODS	85.73
42855	VERIZON WIRELESS	492.32
42856	VILLAGE OF SHELBY	1,299.74
42857	WICKHAM, SEAN	1,267.62
42858	WILTON, KRISTEN	1,932.12

INVOICE TOTAL:	$ 79,753.36
PAYROLL:	$ 513,011.52
TOTAL:	$ 592,764.88

Batch Description: SEPTEMBER 2025 GENERAL FUND INVOICES Processing Month: 09/2025 Credit Card Vendor ID: End of Fiscal Year Expense Invoices:

Vendor ID: AGPARTSWOR AG PARTS WORLDWIDE, INC **PO Number:** **Invoice Number: AR020943** **Amount: 505.75**

Description:
Invoice Date: 09/08/2025 Due Date: 09/10/2025 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 650 000 0000 0 000	HP PARTS		505.75		N	

Vendor ID: AMAZON AMAZON **PO Number:** **Invoice Number: 9925** **Amount: 1,565.85**

Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 610 001 0140 0 000	HS MATH		7.99		N	
01 1100 739 000 0000 0 000	BALL STORAGE RACKS, STORAGE BIN & BALLS		155.35		N	
01 2220 890 000 0000 0 000	LIBRARY BOOKS		276.86		N	
01 2410 610 001 0000 0 000	SUB BINDERS		101.98		N	
01 2590 610 000 0000 0 000	OFFICE SUPPLIES		150.48		N	
01 2610 739 000 0000 0 000	CHAIR & TABLE CARTS		810.24		N	
01 2230 650 000 0000 0 000	TECH SUPPLIES		62.95		N	

Vendor ID: AMERICAN3B AMERICAN 3B SCIENTIFIC **PO Number:** **Invoice Number: SI25230240** **Amount: 801.85**

Description:
Invoice Date: 09/08/2025 Due Date: 09/10/2025 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 610 001 0145 0 000	BONE STRUCTURE,COLON,SKIN CANCER		801.85		N	

Vendor ID: AUGUSTINSA AUGUSTIN, SARAH **PO Number:** **Invoice Number: 9925** **Amount: 1,932.12**

Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 281 002 0000 0 000	HSA - SEPT 2025		1,932.12		N	

Vendor ID: BILSTEINRE BILSTEIN, RENEE **PO Number:** **Invoice Number: 9925** **Amount: 1,438.80**

Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 1200 281 000 0000 0 000	HSA - SEPT 2025		1,438.80		N	

Vendor ID: BLACKHILLS BLACK HILLS ENERGY **PO Number:** **Invoice Number: 9825** **Amount: 405.30**

Description:
Invoice Date: 09/08/2025 Due Date: 09/10/2025 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 621 000 0000 0 000	FUEL		405.30		N	

Vendor ID: BUTLERCO BUTLER COUNTY CLINIC **PO Number:** **Invoice Number: 9825** **Amount: 370.00**

Description:
Invoice Date: 09/08/2025 Due Date: 09/10/2025 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 2710 290 000 0000 0 000	DOEHLING & HENDRICKSON BUS PHYSICALS		370.00		N	

Vendor ID: CARLEY **CARLEY, MATT** **PO Number:** **Invoice Number: 9925** **Amount: 1,932.12**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 281 001 0000 0 000	HSA - SEPT 2025		1,932.12		N	

Vendor ID: CASHWA **CASH-WA DISTRIBUTING** **PO Number:** **Invoice Number: 14714863** **Amount: 333.94**
Description:
Invoice Date: 09/08/2025 Due Date: 09/10/2025 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 1190 610 002 0000 0 000	PK SUPLIES		333.94		N	

Vendor ID: CENTRALCC **CENTRAL COMMUNITY COLLEGE** **PO Number:** **Invoice Number: 002085744** **Amount: 350.00**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 2670 330 000 0000 0 000	BLS RENEWAL COURSE		350.00		N	

Vendor ID: CROMER **CROMER, MELINDA** **PO Number:** **Invoice Number: 9925** **Amount: 1,932.12**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 281 002 0000 0 000	HSA - SEPT 2025		1,932.12		N	

Vendor ID: CUBBYSCORP **CUBBYS CORPORATE OFFICE** **PO Number:** **Invoice Number: 10559189** **Amount: 2,675.94**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 610 001 0135 0 000	AG SUPPLIES		54.83		N	
01 2710 626 000 0000 0 000	BUS & VAN GAS		2,295.34		N	
01 2712 626 000 0000 0 000	SPED VAN 83.53 BUS 242.24 GAS		325.77		N	

Vendor ID: CULLIGANYO **CULLIGAN OF YORK** **PO Number:** **Invoice Number: 9825** **Amount: 48.00**
Description:
Invoice Date: 09/08/2025 Due Date: 09/10/2025 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	WATER & RENTAL		48.00		N	

Vendor ID: DIETZE **DIETZE MUSIC HOUSE** **PO Number:** **Invoice Number: FF7020,FF7216** **Amount: 14.90**

Description: | Invoice Date: 09/08/2025 Due Date: 09/10/2025 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 0170 0 000	MUSIC SUPPLIES		14.90		N	

Vendor ID: ESU7 **E.S.U. #7** **PO Number:** **Invoice Number: QTR 4** **Amount: 3,069.21**
Description:
Invoice Date: 09/08/2025 Due Date: 09/10/2025 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 610 001 0145 0 000	HS SCIENCE PRINTING		197.54		N	
01 1100 610 000 0000 0 000	CROMER		10.15		N	
01 1150 610 000 0000 0 000	ELL		29.25		N	
01 1100 610 001 0100 0 000	HS ENGLISH		22.08		N	
01 1100 610 000 0170 0 000	MUSIC		2.21		N	
01 1100 610 003 0130 0 000	MS SOCIAL STUDIES		6.09		N	
01 1100 610 001 0140 0 000	HS MATH		3.00		N	
01 6200 610 002 0000 0 000	TITLE I		33.68		N	
01 1100 610 003 0100 0 000	MS ENGLISH		147.60		N	
01 1200 610 000 0000 0 000	SPED		212.21		N	
01 2220 610 000 0000 0 000	LIBRARY		43.44		N	
01 2320 610 000 0000 0 000	SUPERINTENDENT		78.78		N	
01 2590 610 000 0000 0 000	OFFICE		202.96		N	
01 2710 610 000 0000 0 000	TRANSPORTATION		64.40		N	
01 1190 610 002 0000 0 000	PK		476.88		N	
01 1100 610 002 0070 0 000	K		316.90		N	
01 1100 610 002 0010 0 000	1ST		136.80		N	
01 1100 610 002 0020 0 000	2ND		274.62		N	
01 1100 610 002 0030 0 000	3RD		412.00		N	
01 1100 610 002 0040 0 000	4TH		398.62		N	

Vendor ID: EAKESO **EAKES OFFICE SOLUTIONS** **PO Number:** **Invoice Number: INV673842,9193039-0** **Amount: 3,449.93**
Description:
Invoice Date: 09/08/2025 Due Date: 09/10/2025 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 2590 443 000 0000 0 000	COPIER CONTRACTS		2,505.92		N	
01 2590 610 000 0000 0 000	POST- IT NOTES		16.13		N	
01 1100 610 002 0040 0 000	4TH GRADE SUUPLIES		27.73		N	
01 1100 610 001 0180 0 000	IND ARTS SUPPLIES		655.08		N	
01 2230 650 000 0000 0 000	COPIER STAPLES		245.07		N	

Vendor ID: ESU7NETWOR **EDUCATIONAL SERVICE UNIT #7** **PO Number:** **Invoice Number: 9/6/2025** **Amount: 1,696.47**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 352 000 0000 0 000	TECH QUESTIONS	75.00	N
01 2230 643 000 0000 0 000	SSL CERT & VEEAM BACKUP	1,621.47	N

Vendor ID: ENGCONTROL **ENGINEERED CONTROL, INC** **PO Number:** **Invoice Number: 181855** **Amount: 1,475.00**

Description:
Invoice Date: 09/08/2025 Due Date: 09/10/2025 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	WORK ON DOOR SYSTEM		1,475.00		N	

Vendor ID: EVANSBRIAN **EVANS, BRIAN** **PO Number:** **Invoice Number: 9925** **Amount: 1,438.80**

Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 281 002 0000 0 000	HSA - SEPT 2025		1,438.80		N	

Vendor ID: GABEL **GABEL, GRANT** **PO Number:** **Invoice Number: 9925** **Amount: 1,932.12**

Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 281 003 0000 0 000	HSA - SEPT 2025		1,932.12		N	

Vendor ID: GOULDZACH **GOULD, ZACHARY** **PO Number:** **Invoice Number: 9925** **Amount: 1,932.12**

Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 281 001 0000 0 000	HSA - SEPT 2025		1,932.12		N	

Vendor ID: HOMETO **HOMETOWN LEASING** **PO Number:** **Invoice Number: 9925** **Amount: 935.43**

Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 2590 443 000 0000 0 000	COPIER PAYMENTS		935.43		N	

Vendor ID: HOUDERSEMI **HOUDERSHELDT, EMILY** **PO Number:** **Invoice Number: 9925** **Amount: 685.44**

Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 281 001 0000 0 000	HSA - SEPT 2025		685.44		N	

Vendor ID: INGRAM **INGRAM LIBRARY SERVICES INC** **PO Number:** **Invoice Number: 89934797** **Amount: 181.15**

Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 890 000 0000 0 000	LIBRARY BOOKS		181.15		N	

Vendor ID: INSPIRA **INSPIRA FINANCIAL** **PO Number:** **Invoice Number: 9925** **Amount: 600.00**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 291 000 0000 0 000	ADMIN & RENEWAL FEE		600.00		N	

Vendor ID: JACKSO **JACKSON SERVICES, INC** **PO Number:** **Invoice Number: 5622060,5628062** **Amount: 485.00**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 420 000 0000 0 000	RUGS & MOPS		485.00		N	

Vendor ID: JENSESARA **JENSEN, SARA** **PO Number:** **Invoice Number: 9925** **Amount: 1,932.12**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 281 001 0000 0 000	HSA - SEPT 2025		1,932.12		N	

Vendor ID: JOHNDEERE **JOHN DEERE FINANCIAL** **PO Number:** **Invoice Number: 9925** **Amount: 1,087.31**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 440 000 0000 0 000	EQUIPMENT PAYMENTS		1,087.31		N	

Vendor ID: KSBSCHLAW **KSB SCHOOL LAW, PC, LLO** **PO Number:** **Invoice Number: 19626** **Amount: 301.50**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 Status: A 1099 Amount: 301.50
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 2330 317 000 0000 0 000	LEGAL SERVICES		301.50	301.50	N	

Vendor ID: LUETTEL **LUETTEL, DANIELLE** **PO Number:** **Invoice Number: 9925** **Amount: 1,932.12**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 281 002 0000 0 000	HSA - SEPT 2025		1,932.12		N	

Vendor ID: LUETTELHOL **LUETTEL, HOLLY** **PO Number:** **Invoice Number: 9925** **Amount: 31.94**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 610 001 0135 0 000	REIMBURSE FOR EXPENSES		31.94		N	

Vendor ID: MATHESON **MATHESON TRI-GAS INC.** **PO Number:** **Invoice Number: 52552997** **Amount: 317.44**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 610 001 0180 0 000	IND ART SUPPLIES		317.44		N	

Vendor ID: MCILNA **MCILNAY & COMPANY** **PO Number:** **Invoice Number: 19858** **Amount: 4,261.81**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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	WORK ON BAND ROOM HEAT PUMP		4,261.81		N	

Vendor ID: MENARD **MENARDS** **PO Number:** **Invoice Number: 34002,33991** **Amount: 103.90**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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		35.96		N	
01 2710 610 000 0000 0 000	BUS BARN SUPPLIES		67.94		N	

Vendor ID: NESAFE **NE SAFETY CENTER** **PO Number:** **Invoice Number: 57-14787** **Amount: 250.00**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 2710 330 000 0000 0 000	PUPIL TRANSPORTATION IN-SERVICE		250.00		N	

Vendor ID: NASB **NEBRASKA ASSOCIATION OF SCHOOL BOARDS** **PO Number:** **Invoice Number: N-53970** **Amount: 65.00**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 2590 810 000 0000 0 000	NAEP MEMBERSHIP		65.00		N	

Vendor ID: ORIENT **ORIENTAL TRADING COM** **PO Number:** **Invoice Number: 73823364101** **Amount: 523.33**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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		523.33		N	

Vendor ID: PAPERTIGER **PAPER TIGER SHREDDING** **PO Number:** **Invoice Number: 224387** **Amount: 178.02**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 2590 340 000 0000 0 000	PAPER SHREDDING SERVICE		178.02		N	

Vendor ID: PATTERSONM **PATTERSON, MALLORY** **PO Number:** **Invoice Number: 9925** **Amount: 1,267.62**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 281 002 0000 0 000	HSA - SEPT 2025		1,267.62		N	

Vendor ID: PINNACLEOM **PINNACLE BANK** **PO Number:** **Invoice Number: 9925** **Amount: 2,223.74**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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	3DOODLER SUPPLIES		279.92		N	
01 1100 810 000 0170 0 000	NATIONAL ASSOC FOR MUSIC ED MEMBERSHIP		163.00		N	
01 2220 810 000 0000 0 000	AMERICAN LIBRARY ASSOC MEMBERSHIP		190.00		N	
01 2310 540 000 0000 0 000	LEGAL POSTINGS		463.30		N	
01 2320 643 000 0000 0 000	SMORE		179.00		N	
01 2410 810 003 0000 0 000	SMORE		179.00		N	
01 2590 610 000 0000 0 000	PAPER PRODUCTS		63.85		N	
01 2590 810 000 0000 0 000	SAMS RENEWAL		117.70		N	
01 2710 643 000 0000 0 000	LIFE 360		99.99		N	
01 1100 643 000 0000 0 000	WEB BASED SOFTWARE		487.98		N	

Vendor ID: POLKCORPP **POLK CO. RURAL PUBLIC POWER DISTRICT** **PO Number:** **Invoice Number: 9925** **Amount: 10,976.69**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 621 000 0000 0 000	ELECTRICITY		10,976.69		N	

Vendor ID: QUAVERMUSI **QUAVER MUSIC. COM, LLC** **PO Number:** **Invoice Number: 58016-1** **Amount: 3,000.00**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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	MUSIC CURRICULUM		3,000.00		N	

Vendor ID: RIGGSJON **RIGGS, JON** **PO Number:** **Invoice Number: 9925** **Amount: 1,932.12**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 281 002 0000 0 000	HSA - SEPT 2025		1,932.12		N	

Vendor ID: SCHOSP **SCHOOL SPECIALITY** **PO Number:** **Invoice Number: 208136198825** **Amount: 405.58**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 2410 610 002 0000 0 000	KIDS AT WORK ENVELOPES		405.58		N	

Vendor ID: SCHUETHB **SCHUETH, BECKY** **PO Number:** **Invoice Number: 9925** **Amount: 1,932.12**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 281 001 0000 0 000	HSA - SEPT 2025		1,932.12		N	

Vendor ID: SHELBYAUTO **SHELBY AUTO CLINIC** **PO Number:** **Invoice Number: 040643040646040650** **Amount: 1,124.22**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 Status: A 1099 Amount: 335.00
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 2710 626 000 0000 0 000	OIL		143.46		N	
01 2730 431 000 0000 0 000	VAN & BUS REPAIRS		980.76	335.00	N	

Vendor ID: SHELB5 **SHELBY LUMBER CO.** **PO Number:** **Invoice Number: 155488155462155455** **Amount: 700.94**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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		700.94		N	

Vendor ID: SHELBYPOST **SHELBY POST OFFICE** **PO Number:** **Invoice Number: 9925** **Amount: 106.00**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 2590 810 000 0000 0 000	PO BOX FEE		106.00		N	

Vendor ID: SMITHELECT **SMITH ELECTRIC** **PO Number:** **Invoice Number: 3428** **Amount: 5,580.00**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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	REPLACE LIGHT FIXTURES & SERVICE CALL		5,580.00		N	

Vendor ID: SPARROWPUB **SPARROW PUBLICATIONS** **PO Number:** **Invoice Number: 7086** **Amount: 147.88**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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		147.88		N	

Vendor ID: STEWAR **STEWART, STACY** **PO Number:** **Invoice Number: 9925** **Amount: 1,932.12**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 2151 281 000 0000 0 000	HSA - SEPT 2025		1,932.12		N	

Vendor ID: TRUCKCEN **TRUCK CENTER COMPANIES** **PO Number:** **Invoice Number: XA111055733,056105** **Amount: 174.95**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 PARTS		174.95		N	

Vendor ID: USFOODS **USFOODS** **PO Number:** **Invoice Number: 5802598** **Amount: 85.73**

Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 610 000 0000 0 000	ELL SUPPLIES		85.73		N	

Vendor ID: VERIZON **VERIZON WIRELESS** **PO Number:** **Invoice Number: 612219481** **Amount: 492.32**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 2710 382 000 0000 0 000	BUS CELL PHONE		492.32		N	

Vendor ID: VILLAG **VILLAGE OF SHELBY** **PO Number:** **Invoice Number: 9925** **Amount: 1,299.74**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 Status: A 1099 Amount: 654.00
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 410 000 0000 0 000	WATER & SEWER 645.74, GARBAGE 654		1,299.74	654.00	N	

Vendor ID: WICKHAMSEA **WICKHAM, SEAN** **PO Number:** **Invoice Number: 9925** **Amount: 1,267.62**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 281 001 0000 0 000	HSA - SEPT 2025		1,267.62		N	

Vendor ID: WILTON **WILTON, KRISTEN** **PO Number:** **Invoice Number: 9925** **Amount: 1,932.12**
Description:
Invoice Date: 09/09/2025 Due Date: 09/10/2025 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 281 003 0000 0 000	HSA - SEPT 2025		1,932.12		N	

Batch 1099 Total:	1,290.50	Batch Total:	79,753.36
Report 1099 Total:	1,290.50	Report Total:	79,753.36

County of Polk School District 32 **BUDGET REPORT**

09/09/2025 11:07 AM

AUGUST 2025 GENERAL FUND

Account Number	Account Description	BUDGETED	EXPENDED	TO DATE	BALANCE OF EOM
01	GENERAL FUND				
1100	REGULAR INSTRUCTIONAL PROGRAMS	$3,611,916.30	$289,627.00	$3,522,238.95	$89,677.35
1150	ENGLISH LANGUAGE LEARNERS	$93,563.69	$9,171.08	$87,671.58	$5,892.11
1160	POVERTY - After School Program	$118,300.00	$9,174.09	$119,115.59	($815.59)
1190	PRESCHOOL	$141,567.20	$9,946.47	$137,885.56	$3,681.64
1195	TECH	$0.00	$0.00	$0.00	$0.00
1100	REGULAR INSTRUCTIONAL PROGRAMS	$3,965,347.19	$317,918.64	$3,866,911.68	$98,435.51
1200	SPECIAL EDUCATION PROGRAMS	$661,594.76	$28,433.01	$699,212.55	($37,617.79)
1291	SPED AGES 3-5	$47,000.00	$0.00	$0.00	$47,000.00
1292	SPED AGES 0-2	$17,500.00	$0.00	$0.00	$17,500.00
1295	UNIFIED SPORTS	$1,652.00	$0.00	$1,649.41	$2.59
1200	SPECIAL EDUCATION PROGRAMS	$727,746.76	$28,433.01	$700,861.96	$26,884.80
2120	GUIDANCE SERVICES	$166,055.01	$16,155.59	$175,309.67	($9,254.66)
2130	HEALTH SERVICES	$74,056.24	$8,390.95	$71,149.34	$2,906.90
2140	PSYCHOLOGICAL SERVICES	$35,000.00	$0.00	$13,613.85	$21,386.15
2141	SPED Psychological services - Age S.A.	$35,000.00	$0.00	$25,596.29	$9,403.71
2151	SPEECH PATHOLOGY - SPED SCHOOL AGE	$124,366.57	$8,700.49	$115,971.84	$8,394.73
2152	SPEECH PATH SPED 3-5	$0.00	$1,316.25	$1,316.25	($1,316.25)
2153	SPEECH PATH & AUDIOLOGY SERVICES	$0.00	$647.40	$2,994.30	($2,994.30)
2161	SPED Occupational Therapy - Age S.A.	$42,000.00	$0.00	$29,637.30	$12,362.70
2162	OCCUPATIONAL THERAPY - SPED 3-5	$6,100.00	$561.45	$561.45	$5,538.55
2171	SPED Physical Therapy - Age S.A.	$7,000.00	$0.00	$6,066.29	$933.71
2172	PHYSICAL THERAPY - SPED 3-5	$1,000.00	$0.00	$0.00	$1,000.00
2173	SPED Physical Therapy - Age 0-2	$1,000.00	$0.00	$0.00	$1,000.00
2182	VISUALLY IMPAIRED SPED 3-5	$200.00	$0.00	$0.00	$200.00
2190	OTHER PUPIL SUPPORT SERV	$0.00	$0.00	$0.00	$0.00
2100	SUPPORTIVE SERVICES PUPILS	$491,777.82	$35,772.13	$442,216.58	$49,561.24
2211	SCHOOL IMPROVEMENT	$1,870.00	$0.00	$5,578.78	($3,708.78)
2213	INSTRUCTIONAL STAFF TRAINING	$5,500.00	$0.00	$4,894.04	$605.96
2220	LIBRARY/MEDIA SERVICE	$121,616.57	$10,168.43	$120,311.66	$1,304.91
2230	INSTRUCTION RELATED TECHNOLOGY	$232,729.72	$26,862.61	$270,514.79	($37,785.07)
2240	ACADEMIC STUDENT ASSESSMENT	$8,500.00	$0.00	$5,609.75	$2,890.25
2200	SUPPORT SERVICES STAFF	$370,216.29	$37,031.04	$406,909.02	($36,692.73)
2310	BOARD OF EDUCATION	$120,600.00	$1,149.13	$19,569.96	$101,030.04
2320	EXECUTIVE ADMINISTRATION	$191,785.91	$16,493.84	$189,587.57	$2,198.34
2330	DISTRICT LEGAL SERVICES	$13,000.00	$0.00	$5,591.25	$7,408.75
2300	SUPPORT SERVICES-GEN ADMIN	$325,385.91	$17,642.97	$214,748.78	$110,637.13
2410	OFFICE OF THE PRINCIPAL	$292,551.62	$27,330.55	$282,442.01	$10,109.61
2490	SCHOOL ADMIN - OTHER	$2,000.00	$0.00	$459.15	$1,540.85
2400	OFFICE OF PRINCIPAL	$294,551.62	$27,330.55	$282,901.16	$11,650.46
2510	GENERAL ADMIN-BUSINESS SERVICE	$15,000.00	$0.00	$10,851.00	$4,149.00
2590	GENERAL ADMIN - BUSINESS SERVICE	$318,461.00	$52,156.64	$304,836.58	$13,624.42
2500	SUPPORT SERVICES-BUSINESS	$333,461.00	$52,156.64	$315,687.58	$17,773.42
2610	OPERATION OF PLANT	$501,567.08	$53,212.98	$466,905.11	$34,661.97
2620	MAINTENANCE OF PLANT	$90,000.00	$2,702.21	$99,548.54	($9,548.54)
2670	SCHOOL SAFETY	$5,100.00	$3,735.85	$7,642.05	($2,542.05)
2600	SUPPORT SERVICES-BLDGS & SITES	$596,667.08	$59,651.04	$574,095.70	$22,571.38
2710	Pupil Transportation - Regular ED	$333,400.00	$305,317.19	$488,916.47	($155,516.47)
2712	SCHOOL AGE SPEC ED TRANSPORT	$15,000.00	$0.00	$100,246.24	($85,246.24)
2730	VEHICLE SERVICING & MAINTENANCE	$36,000.00	$7,041.74	$49,614.70	($13,614.70)
2700	SUPPORT SERVICES-PUPIL TRANS	$384,400.00	$312,358.93	$638,777.41	($254,377.41)
3100	Food Service Operations	$0.00	($56,708.23)	$0.00	($0.00)
3100	Food Service Operations	$0.00	($56,708.23)	$0.00	($0.00)
3551	CAREER EDUCATION	$0.00	$6,982.00	$14,482.00	($14,482.00)

3500	Other State Categorical Programs	$0.00	$6,982.00	$14,482.00	($14,482.00)
4600	SITE IMPROVEMENTS	$1,000.00	$0.00	$0.00	$1,000.00
4600	SITE IMPROVEMENTS	$1,000.00	$0.00	$0.00	$1,000.00
4700	BUILDING IMPROVEMENTS	$110,000.00	$326,248.22	$355,397.93	($245,397.93)
4700	BUILDING IMPROVEMENTS	$110,000.00	$326,248.22	$355,397.93	($245,397.93)
6200	TITLE I	$117,666.57	$5,132.96	$64,907.31	$52,759.26
6200	TITLE I	$117,666.57	$5,132.96	$64,907.31	$52,759.26
6406	IDEA 3-5 SPED	$3,800.00	$0.00	$3,629.00	$171.00
6408	IDEA PART B 0-21	$85,000.00	$0.00	$93,792.00	($8,792.00)
6412	IDEA B PROPORTIONATE SHARE	$0.00	$0.00	$10,074.00	($10,074.00)
6400	6400	$88,800.00	$0.00	$107,495.00	($18,695.00)
6990	OTHER FEDERAL CATEGORICAL PROGRAMS	$1,700.00	$211.66	$1,439.74	$260.26
6992	REAP - FEDERAL SERVICES	$40,000.00	$5,609.70	$27,863.37	$12,136.63
6900	6900	$41,700.00	$5,821.36	$48,328.03	($6,628.03)
8000	TRANSFERS	$270,000.00	$196,708.23	$196,708.23	$73,291.77
8000	TRANSFERS	$270,000.00	$196,708.23	$196,708.23	$73,291.77
01	GENERAL FUND	$8,118,720.24	$1,372,479.49	$8,230,428.37	($111,708.13)

County of Polk School District 32

09/09/2025 11:06 AM

Revenue Summary Report

AUGUST 2025 GENERAL FUND

Fund: 01 GENERAL FUND

Account Number	Description	During Month	To Date
01 1100	LEVIED TAXES	10,978.37	3,483,843.49
01 1115	CARLINE TAX	0.00	1,927.26
01 1120	PUBLIC POWER DIST. TAX	2,141.41	36,651.50
01 1125	MOTOR VEHICLES TAX	18,860.90	266,798.13
01 1140	INTEREST	107.78	8,363.66
01 1370	PRESCHOOL TUITION	2,495.00	13,020.00
01 1510	INTEREST ON INVESTMENT	5,405.75	64,710.82
01 1951	MISC REVENUE SCHOOLS IN STATE	0.00	13,680.00
01 1990	OTHER LOCAL RECEIPTS	351.63	3,951.93
	Subtotal: LOCAL RECIEPTS	40,340.84	3,892,946.79
01 2110	FINES & LICENSE FEES	2,368.86	16,071.97
01 2210	ESU RECEIPTS	1,675.68	5,197.58
	Subtotal: COUNTY AND ESU RECEIPTS	4,044.54	21,269.55
01 3110	STATE AID	0.00	1,017,837.00
01 3120	SPECIAL ED. PROGRAMS	0.00	614,545.00
01 3125	SPECIAL ED. TRANSPORTATION	0.00	17,159.00
01 3130	HOMESTEAD EXEMPTION	9,022.19	54,133.14
01 3131	PROPERTY TAX CREDIT	0.00	664,618.16
01 3134	SCHOOL TAX CREDIT	0.00	1,365,758.76
01 3180	PRO-RATA MOTOR VEHICLE	0.00	10,364.58
01 3400	STATE APPORTIONMENT TAX	0.00	136,256.23
01 3535	HIGH ABILITY LEARNERS	0.00	2,488.00
01 3551	CAREER EDUCATION	7,500.00	7,500.00
	Subtotal: STATE RECEIPTS	16,522.19	3,890,659.87
01 4310	TITLE IIA	0.00	42,750.00
01 4505	TITLE I	0.00	61,839.00
01 4516	IDEA 4406	0.00	3,632.00
01 4518	IDEA PART B	0.00	83,253.00
01 4708	MEDICAID	4,020.00	11,300.67
01 4989	ESSER III - MENTAL HEALTH PROJECT	0.00	19,024.92
01 4998	ESSER III	0.00	451,305.00
	Subtotal: FEDERAL RECEIPTS	4,020.00	673,104.59
01 5301	INSURANCE ADJUSTMENTS	830.60	1,624.82
01 5690	OTHER NON-REVENUE RECEIPTS	30.98	44,980.25
	Subtotal: NON-REVENUE RECEIPTS	861.58	46,605.07
	Fund Total:	65,789.15	8,524,585.87

SHELBY-RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
GENERAL FUND

	Balance:	**08/01/25**	**$**	**3,297,449.59**
RECEIPTS:				
Polk Co. Treas. - Motor		$ 13,147.61		
Polk Co. Treas. - Levied		$ 6,705.06		
Polk Co. Treas. - Interest		$ 91.80		
Polk Co. Treas. - Fines Lisc.		$ 1,429.41		
Polk Co. Treas. -Homestead		$ 6,242.62		
Savings- Interest		$ 5.76		
Butler Co. Treas. - Motor		$ 5,713.29		
Butler Co. Treas. - Levied		$ 4,273.31		
Butler Co. Treas. - Interest		$ 15.98		
Butler Co. Treas. - Homestead		$ 2,779.57		
Butler Co. Treas. - 5% Gorss		$ 2,141.41		
Butler Co. Treas. - Fines & Lisc.		$ 939.45		
Employee- Premium Insurance		$ 830.60		
State of NE - Medicaid		$ 1,162.04		
State of NE - Medicaid		$ 2,857.96		
State of NE - Grant		$ 7,500.00		
Petty Cash- Interest		$ 9.15		
Students - Library Book Replacement		$ 30.98		
Village of Shelby - Library Expenses		$ 351.63		
ESU7 - Training Stipends NCE 2085 Perkins		$ 1,675.68		
Preschool - Tuition		$ 382.50		
Bank - Interest		$ 4,189.83		
Intra Fund- Interest		$ 1,201.01		
Preschool - Tuition		$ 2,112.50		
Voded CK		$ 1,498.00		
	Total Receipts:		**$**	**67,287.15**
DISBURSEMENTS:				
Payroll		$437,995.77		
Invoices		$1,008,091.87		
	Total Disbursements:		**$**	**1,446,087.64**
	Balance:	**08/31/25**	**$**	**1,918,649.10**
Balance in Checking Account			$	1,918,649.10
Savings Account			$	9,035.76
Total General Fund Assets 08/31/25			$	1,927,684.86

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

Balance 08/01/25		**$ 10,367.12**
RECEIPTS:		
General Fund Reimbursement	$ 1,541.81	
Total Receipts:		**$ 1,541.81**
DISBURSEMENTS:		
Total Disbursements:		**$ -**
Balance: 08/31/24		**$ 11,908.93**

Special Deposits:

Cross Roads Conference Scholarship	$ 100.00
EHA Wellness Grant	$ 1,051.01
Polk County Foundation Grant	$ 500.00

SHELBY-RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
BUILDING FUND

Balance 08/01/25	$	88,782.69

RECEIPTS:

Polk County Treasurer	$	110.80
Butler County Treasurer	$	78.39
Interest	$	62.85
Total Receipts:	$	252.04

DISBURSEMENTS:

Lotspeich Construction	$	32,617.00
Total Disbursements:	$	32,617.00

Balance: 08/31/25	$	56,417.73

SHELBY-RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
GENERAL FUND - BOND

Balance 08/01/25		**$ 808,154.26**
RECEIPTS:		
Polk Co. Treas.	$ 2,564.21	
Butler Co. Treas.	$ 1,842.34	
Interest	$ 1,399.87	
Total Receipts:		**$ 5,806.42**
DISBURSEMENTS:		
Total Disbursements:		**$ -**
Balance: 08/31/25		**$ 813,960.68**

SHELBY-RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
EMPLOYEE BENEFIT ACCOUNT

Beginning Balance 08/01/25:			$ 28,414.13
Receipts:			
General Fund	$ 4,641.56		
Total Receipted:		**$ 4,641.56**	
Expended Out:			
Monthly Claims	$ 380.90		
Monthly Claims	$ 28.39		
Monthly Claims	$ 281.41		
Monthly Claims	$ 1,599.92		
Total Expended Out:		**$ 2,290.62**	
Ending Balance 08/31/25:			**$ 30,765.07**

SHELBY-RISING CITY PUBLIC SCHOOLS
FINANCIAL REPORT
NUTRITION FUND

Beginning Balance 08/01/25 **$ 40,497.98**

RECEIPTS:

	AMOUNT
Family Receipts	$ 12,852.70
Online lunch payments	$ 2,766.70
Kindergarten Milk	$ 326.34
Seconds	$ 209.98
Interest	$ 44.94
PK Milk	$ 862.08
GF Transfer for Salaries	$ 56,708.23
Total Receipts	**$ 73,770.97**

DISBURSEMENTS:

Name:	Ck No.	AMOUNT
SRC General Fund	3343	$ 56,708.23
Magic Wrighter	6043	$ 34.95

Total Disbursements: **$ 56,743.18**

Ending Balance 08/31/24 **$ 57,525.77**

SHELBY-RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
DEPRECIATION FUND
August 31, 2025

		Beginning Balance:	$	58,853.13
RECEIPTS:				
Transfer from GF	$	625,000.00		
Interest	$	77.94		
Total Receipts:			$	625,077.94
DISBURSEMENTS:				
Total Disbursements:			$	-
		Balance:	**$**	**683,931.07**
Certificate of Deposit			$	172,000.00
Total Depreciation and Certificate of Deposit			**$**	**855,931.07**

SUMMARY SHEET
August 31, 2025

Account Name:		Amount	Amount to CD
General Fund	$	1,918,649.10	
General Fund Savings	$	9,035.76	
Nutrition Fund	$	57,525.77	
Petty Cash	$	11,908.93	
Building	$	56,417.73	
Depreciation	$	683,931.07	$ 172,000.00
Employment Benefit	$	30,765.07	
Bond	$	813,960.68	
Activity Fund	$	296,050.38	
Total	$	3,878,244.49	$ 172,000.00
Total of All Accounts			**$ 4,050,244.49**

SHELBY-RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
STUDENT ACTIVITY FUND

	Balance:	**8/1/25**		**$162,030.55**
RECEIPTS:				
Receipts		$ 160,228.52		
voided checks		$ 10,747.16		
	Total Receipts:		$	170,975.68
DISBURSEMENTS:				
Total Disbursements		$ 36,955.85		
	Total Disbursements:		$	36,955.85
	Balance:	**8/31/25**	**$**	**296,050.38**

Balance of Account:	$	296,050.38
Certificate of Deposit at Pinnacle Bank	$	38,000.00
Total in Activity Fund Checking	**$**	**258,050.38**

Account Number	Description	Previous Balance	Current Month	Ending Balance
Fund: 05	**ACTIVITIES FUND**			
Current Assets				
05 101	CASH/ACTIVITY FUND	161,961.41	134,531.83	296,493.24
	Current Assets Subtotal:	161,961.41	134,531.83	296,493.24
	Total Assets and Deferred Outflows of Resources:	161,961.41	134,531.83	296,493.24
Fund Balance				
05 704 0414	FUND BALANCE/ART CLASS	22.92	0.00	22.92
05 704 0434	FUND BALANCE/CD	2,359.00	0.00	2,359.00
05 704 4010	FUND BALANCE - ATHLETICS	(27,418.75)	81,922.23	54,503.48
05 704 4019	FUND BALANCE - BOYS GOLF	1,991.00	0.00	1,991.00
05 704 4020	FUND BALANCE - CONCESSION	1,819.32	(1,799.37)	19.95
05 704 4030	FUND BALANCE - NHS	2,683.91	0.00	2,683.91
05 704 4040	FUND BALANCE - SRC CLUB	11,606.56	0.00	11,606.56
05 704 4050	FUND BALANCE - CLASS OF 2027	4,253.21	0.00	4,253.21
05 704 4060	FUND BALANCE - CLASS OF 2025	2,200.08	(152.47)	2,047.61
05 704 4070	FUND BALANCE - JUST FOR KIDS	2,919.18	(19.99)	2,899.19
05 704 4080	FUND BALANCE - CLASS OF 2028	1,184.16	0.00	1,184.16
05 704 4090	FUND BALANCE - CLASS OF 2026	5,061.56	0.00	5,061.56
05 704 4100	FUND BALANCE - YEARBOOK	(2,705.94)	50.00	(2,655.94)
05 704 4110	FUND BALANCE - MUSIC	6,437.23	7,955.00	14,392.23
05 704 4120	FUND BALANCE - STUDENT COUNCIL	6,031.13	21.19	6,052.32
05 704 4130	FUND BALANCE - DANCE TEAM	(6,216.43)	18,216.00	11,999.57
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	19,257.33	876.33	20,133.66
05 704 4170	FUND BALANCE - INTEREST	7,127.26	159.31	7,286.57
05 704 4180	FUND BALANCE - BOOK IT	4,069.65	(103.72)	3,965.93
05 704 4190	FUND BALANCE/SPEECH AND DRAMA	(4,897.75)	8,711.80	3,814.05
05 704 4200	FUND BALANCE - LAP TOP LEASE FEE	21,240.79	2,471.00	23,711.79
05 704 4210	FUND BALANCE - WELLNESS CENTER	3,215.91	530.21	3,746.12
05 704 4220	FUND BALANCE - FBLA	9,594.30	(49.62)	9,544.68
05 704 4230	FUND BALANCE - STAFF DEVELOPMENT	(4,626.57)	7,351.20	2,724.63
05 704 4240	FUND BALANCE - QUIZ BOWL	949.10	750.00	1,699.10
05 704 4250	FUND BALANCE - ALUMNI	3,094.87	0.00	3,094.87
05 704 4260	FUND BALANCE - VIDEO BOARD	15,903.37	7,200.00	23,103.37
05 704 4270	FUND BALANCE - FFA	22,478.56	(4,125.66)	18,352.90
05 704 4280	FUND BALANCE - CIRCLE OF FRIENDS	3,617.13	0.00	3,617.13
05 704 4300	FUND BALANCE - FACILITY RENTAL	2,490.00	0.00	2,490.00
05 704 4310	FUND BALANCE - SUPERINTENDENT	2,481.92	1,960.00	4,441.92
05 704 4320	FUND BALANCE - UNIFIED BOWLING	517.26	1,000.00	1,517.26
05 704 4330	FUND BALANCE - 6-12 SPRING PLAY	1,515.54	0.00	1,515.54
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

Account Number	Description	Previous Balance	Current Month	Ending Balance
05 704 4333	FUND BALANCE - YADA	1,311.32	0.00	1,311.32
05 704 4400	FUND BALANCE - FOOTBALL OTHER	269.10	(44.92)	224.18
05 704 4410	FUND BALANCE - VOLLEYBALL OTHER	8,140.56	0.00	8,140.56
05 704 4420	FUND BALANCE - WRESTLING OTHER	2,336.61	0.00	2,336.61
05 704 4430	FUND BALANCE - BOYS BB OTHER	9,727.51	323.55	10,051.06
05 704 4440	FUND BALANCE - GIRLS BB OTHER	4,122.08	10.50	4,132.58
05 704 4450	FUND BALANCE - DANCE OTHER	5,479.90	442.48	5,922.38
05 704 4460	FUND BALANCE - GOLF OTHER	90.00	0.00	90.00
05 704 4470	FUND BALANCE - HUSKIE POWER	0.00	876.78	876.78
	Fund Balance Subtotal:	161,961.41	134,531.83	296,493.24
	Total Liabilities, Deferred Inflows of Resources, and Fund Equity:	161,961.41	134,531.83	296,493.24

- 38,000
258,493.24

Batch Description: AUGUST 2025, ACTIVITY FUND INVOICES Processing Month: 08/2025 Credit Card Vendor ID: End of Fiscal Year Expense Invoices:

Vendor ID: AMAZON **AMAZON** **PO Number:** **Invoice Number: 81925** **Amount: 19.99**
Description:
Invoice Date: 08/01/2025 Due Date: 09/01/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14792 Check Date: 08/19/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4070 0 000	ARROW SIGNS WITH STAKES		19.99		N	

Vendor ID: AWARDEN **AWARDS & ENGRAVING** **PO Number:** **Invoice Number: 14771** **Amount: 59.25**
Description:
Invoice Date: 08/13/2025 Due Date: 09/13/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14785 Check Date: 08/19/2025

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	ENGRAVE BLACK BRASS PLATES ALL STATE CON		59.25		N	

Vendor ID: AWARDS **AWARDS UNLIMITED, INC.** **PO Number:** **Invoice Number: 308718** **Amount: 1,992.93**
Description:
Invoice Date: 08/18/2025 Due Date: 09/17/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14814 Check Date: 08/22/2025

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	TRACK PLAQUES AND MEDALS		1,992.93		N	

Vendor ID: AWARDS **AWARDS UNLIMITED, INC.** **PO Number:** **Invoice Number: 319230** **Amount: 40.54**
Description:
Invoice Date: 08/18/2025 Due Date: 09/17/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14816 Check Date: 08/22/2025

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	COLLEGIATE ATHLETE PLATES		40.54		N	

Vendor ID: BAKERTHARY **BAKER, THARYN** **PO Number:** **Invoice Number: 81925** **Amount: 384.00**
Description:
Invoice Date: 08/19/2025 Due Date: 09/01/2025 Status: PP 1099 Amount: 384.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14804 Check Date: 08/19/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4270 0 000	SHEEP/GOAT JUDGE FOR JUNE JAM		384.00	384.00	N	

Vendor ID: BANDTRIP **BAND TRIP FUND** **PO Number:** **Invoice Number: 82725** **Amount: 909.66**
Description:
Invoice Date: 07/31/2025 Due Date: 08/31/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14820 Check Date: 08/27/2025

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	WORKING CONCESSIONS		909.66		N	

Vendor ID: BURESHMEAT **BURESH MEAT** **PO Number:** **Invoice Number: 8825** **Amount: 331.50**
Description:
Invoice Date: 08/08/2025 Due Date: 08/08/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14778 Check Date: 08/08/2025

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	HAMBURGER FOR BURGER BASH		331.50		N	

Vendor ID: CAPITAL **CAPITAL ONE** **PO Number:** **Invoice Number: 81925** **Amount: 351.46**

Description:
Invoice Date: 07/19/2025 Due Date: 08/13/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14787 Check Date: 08/19/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4270 0 000	SUPPLIES FOR SHOW		351.46		N	

Vendor ID: CAPITAL CAPITAL ONE **PO Number:** **Invoice Number: 82725** **Amount: 615.50**
Description:
Invoice Date: 08/01/2025 Due Date: 08/31/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14824 Check Date: 08/27/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4170 0 000	INTEREST		4.25		N	
05 3200 610 000 4270 0 000	SUPPLIES JUNE JAM		211.56		N	
05 3200 610 000 4220 0 000	FOAM PLATES CUPS, CUTLERY		49.62		N	
05 3200 610 000 4470 0 000	SNACKS		23.22		N	
05 3200 610 000 4010 0 000	BURGER BASH SUPPLIES		326.85		N	

Vendor ID: CHANCESR CHANCES R RESTAURANT **PO Number:** **Invoice Number: 81325** **Amount: 179.83**
Description:
Invoice Date: 08/13/2025 Due Date: 08/13/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14780 Check Date: 08/13/2025

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	CRC DINNER		179.83		N	

Vendor ID: COLSCR COLUMBUS SCREEN PRINTING **PO Number:** **Invoice Number: 036906** **Amount: 892.00**
Description:
Invoice Date: 08/11/2025 Due Date: 09/11/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14811 Check Date: 08/19/2025

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	WEIGHT LIFTING SHIRTS AND SHORTS		892.00		N	

Vendor ID: COMPUHARDW COMPUTER HARDWARE **PO Number:** **Invoice Number: 81925** **Amount: 2,270.00**
Description: INVOICES G25582,G25640,G25639,G25638
Invoice Date: 07/31/2025 Due Date: 08/31/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14798 Check Date: 08/19/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4200 0 000	LAP TOP REPAIRS		2,270.00		N	

Vendor ID: CROSSROADC CROSS ROADS CONFERENCE **PO Number:** **Invoice Number: 81925** **Amount: 350.00**
Description:
Invoice Date: 08/19/2025 Due Date: 08/31/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14809 Check Date: 08/19/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4010 0 000	CRC DUES		350.00		N	

Vendor ID: CRUMBLISS CRUMBLISS, DANA **PO Number:** **Invoice Number: 81925** **Amount: 350.00**
Description:
Invoice Date: 08/19/2025 Due Date: 09/01/2025 Status: PP 1099 Amount: 350.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14802 Check Date: 08/19/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4270 0 000	SHEEP ITEMS		350.00	350.00	N	

Vendor ID: CUBBYS **CUBBY'S** **PO Number:** **Invoice Number: 81925** **Amount: 44.92**
Description:
Invoice Date: 08/02/2025 Due Date: 09/02/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14788 Check Date: 08/19/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4400 0 000	DRINKS FOOTBALL CAMP		44.92		N	

Vendor ID: DOVERW **DOVER, WHITNEY** **PO Number:** **Invoice Number: 81925** **Amount: 184.00**
Description:
Invoice Date: 08/19/2025 Due Date: 09/01/2025 Status: PP 1099 Amount: 184.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14801 Check Date: 08/19/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4270 0 000	CATTLE JUDGE FOR JUNE JAM AND MILEAGE		184.00	184.00	N	

Vendor ID: DRAMAT **DRAMATIC PUBLISHING** **PO Number:** **Invoice Number: 188945** **Amount: 595.20**
Description:
Invoice Date: 08/08/2025 Due Date: 09/08/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14799 Check Date: 08/19/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4190 0 000	SCRIPTS		595.20		N	

Vendor ID: EMFSCHOOL **EMF SCHOOLS** **PO Number:** **Invoice Number: 82725** **Amount: 90.00**
Description:
Invoice Date: 08/26/2025 Due Date: 09/13/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14823 Check Date: 08/27/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4013 0 000	GIRLS GOLF ENTRY FEE		90.00		N	

Vendor ID: FUEGO **FUEGO MEXICAN GRILL** **PO Number:** **Invoice Number: 8825** **Amount: 1,875.00**
Description:
Invoice Date: 08/01/2025 Due Date: 08/08/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14777 Check Date: 08/08/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4230 0 000	LUNCH FOR IN SERVICE DAY		1,875.00		N	

Vendor ID: GRADUATE **GRADUATE LINCOLN** **PO Number:** **Invoice Number: 33386** **Amount: 124.00**
Description:
Invoice Date: 08/19/2025 Due Date: 09/01/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14819 Check Date: 08/22/2025

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	HOTEL COACHES CLINIC		124.00		N	

Vendor ID: HAMPTON **HAMPTON INN** **PO Number:** **Invoice Number: 1754056839** **Amount: 1,253.00**
Description:
Invoice Date: 08/01/2025 Due Date: 09/01/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14797 Check Date: 08/19/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 580 000 4012 0 000	VOLLEYBALL TOP TEN		1,253.00		N	

Vendor ID: HYVEE **HY VEE** **PO Number:** **Invoice Number: 81925** **Amount: 399.80**
Description:
Invoice Date: 08/01/2025 Due Date: 09/01/2025 Status: PP 1099 Amount: 0.00

Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14810 Check Date: 08/19/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4230 0 000	BREAKFAST IN SERVICE DAY		399.80		N	

Vendor ID: JOSTENS **JOSTENS** **PO Number:** **Invoice Number: 3394182** **Amount: 152.47**
Description:
Invoice Date: 07/14/2025 Due Date: 08/14/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14806 Check Date: 08/19/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4060 0 000	EMBLEM INSERTS		152.47		N	

Vendor ID: KRAVIGERIK **KRAVIG, ERIK** **PO Number:** **Invoice Number: 82225** **Amount: 75.00**
Description:
Invoice Date: 08/21/2025 Due Date: 08/22/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14818 Check Date: 08/22/2025

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 REF.		75.00		N	

Vendor ID: MIDLANDSPR **MIDLANDS PRINTING LLC** **PO Number:** **Invoice Number: 060090** **Amount: 683.68**
Description:
Invoice Date: 07/31/2025 Due Date: 08/30/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14781 Check Date: 08/19/2025

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	SPORT SCHEDULES		683.68		N	

Vendor ID: MIDLANDSPR **MIDLANDS PRINTING LLC** **PO Number:** **Invoice Number: 060206** **Amount: 417.67**
Description:
Invoice Date: 08/14/2025 Due Date: 09/13/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14782 Check Date: 08/19/2025

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	ACTIVITY PASSES		417.67		N	

Vendor ID: MRGHAUFF **MRG HAUFF** **PO Number:** **Invoice Number: 170237, 166523** **Amount: 2,729.03**
Description:
Invoice Date: 08/01/2025 Due Date: 09/01/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14783 Check Date: 08/19/2025

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	HIP NUMBER, SOFTBALL SUPPLIES		2,729.03		N	

Vendor ID: MRGHAUFF **MRG HAUFF** **PO Number:** **Invoice Number: 179446** **Amount: 579.00**
Description:
Invoice Date: 08/06/2025 Due Date: 09/13/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14784 Check Date: 08/19/2025

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	GATORADE BOTTLES		579.00		N	

Vendor ID: NECOAC **NE COACHES ASSOCIATION** **PO Number:** **Invoice Number: 2025NCA/PC** **Amount: 800.00**
Description:
Invoice Date: 06/18/2025 Due Date: 08/08/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14779 Check Date: 08/08/2025

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	PRESENTATION ROLE OF PARENTS		800.00		N	

Vendor ID: NELAC **NEBRASKA ENGLISH LANGUAGE ARTS COUNCIL** **PO Number:** **Invoice Number: 81925** **Amount: 100.00**

Description:
Invoice Date: 08/19/2025 Due Date: 08/19/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14790 Check Date: 08/19/2025

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 QUIZ BOWL		100.00		N	

Vendor ID: NFWC **NEBRASKA FEDERATION OF WOMEN'S CLUB** **PO Number:** **Invoice Number: 81925** **Amount: 100.00**

Description:
Invoice Date: 08/19/2025 Due Date: 10/01/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14791 Check Date: 08/19/2025

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	YOUNG WOMAN'S QUIZ BOWL		100.00		N	

Vendor ID: NEFFAASSOC **NEBRASKA FFA ASSOCIATION** **PO Number:** **Invoice Number: 4063** **Amount: 3,266.00**

Description:
Invoice Date: 07/15/2025 Due Date: 08/15/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14812 Check Date: 08/19/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4270 0 000	STATE CONVENTION		3,266.00		N	

Vendor ID: GFWC **NEBRASKA GFWC** **PO Number:** **Invoice Number: 81925** **Amount: 100.00**

Description:
Invoice Date: 08/19/2025 Due Date: 10/22/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14794 Check Date: 08/19/2025

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 QUIZ BOWL		100.00		N	

Vendor ID: NESMC **NEBRASKA SCHOOL MASTERS CLUB** **PO Number:** **Invoice Number: 81925** **Amount: 40.00**

Description:
Invoice Date: 08/19/2025 Due Date: 08/31/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14786 Check Date: 08/19/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4310 0 000	SCHOOLMASTERS ANNUAL DUES		40.00		N	

Vendor ID: NEMECEKB **NEMECEK, BRODY** **PO Number:** **Invoice Number: 81925** **Amount: 560.00**

Description:
Invoice Date: 08/04/2025 Due Date: 09/04/2025 Status: PP 1099 Amount: 560.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14800 Check Date: 08/19/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4270 0 000	HOG JUDGE FOR JUNE JAM		560.00	560.00	N	

Vendor ID: NEWMAN **NEWMAN GROVE HIGH SCHOOL** **PO Number:** **Invoice Number: 81925** **Amount: 150.00**

Description:
Invoice Date: 08/19/2025 Due Date: 09/27/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14813 Check Date: 08/19/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4270 0 000	DISTRICT DUES		150.00		N	

Vendor ID: NSCTA **NSTCA** **PO Number:** **Invoice Number: 82725** **Amount: 410.00**

Description:
Invoice Date: 08/20/2025 Due Date: 09/05/2025 Status: PP 1099 Amount: 0.00

Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14822 Check Date: 08/27/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4190 0 000	CONFERENCE AND MEMBERSHIP		410.00		N	

Vendor ID: OBERMIREA **OBERMIRE, ALYSSA** **PO Number:** **Invoice Number: 81925** **Amount: 120.00**
Description:
Invoice Date: 08/18/2025 Due Date: 09/01/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14803 Check Date: 08/19/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4270 0 000	CHICKEN TRANSPORT BOXES		120.00		N	

Vendor ID: OFFTHEWALL **OFF THE WALL GRAPHICS & PRINTING** **PO Number:** **Invoice Number: 81925** **Amount: 114.50**
Description:
Invoice Date: 07/08/2025 Due Date: 08/08/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14805 Check Date: 08/19/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4440 0 000	CAMP SHIRTS		114.50		N	

Vendor ID: PINNACLEOM **PINNACLE BANK** **PO Number:** **Invoice Number: 81925** **Amount: 839.60**
Description:
Invoice Date: 08/01/2025 Due Date: 09/01/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14789 Check Date: 08/19/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4210 0 000	GOOGLE TV		88.79		N	
05 3200 610 000 4013 0 000	GOLF UNIFORMS AND BALLS		517.81		N	
05 3200 610 000 4010 0 000	TRAINER'S SUPPLIES		233.00		N	

Vendor ID: RCPITSTOP **RC PIT STOP** **PO Number:** **Invoice Number: 9559-32** **Amount: 26.94**
Description:
Invoice Date: 07/22/2025 Due Date: 08/22/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14796 Check Date: 08/19/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4120 0 000	COOKIES FOR MEETING		26.94		N	

Vendor ID: SCHOLASTIC **SCHOLASTIC INC** **PO Number:** **Invoice Number: 12563027** **Amount: 103.72**
Description:
Invoice Date: 08/06/2025 Due Date: 09/06/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14808 Check Date: 08/19/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4180 0 000	END OF YEAR PRICE BOOKS		103.72		N	

Vendor ID: SCHUETHB **SCHUETH, BECKY** **PO Number:** **Invoice Number: 82225** **Amount: 40.00**
Description:
Invoice Date: 08/19/2025 Due Date: 08/21/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14817 Check Date: 08/22/2025

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 SCORE		40.00		N	

Vendor ID: SEWARDPUBL **SEWARD PUBLIC SCHOOL** **PO Number:** **Invoice Number: 82225** **Amount: 90.00**
Description:
Invoice Date: 08/18/2025 Due Date: 08/20/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14815 Check Date: 08/22/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4013 0 000	ENTRY FEE		90.00		N	

Vendor ID: SRCABROAD **SRC TRAVEL ABROAD** **PO Number:** **Invoice Number: 82725** **Amount: 909.66**

Description:
Invoice Date: 07/31/2025 Due Date: 08/31/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14821 Check Date: 08/27/2025

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	WORKING CONSESSIONS		909.66		N	

Vendor ID: TEAMFITZ **TEAM FITZ GRAPHICS** **PO Number:** **Invoice Number: 70804** **Amount: 10,010.00**

Description:
Invoice Date: 07/23/2025 Due Date: 08/22/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14793 Check Date: 08/19/2025

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	RECORD BOARDS		10,010.00		N	

Vendor ID: THOMPSONH **THOMPSON, HEATHER** **PO Number:** **Invoice Number: 81925** **Amount: 440.00**

Description:
Invoice Date: 07/22/2025 Due Date: 08/22/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14807 Check Date: 08/19/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 610 000 4450 0 000	CAMP SHIRTS		440.00		N	

Vendor ID: TRICOUNTY **TRI COUNTY PUBLIC SCHOOLS** **PO Number:** **Invoice Number: 81925** **Amount: 100.00**

Description:
Invoice Date: 08/06/2025 Due Date: 08/11/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14795 Check Date: 08/19/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4013 0 000	GOLF ENTRY FEE		100.00		N	

Batch 1099 Total:	1,478.00	Batch Total:	36,269.85
Report 1099 Total:	1,478.00	Report Total:	36,269.85

Batch Description: AUGUST 2025, ACTIVITY FUND INVOICES 2 Processing Month: 08/2025 Credit Card Vendor ID: End of Fiscal Year Expense Invoices:

Vendor ID: GICCHIGHSC **GRAND ISLAND CENTRAL CATHOLIC HIGH SCHOOL** **PO Number:** **Invoice Number: 82825** **Amount: 250.00**

Description:
Invoice Date: 08/25/2025 Due Date: 08/28/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14825 Check Date: 08/28/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4013 0 000	GOLF ENTRY FEE		250.00		N	

Vendor ID: NSCTA **NSTCA** **PO Number:** **Invoice Number: 82825** **Amount: 180.00**

Description:
Invoice Date: 08/25/2025 Due Date: 10/02/2025 Status: PP 1099 Amount: 0.00
Sequence: 1 Check Type: Check Checking Account ID: 5 Check Number: 14826 Check Date: 08/28/2025

Chart of Account Number	Detail Description	Cost Center ID	Detail Amount	1099 Detail Amount	Asset/Asset Tag	In Full
05 3200 890 000 4190 0 000	CONVENTION REGISTRATION		180.00		N	

Batch 1099 Total: 0.00 Batch Total: 430.00

Report 1099 Total: 0.00 Report Total: 430.00

September

- Final forms- rolling it out next year, getting it set up in January
- Athletic snack grant-how to keep it going
- Record boards are being created
- Starting to order things for winter sports
- Finished the senior banners I have. Printing them in hopes others will turn theirs in
- Hosting games and getting them set up
- Attending away games
- Starting to schedule Fall sports for 2026.
- Attending CRC meeting in York

Looking ahead

- Sept 11:
    - Volleyball Home- 5:30/6:30 vs Cedar Bluffs
    - Girls golf @ Quail run- 9:00am
    - Softball @ North Bend- 5:00pm
- Sept 12:
    - Football Home- 7:00pm vs EMF
- Sept 13:
    - Girls golf @ Friend- 10:00am
- Sept 15:
    - Girls golf @ Ryan Hill (host)- 2:00pm
    - JH/JV football Home- 4:30/6:30 vs Cross County
    - Softball Home- 4:30 vs Fillmore Central
- Sept 16:
    - Volleyball @ Arlington- 5:00pm
    - Softball @ Wilbur- 5:00pm

Elementary Administrator Report

➔ NebraskaREADS
- ➔ Law was implemented in 2019
- ➔ Any Kindergarten, 1st, 2nd, or 3rd grade student not reading at grade level must have a letter sent home to parents to notify them of child's progress
- ➔ We sent:

	2025 Beginning of Year	2024 Beginning of Year	2023 Beginning of Year
Kindergarten	8 letters	9 letters	15 letters
1st Grade	7 letters	5 letters	17 letters
2nd Grade	3 letters	7 letters	11 letters
3rd Grade	4 letters	6 letters	15 letters
Totals	22 letters	27 letters	58 letters

5 less letters!!

31 less letters!!

➔ MAP Testing

Percentage Breakdown for Benchmark per Grade Level:

- Kindergarten
  - **Reading** 61% meeting benchmark
  - **Math** 61% meeting benchmark
- 1st Grade
  - **Reading** 70% meeting benchmark
  - **Math** 81% meeting benchmark
- 2nd Grade
  - **Reading** 70% meeting benchmark
  - **Math** 78% meeting benchmark
- 3rd Grade
  - **Reading** 77% meeting benchmark
  - **Math** 82% meeting benchmark
  - **Language Usage** 73% meeting benchmark
- 4th Grade
  - **Reading** 68% meeting benchmark
  - **Math** 82% meeting benchmark
  - **Language Usage** 79% meeting benchmark
- 5th Grade
  - **Reading** 54% meeting benchmark
  - **Math** 50% meeting benchmark
  - **Language Usage** 58% meeting benchmark
  - **Science** 58% meeting benchmark

(note: there was ONE student missing this test)

➔ WIN Time
- ◆ We will start next week
- ◆ Working on math first then reading / for three weeks at a time
- ◆ We will be working in grade bands (K-2 and 3-5, no students will travel outside of their hallway grade band)

➔ Attendance Incentive

- This year we will be incentivizing attendance with grade level competitions.
- Our poster will change monthly, and students will earn mystery prizes for their entire class
- Second grade students earned FREE small ice cream cones for being top in attendance for August!

1st Place - 2nd Grade - 99.3%
2nd Place - 5th Grade - 98.72%
3rd Place - 4th Grade 98.71%
4th Place - Kindergarten - 97.6%
5th Place - 1st Grade - 97.5%
6th Place - 3rd Grade - 95.8%
7th Place - Staff - 95.2%

➔ HAL/STEAM Classes

- MeLinda is serving the following numbers of students:

STEAM	**HAL**	**Math Intervention**
Kindergarten - 4	Kindergarten - 2	Kindergarten - 6
1st Grade - 8	1st Grade - 4	1st Grade - 5
2nd Grade - 8	2nd Grade - 2	2nd Grade - 4
3rd Grade - 7	3rd Grade - 4	3rd Grade - 1
4th Grade - 6	4th Grade - 7	4th Grade - 6
5th Grade - 4	5th Grade - 1	5th Grade - 5

- Mrs. Cromer and I are working on a handbook for the Gifted & Talented Program. This will encompass both HAL and STEAM.

➔ PBiS

- We have been drawing a daily PAW winner who is announced over the intercom during morning announcements. This student comes to the office and earns a pencil.
- After 5 PAWS, students will earn a ride on HUXLEY the Huskey.
- 685 PAWS have been given (as of 9/10 @ 10:00 am)
- 50 PAW rides have been earned (as of 9/10 @ 10:00 am)

➔ Outdoor Learning Area











Monthly Board Report

Wednesday, September 10, 2025

6-12 Board Report

Marcus Donner

—

Topics

Enrollment

1. 12th - 33 students
2. 11th - 37 students (up 1)
3. 10th - 25 students (down 1)
4. 9th - 25 students
    a. Total high school students - 120
5. 8th - 26 students
6. 7th - 31 students (up 1)
7. 6th - 35 students
    a. Total middle school students - 92

Recent Activities

8. We held our MAP testing on Aug 26th and Aug 28th. Our seniors on the 26th had a Husky Day of Kindness and went around the communities of Shelby and Rising City completing helpful tasks. I received great feedback from a handful of patrons that were very thankful for their efforts. I also want to commend the seniors for their maturity and making the day something we can look forward to in the future.
9. MAP testing results:
    a. In the 24 assessments taken (math, language arts, reading and science) in the 6 grades (6th - 11th) we scored at or above the 50th percentile mark in 21 of the 23 comparative tests (science for the juniors class does not have a comparative data point).
    b. The data below shows math, reading, language arts, science. The bottom number is the revised Norm RIT scores for 2025. The number on top in a color corresponds to the quintile percentiles. Blue 100-80, Green 79-60, Yellow 59-40, Orange 39-20, Red 19-1

c. Class of 2027

238.0571429	223.7428571	224.7142857	218.4285714
229	218	218	

d. Class of 2028

237.2515873	222.381746	221.7142857	217.4979592
227	218	216	213

e. Class of 2029

232.0357596	219.410907	217.7420635	214.8471655
225	216	214	212

f. Class of 2030

224.2657576	216.3356149	210.3539462	213.6068657
222	216	214	210

g. Class of 2031

218.3407155	213.3148782	210.0653874	210.7113018
217	212	210	207

h. Class of 2032

214.0285714	212.0285714	210.8	207.8857143
210	209	206	204

CharacterStrong

10. We began our CharacterStrong lessons on Monday Sep 8. The feedback from teachers is still coming in and we are still tinkering with the best way to present the information and get the most out of each lesson as we move forward.

PBiS Rewards (HUSKY points)

11. Feedback from the PBiS rewards platform has been wonderful. The ease and convenience of the platform and awarding points to students for the positive things they do on a daily basis has been welcomed by many staff members.
    a. Honor
    b. Unity
    c. Scholarship
    d. Kindness
    e. YOU matter

ICU Database

12. Mr Kubik has taken the lead on our ICU database as the head lifeguard. He has been checking in with students regularly during his 1st period. He has been focus on students that are on the list with 3 or more assignments and making a plan for them to be completed within a certain timeframe. Overall we currently have 212 assignments that have been completed, with 95 still missing assignments by 54 students.

Walkthroughs/Observations

13. I have completed 7 classroom walkthroughs to date. No observations are scheduled at this time but will be adding to the calendar within the next week.

MTSS meetings

14. For this school year we have set aside time for MS core, HS core and non-core teacher groups to meet during advisory time from 3:04-3:40 pm. These groups will meet approximately once every six or so weeks. The feedback so far has been positive, and I am looking forward to the progress we continue to make as the year continues.

Overall

15. The general consensus for the year has been positive. Students have been giving great effort in their academics and on the MAP assessments. Teachers are seeing positive responses in the classroom and our activities are also off to a wonderful start.

Monthly Board Report

Monday, August 18,2025

6-12 Board Report

Marcus Donner

—

Topics

Enrollment

16. 12th - 33 students
17. 11th - 36 students
18. 10th - 26 students
19. 9th - 25 students
    a. Total high school students - 120
20. 8th - 26 students
21. 7th - 30 students
22. 6th - 35 students
    a. Total middle school students - 91

Recent Activities

23. I want to thank the district for allowing me to travel to Nashville for the Power of ICU conference with Danny Hill. He was very complimentary of the school and remembered many names from when he was last here. I was fortunate enough to go as his paid guest and able to network with other schools from across the country and another principal from here in Nebraska.
24. I also attended administrator days in Kearney during the last week of July. A focus of mine over the course of the two days was to reach out to other districts and attend sessions on their use and implementation of MTSS resources. It was hit or miss but I did make a connection with an ESU5 representative and will be in discussions with her.
25. Other training over the summer time included MTSS training and MANDT recertification.

New Staff

26. We held our new staff training on Thursday August 7, 2025
    a. Mrs Holly Luettel - shop/ag teacher

Pre-Service Days

27. Certified staff had the week of Aug 1-7 to report for a flex day
    a. All staff orientation was held on Friday Aug 8, 2025
        i. Highlights included having staff focus on the small consistent efforts as well as coming up with the GOAL GETTER statements

28. MS/HS (6-12) Orientation/Roll-Out Night was held Monday August 11, at 6:00 pm. I introduced students to HUSKY as our new PBiS goals which stand for Honor, Unity, Scholarship, Kindness, and You Matter. Students were able to receive their computers. I did have 6th grade students and parents meet in a classroom to answer any questions or concerns they may have as they transition to middle school. All seemed to run quite well.

New for 25-26

29. As previously mentioned we will be implementing the HUSKY acronym on the MS/HS side for the 25-26 school year. Along with this we will be utilizing the PBiS Rewards program. Students were given the opportunity during the first three days of school to reply to a prompt about what they would prefer to receive as part of the PBiS rewards program. I will be gathering that information and we will then have a store and student accounts established that will allow them to “cash in” their points to receive such awards.
30. We will be utilizing Advisory time to allow teachers to meet as MTSS cohorts appx 6 times throughout the school year (ie - once every six weeks). During this time students will be assigned to a standard advisory thereby building/expanding their advisory family.
31. We will be implementing CharacterStrong on the MS/HS side beginning on Mondays during advisory. The tentative plan is to begin the CharacterStrong Mondays on August 25, 2025. Each week will have a specific focus for teachers to present and students to discuss during advisory time.

SUPERINTENDENT

Board Report

9/10/2025

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Financial Update:

- **101%** of the budget spent; **100%** of the fiscal year completed **0%** of year remaining and **-1.38%** of budget unspent.
- Through **August 2025**, we have spent (**$8,230,428.37**). At this point in 2024 **($7,679,134.43),** in 2023 (**$7,044,694.05**) and in 2022 (**$6,894,583.91**) we had been spent
- The current cash balance in the General Fund is (**$1,918,649.10**) . In 2024 at this time, the balance was (**$1,688,606.14**), in 2023, the balance was (**$1,530,922.10**) and in 2022, the balance was (**$2,164,737.80**)

Items of Review:

School Items

- Personnel Update:
  - Current Searches for 25-26 school year:
    - Special Education Teacher
    - Paraprofessionals
    - Substitute Teachers



Facilities / Grants

- **Grant Writer services from ESU 7**
  - None at this time



Superintendent's Calendar

- 9/16 - Senator Hughes visiting SRC (11am)
- 9/17 - NO SCHOOL (Parent Teacher Conferences) [11am - 6pm]
- 9/23 - ESU 7 Superintendent Meeting (9am)
- 9/24 - Early Out for Professional Development
- 9/29 - Beginning of Homecoming Week
- 9/30 - Value Up Presentation at CC for MS/HS students; NRCSA SE Region Meeting (10am)
- 10/1 - Labor Relations Conference (1pm)
- 10/2 - Labor Relations Conference (8am)
- 10/6 - Administration Meeting (bi-weekly)
- 10/8 - Early Out for PLC; CRC AD & Superintendent Meeting (11am); SRC's Got Talent (12:15pm)
- 10/13 - COG Meeting (bi-weekly)
- 10/15 - Region 1 NCSA Meeting
- 10/17 - End of the First Quarter
- 10/20 - Administration Meeting (bi-weekly)
- 10/21 - CIP/MTSS Meeting (7:30am)
- 10/22 - ESU 7 Superintendent Meeting
- 10/24 - No School
- 10/27 - COG Meeting (bi-weekly)
- 10/29 - Early Out (ESU 7 inservice)

Budget Update for the 2025-2026 School Year:

Here is a the updated Valuations for our Counties for the 25-26 school year:

NEBRASKA DEPARTMENT OF EDUCATION

- **Valuations for Polk**
  - School District Taxable Value
    - 2024 = $561,130,765
    - 2025 = $632,502,607
      - Difference **= $71,371,842**
  - School District Real Growth Value
    - 2024 = 11,130,391
    - 2025 = 6,446,459
      - Difference **= $4,683,932**
  - Real Growth Percentage
    - 2024 = 2.41%
    - 2025 = 1.15%

        - Difference **= 1.26%**
- **Valuations for Butler**
    - School District Taxable Value
        - 2024 = $373,481,954
        - 2025 = $445,895,246
            - Difference **= $71,371,842**
    - School District Real Growth Value
        - 2024 = 5,693,590
        - 2025 = 13,904,540
            - Difference = **$8,210,950**
    - Real Growth Percentage
        - 2024 = 1.67%
        - 2025 = 3.72%
            - Difference = 2.05%
- **Total Valuations**
    - 2024 = 934,612,719
    - 2025 = $1,078,397,853
        - Difference **= $143,785,134**

Summary:

From how I am reading this, we have the authority to ask for more if need be but with my initial reading of where our budget currently stands, we are in a good spot to not have to max out or go over.

As we look into next year, some of the expenses that we will have that are not refunded through covid that we haven't had to worry about for the past four years:

- Curriculum updates - Science is the next one up
- Nutrition Fund - we will have to supplement this fund through our General Fund as SRC have done in the past
- Staff Payroll Increase
- Special Education Teacher or 1/2 & 1/2 of Special Education & Interventionist for our Secondary

I will have updated numbers by the end of the month and an initial report on our 25-26 budget.

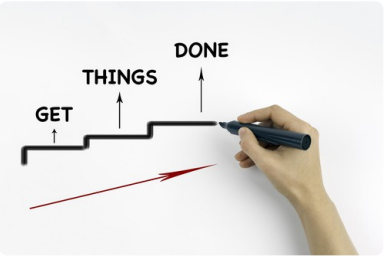
Meetings and Due Date Updates:



Legislation Update:

- 109th Session will convene on January 7th, 2026 and will last for 60 days
- Key Issues:
    - Term Limits - Changing senators from two consecutive terms to three consecutive terms (people's vote)

- Budget - addressing the projected budget



Due Dates and Items to Complete or of Completion

- Staff Reporting (9/15) ✓
- Budget & LC-2 (9/30)
- TEEOSA State Aid (10/15)
- PK Program Report (10/31) ✓
- SPEDFRS (10/31)



CRC & Commissioner's Update:

- ***NEXT CRC SUPERINTENDENT MEETING***
  - September 3rd at 6pm

- ***Commissioner's Update***
  - September of 2025

Future Projects



- Wellness Center Upgrades
  - Stair Stepper ✓
- Outdoor Classroom
  - Ordering of furniture ✓
  - Here and set up ✓
- Pre-School Fence Extension
  - Installed and paid for ✓
- Pouring of Concrete ✓
- Construction of new Kitchen Wall for Ag Room ✓
- New Copiers Installation ✓

Professional Development Opportunities:



- **NASB**
  - **Leadership Workshop**
    - July 29th @ Kearney
  - **Area Membership Meeting**
    - August 26th @ York
  - **Labor Relations Conference**
    - October 1-2 @ Lincoln
  - **2025 State Education Conference**
    - November 19th - 21st

- **NCSA**
  - **Administrator Days**

    - July 22nd - 25th
  - **NCSA Tailgate**
    - September 20th
  - **Labor Relations Conference**
    - October 1-2 @ Lincoln
  - **Legislative Preview**
    - December 10th
  - **NASBO State Conference**
    - April 23-24

- **NRCSA**
  - **Spring Conference**
    - March 18th
  - **Part of Scholarship Committee for the next two years**
    - Appointed in July

Goal Getter

- **Quote**
  - *A leader must be a good listener. He must be willing to take counsel. He must show a genuine concern and love for those under his stewardship." — **James E. Faust***
- **Goal**
  - *This word is about taking care of something entrusted to you. As superintendent, you are a steward of the school district's resources, staff, and students' education. As a family member and dad, you are a steward of your family's well-being and future. It implies a sense of responsibility and thoughtful management.*

Reminder's For The Year

- **Culture is Built in 30 Seconds**
- **"Success is the Sum of Small Efforts Repeated Day In and Day Out"**
- **"You get more with what you look for"**
- **"Bet on the Jockey, not the Horse."**
- **Be an effective communicator and remember the importance of proactive communication**

Federal and/or State Monies Collected

Rural School Achievement Program (REAP)

- **$43,750 for the 25-26 School Year**
  - This money is used for new freshman (9th graders) computers and computer bags

State and ESU Receipts

- **State Aid**
  - $1,017,837
- **Special Education Programs**
  - $614,545
- **Pro-Rate Motor Vehicle Tax**
  - $10,364.58
- **High Ability Learners**
  - $2,488
- **Homestead Exemption**
  - 45,110.95
- **Property Tax Credit**
  - 664,618.16
- **School Tax Credit**
  - 1,365,785.76
- **State Apportionment Tax**
  - 136,256.23

Federal Receipts

- **Title** 1
  - $61,839
- **IDEA 4406**
  - $3,632
- **IDEA Part B**
  - $83,253
- **Medicaid**
  - $7,280.67
- **ESSER III**
  - $451,305

AQuESTT Rankings for 2023-2024 School Year:

Days Worked: 44 (September 10th)

Tucker Tejkl
Tucker is using Smore to create beautiful newsletters



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: 9/01/2025

RECORD OF CHANGES

CHANGE NUMBER	CHANGE LOCATION	CHANGE MADE BY (signature)	DATE OF SCHOOL BOARD APP/INF	DATE OF CHANGE
000	Section V (pg 25-26)	(Signature)	March 2020	March 2020
001	Initial Changes from EOP Meeting		April 2021	April 2023
002	Review		October 2024	August 2024
003	Review		September 2025	September 2025

Table of Contents

Signature Page 4

Basic Plan

I. Introduction 5
II. Concept of Operations 10
III. Organization and Assignment of Responsibilities 12
IV. Direction, Control, and Coordination 16
V. Communications 21
VI. Administration, Finance, and Logistics 25
VII. Plan Development, Maintenance, and Distribution 27
VIII. Authorities and References 29

Functional Systems

Standard Response Protocol (SRP) 32
Standard Reunification Model (SRM) 35
Continuity of Operations (COOP) Plans 41
Recovery: Psychological Healing Procedures/Psychological First Aid 53
Hazard and Threat Specific System Guidance 57
Glossary of Terms 58

List of Appendices

- Appendix A: Current Master Schedule
- Appendix B: Special Needs Student/Staff List
- Appendix C: Maps of Buildings and Grounds (District provides)
- Appendix D: Company/Utilities Record
- Appendix E1: ICS Organizational Chart (fillable)
- Appendix E2: ICS Contact List
- Appendix E3: Finance/Administration Future School Budgets (District provides)
- Appendix F: Chronological Log of Activities
- Appendix G1: MOU: Local Business
- Appendix G2: MOU: Interlocal Agreement
- Appendix G3: MOU: Emergency Response Entities
- Appendix G4: MOU: County Sample
- Appendix H: Media Templates
- Appendix I: Pre-negotiated Agreements and Contracts (District provides)
- Appendix J: Recording and Distributing the EOP
- Appendix K1: Record of Trainings
- Appendix K2: Schedule/Record of Drills
- Appendix K3: Record of Exercises
- Appendix L1: Transport Organization Chart (Fillable)
- Appendix L2: Offsite Reunification Organization Chart (Fillable)
- Appendix M1: COOP Example
- Appendix M2: COOP Form (Fillable)
- Appendix N1: Threats/Hazards List
- Appendix N2: Risk Assessment Worksheet
- Appendix N3: Examples of Threats/Hazards in SRP Areas
- Appendix N4: Samples of Goals/Objectives and Action Plans
- Appendix N5: Goals/Objectives and Action Plans (Fillable)

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: 9/01/2025

Name: Geoff Ruth
Title: Shelby-Rising City School Board President
Date: 9/01/2025

Name: Chris Whitmore
Title: Shelby-Rising City PS Vice-Chair
Date: 9/01/2025

Name: Jon Recker
Title: SRC Safety Team Chair/Member
Date: 9/01/2025

Name: Zach Kubik
Title: SRC Safety Team Member
Date: 9/01/2025

Name: Steve Stewart
Title: SRC Safety Team Member
Date: 9/01/2025

Name:
Title:
Date: 9/01/2025

Name: Dwaine Ladwig
Title: Polk County Sheriff
Date: 9/01/2025

Name: Logan Watts
Title: SRC's Emergency Manager
Date: 9/01/2025

Name: Jon Eller
Title: Shelby Fire Department (Fire Chief)
Date: 9/01/2025

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
__44___ Teachers
__12___ Instructional Assistants
__2___ Counselors, Social Workers, and Psychologists
__1___ School Nurses/Health Assistants
__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.**

__X___ Evacuation routes
__X___ Shelter locations

__X___ Fire alarm pull stations
__X___ Fire extinguishers
__X___ First aid kits
__X___ 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

Flood	Flooding is not an issue when it comes to **Shelby-Rising City Public School but traveling and bus routes could be affected for individual students or families if flash flooding would occur.**
Severe Storm	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.
Fire	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.
Chemical	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.
Intruder	While a hostile intruder incident has never occurred in Shelby-Rising **City Public Schools**, we, like any school, is vulnerable to intruders. However, we have our SRP implemented throughout our school and among staff.
Civil Disturbance	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.
Terrorism	**Shelby-Rising City Public Schools**, 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-Behavorial-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.

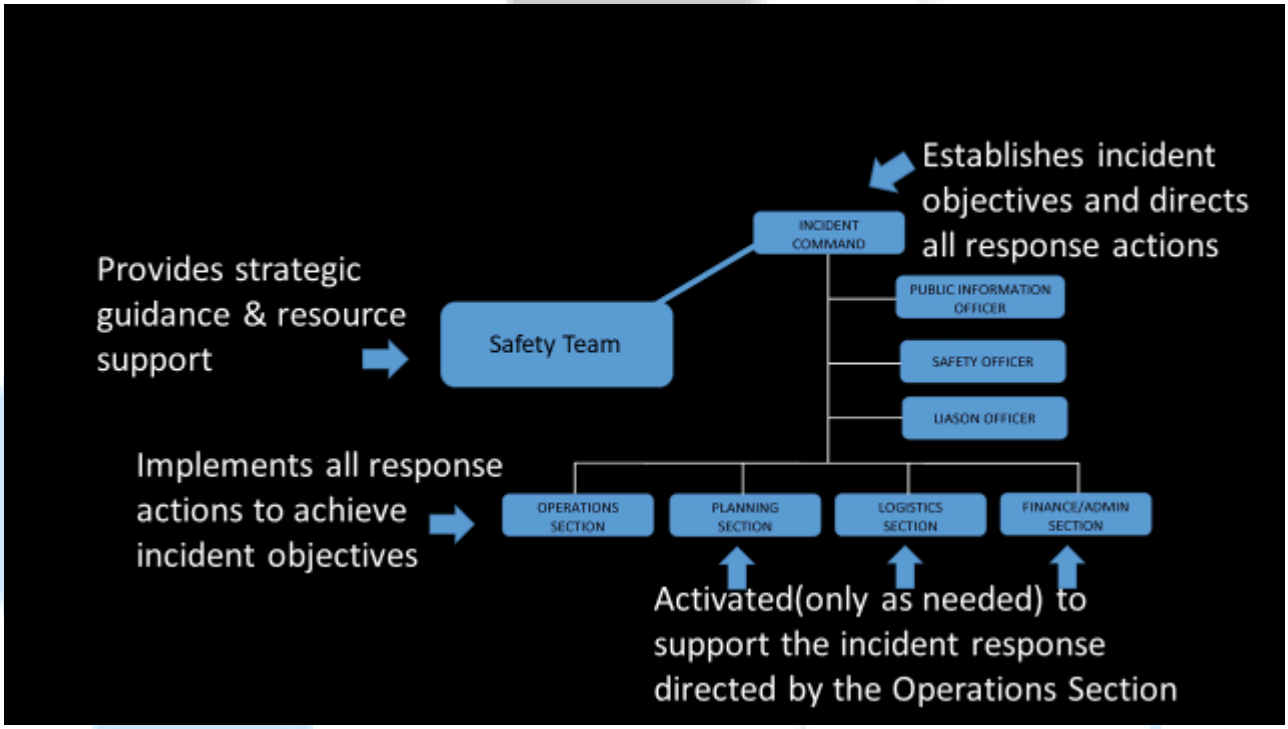
IV. DIRECTION, CONTROL, AND COORDINATION

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
Fire & Rescue Team	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: ● Identifying and marking unsafe areas. ● Conducting initial damage assessment. ● Obtaining injury and missing student reports from teachers. ● Provide triage & treatment services as needed. ● Assessing and treating injuries.
First Aid/Health Team	First Aid Teams provide basic First Aid as needed. First Aid Teams are responsible for: ● Setting up a first aid area for students. ● Stop the bleed. ● Completing master injury report. Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.
Evacuation/ Shelter/Care Team **Reunification Team**	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: ● Establish an Incident Command. ● Classroom evacuation.

	• Mobilize the reunification team. • Provide a secure assembly area, greeting area, check in table, reunification area. • Law Enforcement support and investigations. • Student/Staff Transport. • Proper unification paperwork. • Accounting for the whereabouts of all students, staff, and volunteers. • Coordinating with the Logistics Section to secure the needed space and supplies.
Safety Team / Facility & Security Response Team	The Facility & Security Response Team is responsible for: • Locating all utilities and turning them off, if necessary. • Securing and isolating fire/HazMat. • Assessing and notifying officials of fire/HazMat. • Conducting perimeter control.
PFA Support Team	The PFA Support Team is responsible for: • Assessing the need for onsite mental health support. • Determining the need for outside agency assistance. • Providing onsite intervention/counseling. • Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.
Student Release Team **Reunification Team**	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: • Setting up a secure reunion area. • Checking student emergency cards for authorized releases. • Completing release logs. • Coordinating with the Public Information Officer on external messages.

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-Behavorial-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 very 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

Hazard	Safety Strategy
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

K12 2021
STANDARD RESPONSE PROTOCOL

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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://iloveuguys.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.

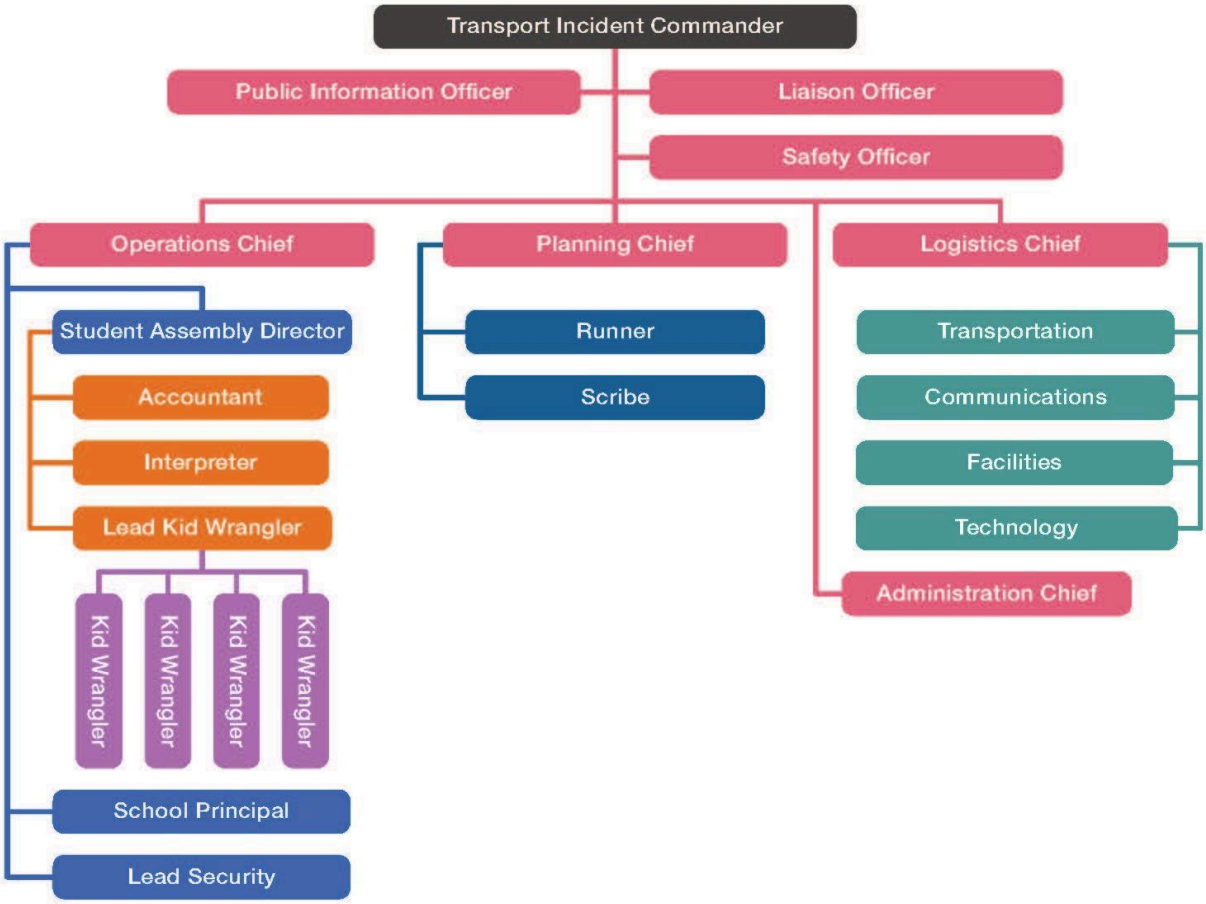
- Medical, notification, or investigative contingencies are anticipated.
- Pedestrian “flows” are created so lines don’t cross.
- When it’s all said and done, successful reunification is about managing the student and parent experience.

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

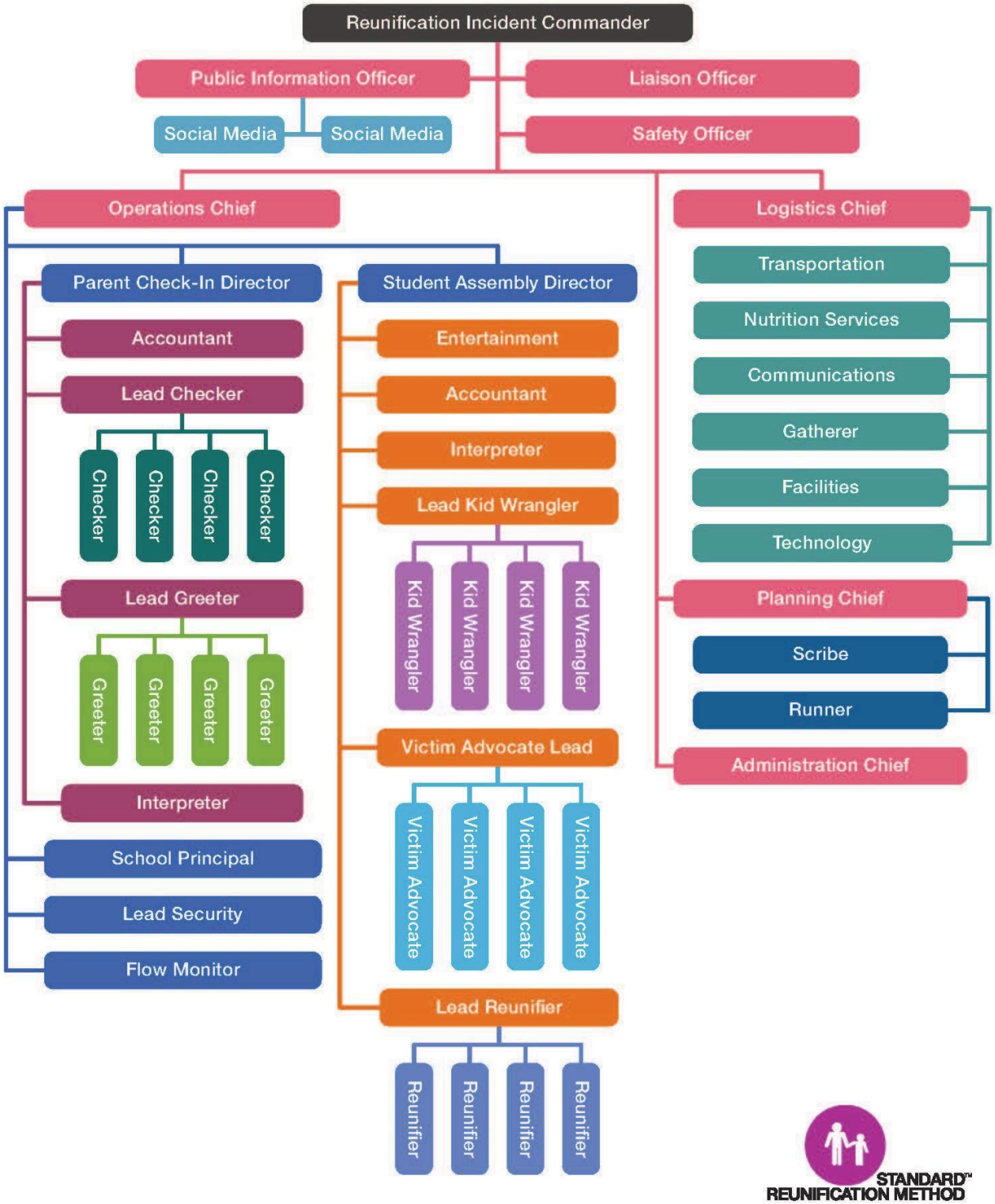
Transport Organization Chart (Fillable) **Appendix L1**

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

SAMPLE TRANSPORT ORGANIZATION CHART



SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



STANDARD™ REUNIFICATION METHOD

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

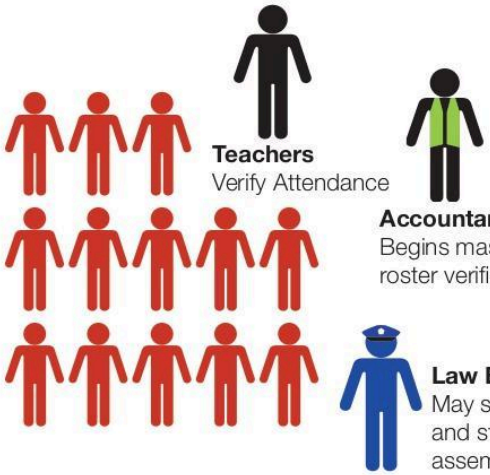
Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.



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.



Teachers
Verify Attendance

Accountant
Begins master roster verification

Law Enforcement
May search students and staff at the assembly area

STEP 4
STUDENT AND STAFF TRANSPORT

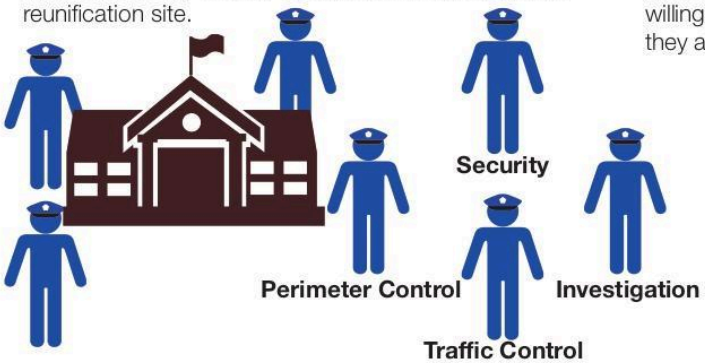
Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.



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.



Security

Perimeter Control

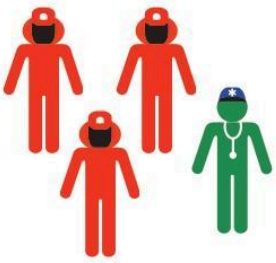
Investigation

Traffic Control

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

Superintendent /Principal	• Determine when to close schools, and/or send students/staff to alternate locations. • Disseminate information internally to students and staff. • Communicate with parents, media, and the larger school community. • Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.
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:
Assistant Principal and/or Department Heads	• Ensure systems are in place for rapid contract execution after an incident. • Identify relocation areas for classrooms and administrative operations. • Create a system for registering students. (out of district or into alternative schools) • Brief and train staff regarding their additional responsibilities. • Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. • Identify strategies to continue teaching. (e.g., using the Internet, providing tutors for homebound students, rearranging tests) • Reevaluate the curriculum.
Primary Person: Heather Thompson/Marcus Donner	Phone/Email:
Alternate:	Phone/Email:
Second Alternate:	Phone/Email:
Custodians/ Maintenance Personnel	• Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. • Manage the restoration of school buildings and grounds. (e.g., debris removal, repairing, repainting, and/or re-landscaping)
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:
School Secretary/ Office Staff	• Maintain inventory. • Maintain essential records (and copies of records) including the school's insurance policy. • Ensure redundancy of records is kept at a different physical location. • Secure classroom equipment, books, and materials in advance. • Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records. • Retrieve, collect, and maintain personnel data. • Provide accounts payable and cash management services.

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
Counselors, Social Workers, Psychologists	● Ensure all students have electronic access and equipment. ● Establish academic and support services for students and staff/faculty. ● Implement additional response and recovery activities according to established protocols. ● Maintain continual contact with families and students.
Primary Person: tbd, depending on secondary counseling hire	Phone/Email:
Alternate: Mallory Zelazney	Phone/Email:
Second Alternate:	Phone/Email:
School Nurses/Health Assistants	● Assist families with medical questions and concerns. ● Connect families/students with medical services.
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
Food Service /Cafeteria Workers	● Determine how transportation and food services will resume. ● Establish food security for any student.
Primary Person: Shelly Denbo	Phone/Email: 402-366-3764/ sdenbo@shelby.esu7.org
Alternate:	Phone/Email:
Second Alternate:	Phone/Email:
Teachers	● Develop Continuity of Learning Plan for students. ● Alternative Education (web-based, electronic) (I.T.) ● Provide educational feedback on completed student work. ● Maintain continual contact with families and students. ● Continue the learning environment as best possible. ● Communicate with counselors any concerns on the well-being of students.
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
Transportation	● Assist in the distribution of food/lunches. ● Assist in transportation of people as needed.
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:
Emergency Management	● Assist the school with any needs. (i.e., state or federal agencies) ● Coordinate using NIMS and ICS. ● Coordinate personnel to assist in setting up structure.
Primary Person: Logan Watts - Polk Co. EMC	Phone/Email:
Alternate:	Phone/Email:
Second Alternate:	Phone/Email:
Law Enforcement	● Maintain the security of off site location. ● Set up traffic flow at an off site location. ● Provide traffic control at the off site location.
Primary Person: Polk County Sheriff	Phone/Email:402-747-2231
Alternate:	Phone/Email:
Second Alternate:	Phone/Email:
Parents	● Support the educational Continuity of Learning Plan provided by schools. ● Provide an environment at home conducive to learning. ● Provide support and encouragement to children for their continued learning. ● Procure food security if needed.
Students	● Follow the educational Continuity of Learning Plan provided by the school. ● Maintain communication with teacher(s).
Fire	
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				
Conditions for Succession	**Key position holder(s) are unable to execute their duties for an extended period of time.**			
Method of Notification	*Address how successor(s) will be notified, as well as external and internal personnel*			
Succession by Position	Key Position Title	Primary Succession Title	Secondary Succession Title	Time/Geographical/ Organizational Limitations
	Superintendent	**Principals**	**Guidance Counselor**	
	Add rows if needed			
Succession Revision Procedures/ Date Completed	*Address who will review and revise the succession plans, and date revision is completed*			

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			
Delegated Authorities	**Position**	**Authority**	
	(e.g., Principal)	(associated authorities of the principal)	
	Add additional rows if needed		
Delegation Circumstances	**Effective:** 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). **Termination:** Key position holder can assume duties once again.		
Assigned Authority	**Authority**	**Primary (title)**	**Alternative (title)**
	Add additional rows if needed		
Limitations			

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.

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

alternate facility to primary (or replacement) facility	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
Operations	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.

COOP Maintenance			
	Person Responsible		
Activity	**Primary**	**Alternate**	**Completion**
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 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)

Natural Gas Pipeline Diagram:



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.

2025 State Education Conference
November 19-21 - CHI Health Center - Downtown Omaha



"Out of the Public Schools Grows the Greatness of the Nation"

— Mark Twain

NASB Nebraska Association of School Boards

Co-Sponsored by the Nebraska Association of School Boards and the Nebraska Association of School Administrators

Registration & Reservations

REGISTRATION FOR THE 2025
STATE EDUCATION CONFERENCE WILL OPEN
WEDNESDAY, SEPTEMBER 10, 2025

To register, go to www.NASBonline.org

Log in using your email and password, and click the 'Events' tab to register.



Registration fees for the conference are as follows:

REGISTRATION SEPTEMBER 10 - NOVEMBER 7	**$350**	LATE-REGISTRATION NOVEMBER 8 - ON-SITE	**$400**
PRE-CONFERENCE REGISTRATION	**$100**	NON-MEMBER	**$900**
CANCELLATION FEE (PRIOR TO 11/7)	**$150**	*(Substitutions are done at no charge)*	

(No refunds after the registration deadline)

Hotel Reservations

TO RESERVE ACCOMMODATIONS AT THE CONFERENCE HOTELS YOU MUST FIRST REGISTER FOR THE CONFERENCE AS DESCRIBED ABOVE.

To qualify for a room, you must first register for the Conference.

Once your conference registration is complete, you will receive an email with your NASB Registration code and a Conference Hotel reservation link. The code will not be activated until 10:00 AM CT, Wednesday, September 24, 2025

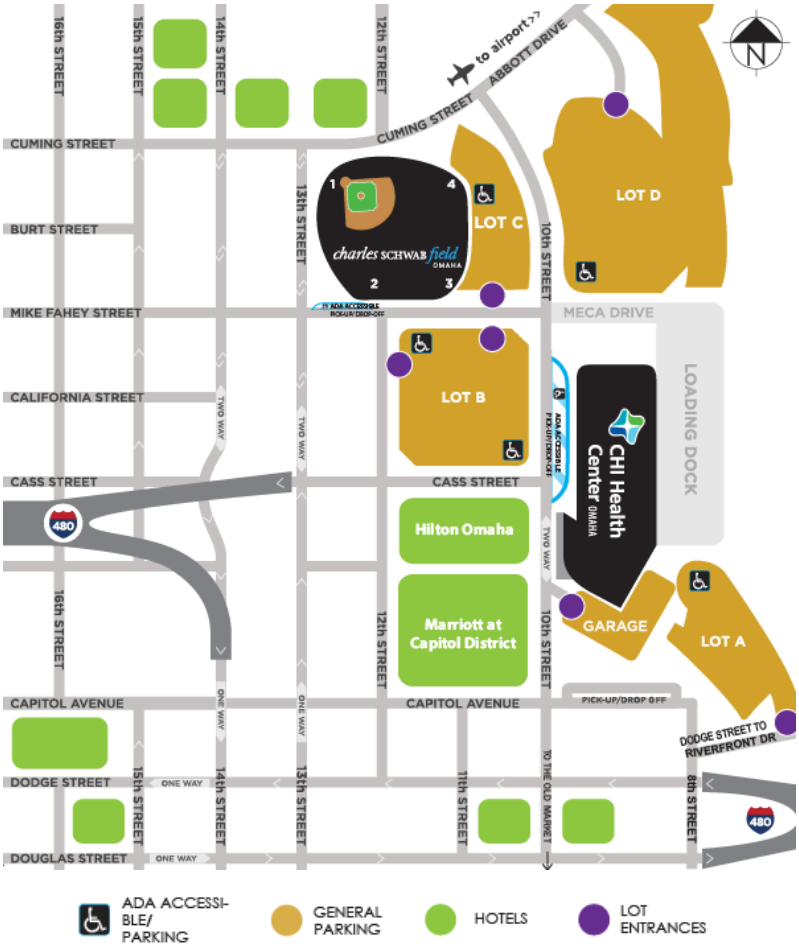
SUBMIT YOUR CONFERENCE HOTEL ROOM REQUEST WEDNESDAY, SEPTEMBER 24, 2025.

THE OMAHA CONVENTION & VISITORS BUREAU WILL ACT AS THE HOUSING AGENT FOR ALL PROPERTIES.

Hilton Omaha - 1001 Cass Street
$161 per night
ROOM REQUESTS WILL BE ACCEPTED UNTIL OCTOBER 29, OR UNTIL FULL

Omaha Marriott Downtown - 222 North 10th Street
$164 per night
ROOM REQUESTS WILL BE ACCEPTED UNTIL OCTOBER 28, OR UNTIL FULL

A RESERVATION AT ONE OF THE ABOVE IS NOT REQUIRED TO ATTEND THE STATE EDUCATION CONFERENCE



WEDNESDAY, NOVEMBER 19

Pre-Conference Sessions
1:00 to 4:00 PM

Exhibitor Reception
4:00 to 5:30 PM

THURSDAY, NOVEMBER 20

Board Member Boot Camp
7:00 to 8:00 AM

Opening Keynote Speaker
8:15 to 9:30 AM

A - Breakout Sessions
9:45 to 10:45 AM

B - Breakout Sessions
11:15 AM to 12:15 PM

Thursday Luncheon Keynote Speaker
12:30 to 2:00 PM

C - Breakout Sessions
2:15 to 3:15 PM

D - Breakout Sessions
3:30 to 4:30 PM

FRIDAY, NOVEMBER 21

Classroom Showcase
8:00 to 11:30 AM

NASB Delegate Assembly
8:00 to 9:30 AM

NASA Membership Meeting
8:00 to 9:30 AM

E - Breakout Sessions
9:15 to 10:15 AM

F - Breakout Sessions
10:30 to 11:30 AM

Friday Luncheon Keynote Speaker
11:45 AM to 1:15 PM

19th

DAY 1
WEDNESDAY, NOVEMBER 19, 2025

NASB LEGISLATION COMMITTEE MEETING

NASA EXECUTIVE BOARD MEETING

PRE-CONFERENCE SESSIONS

EXHIBITOR RECEPTION

NASB BOARD MEETING

20th

DAY 2
THURSDAY, NOVEMBER 20, 2025

BOARD MEMBER BOOT CAMP

OPENING & LUNCHEON KEYNOTE SPEAKERS

SUPERINTENDENT OF THE YEAR RECOGNIZED

BREAKOUT SESSIONS (A, B, C & D)

21st

DAY 3
FRIDAY, NOVEMBER 21, 2025

NASB DELEGATE ASSEMBLY

NASA MEMBERSHIP MEETING

CLASSROOM SHOWCASE

BREAKOUT SESSIONS (E & F)

SCHOOL BOARD MEMBER OF THE YEAR PRESENTED

CLOSING KEYNOTE SPEAKER

ADJOURN



REDEFINE IMPOSSIBLE
JAMES LAWRENCE
THURSDAY MORNING OPENING SPEAKER - 8:15 TO 9:30 AM

Known as The Iron Cowboy for the signature cowboy hat he wears while running races so his five kids can see him coming from far away, James Lawrence is an ultra-endurance athlete who has pushed himself beyond what many doctors previously believed to be physiologically possible. In so doing, he has redefined both mental toughness and physical endurance. James spent a decade in the mortgage and finance business before losing it all in the financial crisis of 2008. At rock bottom, his career as the greatest endurance athlete on the planet started quite humbly, struggling to complete a local 4-mile fun run with his wife, Sunny. Inspired by that experience, on that day he learned a lesson that has served him well ever since. "I quickly realized that 'hard' looks different for everyone. Back then, four miles was really difficult for me. But I learned that one of the most important things in life is simply showing up." Today, James is one of the most dynamic, inspiring, larger-than-life keynote speakers in the world, is a best-selling author and the subject of a critically acclaimed feature film. He continues to redefine the impossible in his own life, while teaching audiences around the world to do the same in their own lives.



THRIVING AS A TEAM WITH THE 3 C'S
DR. JERMAINE DAVIS
THURSDAY LUNCHEON SPEAKER - 12:30 TO 2:00 PM

Dr. Jermaine's presentation "Thriving as a Team" will bring a new and fresh perspective to your team. His guidance will help your team focus on keeping "the main thing the main thing." Courageous conversations, cohesive cooperation, and committed collaboration are possible! Applying his practical and down-to-earth Dump Your Slump Model & Research, Dr. Jermaine's leadership expertise is rooted in his professional experience, academic research, and personal journey, giving him a real-world perspective that resonates. Born and raised in the Henry Horner Housing Projects on Chicago's West Side, Dr. Jermaine learned early that resilience wasn't just a skill—it was a necessity to survive and thrive. After losing six family members, including his youngest brother, Lil' Greg, to violence, he made a promise to break the cycle. Through mentorship, education, and determination, he became the first in his family to graduate from college, earning a B.A. in Speech Communication, an M.A. in Speech Communication, and a Doctorate in Organizational Leadership.



INVISIBLE THREADS:
PRIVACY IN THE WORLD OF AI
JOE TOSCANO
FRIDAY LUNCHEON SPEAKER - 11:45 AM TO 1:15 PM

Joe Toscano is an award-winning designer, author of Automating Humanity, and former Google consultant who left the tech industry over concerns about data misuse. Now based in Omaha, he works globally to promote ethical innovation, support privacy legislation, and raise awareness about the dark side of big tech. You may recognize Joe from Netflix's The Social Dilemma, his TEDx Talk "Want to work for Google? You already do," or his appearances on major news outlets. In "Invisible Threads," Joe explores the critical intersection of privacy and AI. He reveals how modern data flows impact our lives, highlights the ethical challenges of AI, and offers forward-thinking solutions to protect privacy in a connected world. This talk is essential for anyone shaping or navigating the digital future.

Pre

PRE-CONFERENCE SESSIONS
WEDNESDAY, NOVEMBER 19 - 1:00 TO 4:00 PM

YOUR DEPARTMENT OF EDUCATION: UNWRAPPED
Understanding the roles of the Nebraska Department of Education and the U.S. Department of Education as they relate to local schools can be confusing. During this pre-session opportunity, staff members of the Nebraska Department of Education will engage participants with knowledge and information sharing on the balance of federal, state, and local education policymaking. We will discuss the key roles the Nebraska Department of Education plays, share priority areas from a new strategic planning process, and discuss how changes at the federal level could impact Nebraska schools and students. Topics will include state and federal finance policy, state and federal requirements for assessment and accountability, accreditation and teacher certification, and much more.
PRESENTERS: Nebraska Department of Education staff

UTILIZING EFFECTIVE SUPERINTENDENT EVALUATION AND BOARD SELF-ASSESSMENT TO SUPPORT STUDENT SUCCESS
Designed for both boards and superintendents, this session will strengthen governance through effective superintendent evaluation, meaningful board self-assessment, intentional relationship-building, and building a district-wide foundation based on common values. Learn how to design an evaluation process that fosters professional goals, clarifies board expectations, and builds trust and cohesion. Explore "trust accelerators" to enhance collaboration, improve decision-making, and provide constructive feedback that supports growth and shared commitment to student success. Leave equipped with practical strategies and resources to enhance board–superintendent collaboration and sustain long-term student outcomes.
PRESENTERS: Troy Loeffelholz - NCSA; Stacie Higgins - NASB

JOIN US!!! EXHIBITOR RECEPTION
WEDNESDAY, NOVEMBER 19 - 4:00 TO 5:30 PM



Recognition & Tracks

SUPERINTENDENT OF THE YEAR WILL BE RECOGNIZED AT THE THURSDAY LUNCHEON

Previous Winners Include:

2025 - MELISSA POLONCIC, DC WEST
2024 - ANDY RIKLI, PAPILLION LA VISTA
2023 - MARK LENIHAN, WAYNE
2022 - TERRY HAACK, BENNINGTON
2021 - JIM SUTFIN, MILLARD
2020 - MARK ADLER, RALSTON
2019 - MIKE TEAHON, GOTHENBURG
2018 - JOHN SKRETTA, NORRIS
2017 - CAROLINE WINCHESTER, CHADRON
2016 - JAY BELLAR, BATTLE CREEK
2015 - BRIAN MAHER, KEARNEY
2014 - STEVE BAKER, ELKHORN
2013 - KEVIN RILEY, GRETNA
2012 - BILL MOWINKEL, GRAND ISLAND NW
2011 - MIKE CUNNING, HERSHEY
2010 - KEITH LUTZ, MILLARD
2009 - STEVE RECTOR, SOUTH SIOUX CITY
2008 - LARRY RAMAEKERS, AURORA
2007 - ROGER BREED, ELKHORN
2006 - RICHARD EISENHAUER, LEXINGTON
2005 - ROY BAKER, NORRIS
2004 - DAN ERNST, WAVERLY
2003 - RANDY NELSON, NORFOLK
2002 - PHILIP SCHOO, LINCOLN
2001 - KEITH ROHWER, NEBRASKA CITY
2000 - STEVE JOEL, BEATRICE
1999 - KENNETH ANDERSON, HASTINGS
1998 - KEN BIRD, WESTSIDE
1997 - RICK BLACK, CONESTOGA
1996 - GARY HAMMACK, KEARNEY
1995 - MARTIN PETERSEN, ALLIANCE
1994 - VANDLE PHILLIPS, SOUTH SIOUX CITY
1993 - FRED BELLUM, COLUMBUS
1992 - GLENN LARSEN, ADAMS CENTRAL
1991 - NORBERT SCHUERMAN, OMAHA
1990 - DOUG CHRISTENSEN, NORTH PLATTE
1989 - DONALD STROH, MILLARD

ANN MACTIER - SCHOOL BOARD MEMBER OF THE YEAR WILL BE PRESENTED AT THE FRIDAY LUNCHEON

Previous Winners Include:

2024 - BRAD WILKINS, AINSWORTH
2023 - ALLISON WELCH, CONESTOGA
2022 - MARCIA MAHON, SOUTH SIOUX CITY
2021 - STEVE KOCH, HERSHEY
2020 - MARIAN HOLSTEIN, WINNEBAGO
2019 - VALERIE FISHER, PAPILLON-LA VISTA
2018 - KATHY DANEK, LINCOLN
2017 - BONNIE HINKLE, GRAND ISLAND
2016 - TERRI HAYNES, CHADRON
2015 - LINDA RICHARDS, RALSTON
2014 - BRAD KRIVOHLAVEK, NORFOLK
2013 - PATTY BENTZINGER, NORRIS
2012 - KATHY BARTEK, FALLS CITY
2011- JULIE AGARD, KEARNEY
2010 - KIM FASSE, ELKHORN
2009 - RON PEARSON, ESU #3
2008 - SANDRA JENSEN, OMAHA
2007 - JOHN HANSEN, BELLEVUE
2006 - FRED TAFOYA, PAPILLON-LA VISTA
2005 - WAYNE ERICKSON, WISNER-PILGER
2004 - ANN MACTIER, OMAHA

BOARDSMANSHIP
CAREER & COLLEGE READINESS
COMMUNITY ENGAGEMENT
CURRICULUM
ESU
FACILITIES
LEGAL & POLICY
LEGISLATIVE & ADVOCACY
MANAGEMENT/ADMINISTRATION
NEW BOARD MEMBER/NEW SUPERINTENDENT
SAFETY
STUDENTS/EARLY CHILDHOOD
TECHNOLOGY
WELLNESS & RETENTION

THURSDAY

A1 LEGISLATIVE UPDATE
A2 DUAL CREDIT AND WORKFORCE PREPARATION
A3 PUBLIC COMMENT UNDER THE OPEN MEETINGS ACT
A4 LEADERSHIP, CULTURE AND COMMON LANGUAGE
A5 BOARD MEMBER PERSONAL LIABILITY
A6 HONORS COURSE ENROLLMENT AND SUCCESS
A7 ENHANCE COMMUNICATION W NON-ENGLISH FAMILIES
A8 ELEVATING BOARD LEADERSHIP
A9 PARTNERSHIPS TO COMBAT THE TEACHER STORAGE
A10 SCHOOL SAFETY DOESN'T HAPPEN BY ACCIDENT
A11 THE ROLE OF THE ATHLETIC ADMINISTRATOR

B1 Q & A WITH NSAA
B2 SUPERINTENDENT PANEL - "A DAY IN THE LIFE"
B3 HANDLING CLOSED SESSION CORRECTLY
B4 COMMUNITY PARTNERSHIPS WITH A PURPOSE
B5 PAIN IN THE APP, V. 11.0
B6 DEVELOPING NEBRASKA'S FUTURE EDUCATORS
B7 DESIGN, CONSTRUCTION, FINANCE, AND MORE
B8 STRENGTHENING BOARD & SUPERINTENDENT LEADERSHIP
B9 EMPOWERING STUDENTS THROUGH SUMMER LEARNING
B10 CELL PHONES OFF
B11 TRANSFORMING SCHOOL CULTURE

C1 STUDENT VOICES
C2 THINGS YOU NEED TO KNOW AS AN ESU BOARD MEMBER
C3 NEGOTIATIONS FOR BOARD MEMBERS
C4 WHY YOUR SCHOOL STORY MATTERS!
C5 BARGAINING & CONTRACT CONSIDERATIONS
C6 A BOARD-LED INITIATIVE FOR DIGITAL CITIZENSHIP
C7 SCHOOL FINANCE REVIEW COMMISSION UPDATE
C8 COMMUNITY-CENTERED STRATEGIC PLANNING
C9 EMPOWERING STUDENTS IN SCHOOL MEDIA
C10 AN EVOLVING TECHNOLOGICAL LANDSCAPE
C11 ACCESSIBLE PATHWAYS TO CAREERS IN EDUCATION

D1 LISTENING SESSION W/ MEMBERS OF THE STATE BOARD
D2 EHA BENEFITS UPDATE
D3 GLOBAL INSIGHTS
D4 TEACHER APPRENTICESHIP
D5 HOT TOPICS WITH KAREN & JIM
D6 NCSA 3-YEAR MENTORING PROGRAM
D7 UNDERSTANDING HUMAN TRAFFICKING
D8 HOW FOUNDATIONS UNITE TO SUPPORT

FRIDAY

E1 POSITIVITY PROJECT: THE '80S MIX TAPE VERSION
E2 BIRTH-GRADE 3 APPROACH FOR NEBRASKA SCHOOLS
E3 TEACHER SHORTAGE: RECRUITING, AND ONBOARDING
E4 CREATING A CULTURE OF ATTENDANCE
E5 TRENDS IN DISABILITY LAWS
E6 ADDRESSING THE TEACHER SHORTAGE
E7 INCORPORATING AI RESOURCES WITHIN SCHOOLS
E8 USING DATA TO DRIVE ACCOUNTABILITY & SUCCESS
E9 RENEWED 'TUDE (RESILIENT EDUCATORS)

F1 SUPERINTENDENT SHORTAGES & INCREASED INTERIMS
F2 RULE 10: REQUIREMENTS, REGULATIONS, REPORTS, ETC
F3 GENERATIVE AI IN PUBLIC SCHOOLS
F4 FILLING THE ED PIPELINE
F5 CONSTRUCTION DELIVERY METHODS
F6 CULTIVATING A CULTURE OF COLLABORATION
F7 CO-TEACHING: CHATGPT & ME
F8 STRENGTHENING BOARD LEADERSHIP FOR STUDENT SUCCESS

BOARD MEMBER BOOT CAMP

THURSDAY, NOVEMBER 20 - 7:00 TO 8:00 AM

ROLES, RESPONSIBILITIES, AND CHARACTERISTICS OF EFFECTIVE GOVERNANCE

Start your day with a continental breakfast and an interactive Bootcamp for all board members and superintendents too! Move through the eight engaging stations, each highlighting a key characteristic of an effective board from governance vs. management to fostering accountability and actionable tools to take back to your district. This session serves as a warmup for Breakout Session A8: Elevating Board Leadership: Effective Board Governance = Student Success where we move from the "what" of board work to the "how" of focusing on measured student success. Register for the Bootcamp through the QR Code:

A - BREAKOUT SESSIONS
THURSDAY, NOVEMBER 20 - 9:45 TO 10:45 AM



A1 LEGISLATIVE UPDATE - 2025 LEGISLATIVE RECAP AND LOOK TO 2026
Join Colby and Mike for a dive into what the Legislature accomplished in 2025 and a look at what is in store for 2026. New policy mandates, option enrollment discussion, retirement and benefit changes, and direction of school finance will all be discussed.
PRESENTERS: Colby Coash - NASB; Mike Dulaney - NCSA

A2 DUAL CREDIT AND WORKFORCE PREPARATION: THE TRANSFORMATIVE POWER OF THE CAREER ACADEMY
The Career Academy is a joint venture between Lincoln Public Schools and Southeast Community College. TCA provides academic and real-world experiences to high school juniors and seniors through high school and dual credit courses. We'll share innovative models that integrate high school academics with industry-relevant skills, creating pathways to immediate employment and higher education; and showcase data-driven outcomes that highlight strategic partnerships between schools and businesses that address critical workforce gaps. This presentation will empower attendees to implement and expand dual credit initiatives, ensuring students graduate with the skills demanded by today's job market.
PRESENTERS: Annie Mumgaard, Josh Jones & John Skretta - Lincoln Public Schools

A3 PUBLIC COMMENT AND LEGAL CONSIDERATIONS UNDER THE OPEN MEETINGS ACT
In this session, we will walk through public comment as prescribed by the Open Meetings Act. Then, we will walk through real-world examples and how boards should handle both simple and complicated scenarios under the Open Meetings Act.
PRESENTERS: Justin Knight - Perry Law Firm

A4 CONTROL THE CONTROLLABLES THROUGH LEADERSHIP FOCUSED ON CULTURE AND COMMON LANGUAGE
Attendees will hear how Westside Community Schools is focused on controlling what we can control through leadership, collaboration, and an emphasis on district culture. We will share ideas on how to create common language and a mindset about being focused on our classrooms while all kinds of things go on around us that we can't control. We will also share various "culture game plans" and an emphasis on E+R=O leadership.
PRESENTER: Mike Lucas - Westside Community Schools

A5 DOLLARS AND SENSE: BOARD MEMBER PERSONAL LIABILITY AND RELATED CONCERNS
It's already an unpaid volunteer job, and now you're telling me I could be personally liable?! Sometimes, maybe, possibly, yes. This presentation will focus on those situations where school board members (and superintendents) could face allegations leading to personal liability (i.e., money out of your own pocket), criminal sanctions, and even removal related to service on the school board. Don't fret too much--it doesn't happen often, but it's worth knowing when those situations could arise and how to navigate them!
PRESENTERS: Bobby Truhe & Steve Williams - KSB School Law

A6 OPPORTUNITY & ACCESS: BREAKING DOWN BARRIERS TO HONORS COURSE ENROLLMENT AND SUCCESS

Discover how one school district in Nebraska implemented system-wide changes to increase access and opportunity for honors courses for all students, with a particular emphasis on how the action steps were operationalized within social studies honors courses. Explore a step-by-step process and consider how similar impactful actions could be adopted in your own context!

PRESENTERS: Jaclyn Kellison & Takako Olson - Lincoln Public Schools

A7 INTEGRATING RESOURCES TO ENHANCE COMMUNICATION WITH NON-ENGLISH SPEAKING FAMILIES

Columbus Public Schools will share the available resources that can be integrated into your regular communication strategies to create seamless access for your non-English speaking families.

PRESENTERS: Nicole Anderson & Chip Kay - Columbus Public Schools

A8 ELEVATING BOARD LEADERSHIP: EFFECTIVE BOARD GOVERNANCE = STUDENT SUCCESS

Building on the Board Member Boot Camp warmup, this breakout takes you beyond the "what" of board roles and responsibilities into the "how" of using those roles to drive student success. Through scenarios, discussion, and practical resources, learn how to connect governance leadership to student outcomes, align board work with district improvement goals, and foster a culture of continuous growth. Leave equipped to move from understanding your role to leveraging it for maximum impact on student success.

PRESENTERS: Marcia Herring, Stacie Higgins & Stephanie Summers - NASB

A9 CREATING PARTNERSHIPS TO COMBAT THE TEACHER STORAGE

Learn how UNK and Kearney Public Schools have partnered to form the Kearney Education Collaborative aimed at improving educational opportunities and partnerships for recruiting teachers. Specifically, they will discuss "Teachmates," a program where selected UNK and KPS students form a mentee-mentor relationship. The speakers will discuss the "Kearney Teachers Tomorrow" scholarship program which created a Kearney High School to UNK to KPS pipeline for selected students/teachers. This session will highlight how other districts can consider similar options for their districts, both large and small.

PRESENTERS: Jason Mundorf - Kearney Public Schools; Mark Reid - UNK

A10 SCHOOL SAFETY DOESN'T HAPPEN BY ACCIDENT

Children who feel SAFE will take risks, ask questions, make mistakes, learn to trust, share their feelings, and grow! The Nebraska Department of Education (NDE) School Safety Team has built guidance and resource tools for schools in the safety and security requirements and best practices. The NDE Safety Team operates under the four pillars of prevention, preparedness, response, and recovery while using acronyms like EOP, SRP, SRM, PFA-S, and TA. Additionally, State Statutes implemented or introduced must also be adhered to. Schools who learn the acronyms, state statutes, and how to apply these concepts, toolkits, presentations, videos, and trainings are those recognized by NDE & their community to place school safety first. Join the NDE School Safety Director to make sure your school community is earning their Badge in safety and security.

PRESENTER: Jay Martin - NDE

A11 THE ROLE OF THE ATHLETIC ADMINISTRATOR

This session will help school district administrators and members of boards of education understand the multiple roles and responsibilities of the athletic administrator. Attendees will gain a better understanding of how to support and retain their athletic administrator, including the mentoring and professional growth opportunities available through both the National Interscholastic Athletic Administrators Association and the Nebraska State Interscholastic Athletic Administrators Association.

PRESENTERS: Nate Larsen - O'Neill Public Schools; Mark Armstrong - NSIAAA; Steve Throne - Millard Public Schools

B - BREAKOUT SESSIONS

THURSDAY, NOVEMBER 20 - 11:15 AM TO 12:15 PM



B1 Q & A WITH NSAA

This session will explore topics affecting NSAA member schools. Bring your questions as we discuss emerging trends and their impact on NSAA sanctioned activities.

PRESENTERS: NSAA Staff

B2 SUPERINTENDENT PANEL - "A DAY IN THE LIFE"

Practicing Superintendents present, discuss, and answer questions regarding their efforts in developing positive and personal work relationships with their board of education.

PRESENTERS: Troy Loeffelholz & Kevin Wingard - NCSA; Chris Prososki - Hastings Public Schools; Chip Kay - Columbus Public Schools; Mitch Kubicek - Milford

B3 HANDLING CLOSED SESSION CORRECTLY: LEGAL REMINDERS AND REMEDIES

Closed session can be a very complicated area of the law. In this session, we will walk through the legal requirements and case studies involving entering into closed session, discussions during closed session, "leaks" from closed session, and other legal issues that may arise in closed session.

PRESENTER: Justin Knight - Perry Law Firm

B4 COMMUNITY PARTNERSHIPS WITH A PURPOSE

Located on the Omaha Reservation in Macy, Nebraska, the UmónHon Nation "Against the Current" Career Academy is a model for small school districts seeking to create opportunities for local students and strong partnerships. Designed by BVH Architecture and built by Boyd Jones in close collaboration with the district, the Academy equips students with hands-on skills in automotive, construction, culinary, early childhood, entrepreneurship, and healthcare - offering direct career pathways within the community. This project demonstrates the power of team collaboration and local partnerships to develop resources, bringing meaningful workforce pipelines to life and reinvesting in their communities.

PRESENTERS: Kari Bappe, Cleveland Reeves, Stacie Hardy & Mark Pfister - Boyd Jones Construction

B5 PAIN IN THE APP, V. 11.0

This presentation is already in middle school, at 11 years and going strong. Come join the KSB attorneys for the latest and greatest in legal and practical developments around social media, technology, cell phones, and other key topics for administrators and board members.

PRESENTERS: Sara Rogers & Amanda Dabney - KSB School Law

B6 GROW YOUR OWN: DEVELOPING NEBRASKA'S FUTURE EDUCATORS

The Grow Your Own Education and Training Program of Study is a statewide, open-resource curriculum to help Nebraska schools develop future educators. This four-course program aligns with Nebraska state standards, embeds Universal Design for Learning, integrates Educators Rising, and meets dual-credit requirements. Attendees will learn how to implement the curriculum, access teacher training, and engage students in career exploration. Discover how this program can help build a sustainable educator pipeline for your district and invest in Nebraska's future teachers.

PRESENTERS: Lynne Herr - ESU 6; Katie Soto - ESU 9

B7 PROJECT PLANNING 101: INSIGHTS FROM PARTNERS IN DESIGN, CONSTRUCTION, FINANCE, AND MORE

Navigating a school construction project is no small task. This panel of experts will guide school leaders through three critical steps: identifying key partners, selecting the right delivery method, and understanding financing options; lease-purchase agreements, bonds, and building fund dollars. Attendees will gain actionable strategies and valuable perspectives from industry leaders, leaving equipped to navigate the complexities of construction planning with confidence and clarity. Whether planning a new project or refining your approach, this session will provide the essential knowledge to move your district forward successfully.

PRESENTERS: Aaron Plas - Bennington Public Schools; Steve Thiele - Hausmann Construction, Inc.; Tobin Buchanan - Northland Securities; Bob Soukup - Carlson West Povondra Architects

B8 STRENGTHENING BOARD AND SUPERINTENDENT LEADERSHIP: UTILIZING A BOARD HANDBOOK FOR EFFECTIVE GOVERNANCE

Effective governance is the foundation of a successful school district, and a well-structured Board of Education Handbook serves as a vital tool for aligning leadership, clarifying roles, and fostering strong superintendent-board relationships. This session will explore the process of implementing a BOE Handbook to enhance communication, decision-making, and governance efficiency. Participants will learn strategies for creating and utilizing a handbook that sets clear expectations, promotes collaboration, and strengthens the leadership capacity of both board members and superintendents. Practical examples and best practices will provide attendees with actionable steps to enhance their district's governance framework.

PRESENTERS: Sean Molloy, Derrick Joel & Gary Kubicek - Norris School District 160; Marcia Herring - NASB

B9 TAKING LEARNING BEYOND 175: EMPOWERING STUDENTS THROUGH SUMMER LEARNING

"Taking Learning Beyond 175" is a dynamic session designed to showcase the innovative summer school program aimed at expanding educational opportunities for all students beyond the regular 175 school days. Building on the foundation of whole-student excellence, this innovative "summer school" program goes beyond traditional boundaries by offering creative, hands-on learning experiences that foster growth, imagination, and resilience. Explore how this program has helped us enhance skills and empower students to reach their full potential. We'll discuss the program's impact on student activities and teacher satisfaction, at limited to no expense to the school district.

PRESENTERS: Susan Lindblad, Libby Lollman & Shawn Scott - Adams Central Public Schools

B10 CELL PHONES OFF

Grand Island Senior High School implemented a comprehensive effort to strictly enforce a no cell phone throughout the school day policy in January of 2024. GISH administrators, staff, and students will discuss the reasons behind the action, how students and parents were prepared for the implementation, what worked and didn't work, and where they are after living this change for almost two years.

PRESENTERS: Matt Fisher, Calvin Hubbard, GIPS teachers & students - Grand Island Public Schools

B11 BUILDING BRIDGES, NOT WALLS: TRANSFORMING SCHOOL CULTURE THROUGH RESTORATIVE PRACTICES

At Brady Public Schools, we've been reshaping our school culture by embracing restorative practices, which have become a cornerstone of how we connect, work, and grow together. These practices have strengthened relationships, fostered mutual respect, and created a true sense of community among students, staff, administrators, and the school board. Through collaboration and open communication, restorative practices have fostered a positive, supportive environment across our entire school ecosystem. In this presentation, we'll highlight how restorative practices have embedded our core values, helping repair harm, prevent conflict, and ensure everyone feels valued—building a community, not just a school.

PRESENTERS: Sara Gentry & Ann Foster - Brady Public Schools

C - BREAKOUT SESSIONS
THURSDAY, NOVEMBER 20 - 2:15 TO 3:15 PM



C1 STUDENT VOICES
Students from Nebraska high schools share their perspectives on issues that are important to the leaders of tomorrow.

C2 YOU ARE AN ESU BOARD MEMBER - 17 THINGS YOU NEED TO KNOW
As ESU Board Members, you will learn up to date information about the services in ESUs, the work of the ESUCC, the MOU with the NDE, legislative priorities, and more! Come ready to learn, share, and problem solve together.
PRESENTERS: Larianne Polk - ESUCC; Brad Dirksen - NDE; Colby Coash - NASB

C3 NEGOTIATIONS FOR BOARD MEMBERS
Negotiations is one of the most important functions of a school board. In fact, "personnel" is the largest item of a school district's budget. This session will walk through the statutory requirements for negotiations. We will also give boards an update on negotiations "hot topics" and ideas for your upcoming negotiations season.
PRESENTER: Justin Knight - Perry Law Firm

C4 BUCKLE UP: JOURNEYING THE STATE AND WHY YOUR SCHOOL STORY MATTERS!
Why do Nebraska schools rank high nationally? Why are Nebraska students sought after by employers everywhere? We'll take you to school districts across our great state in a quest to find the answers. The NCSA Ambassador Program and Nebraska Public School Advantage advocate for public education one remarkable story at a time. Since 2016, we have gathered nearly 500 stories of public school success. These stories, from the Metro to The Panhandle, are examples of the student first, Nebraska way. Buckle up!
PRESENTERS: Kevin Wingard & Tyler Dahlgren - NCSA

C5 LET'S DEAL! BARGAINING & CONTRACT CONSIDERATIONS FOR TOUGH POSITIONS & SHORTAGES
Every year, we're all getting more creative to address staffing issues. Those range from bargaining things like retention or hiring bonuses to salary schedule placement gamesmanship. The contract renewal process is becoming an arms race, with more schools incentivising staff to recommit or resign sooner. Plus there are always unique contract considerations for those unique positions and hybrid roles as staffing shortages continue. This presentation will go through all your options, pros and cons, and leave board members and administrators feeling ready to tackle these questions at your district.
PRESENTERS: Steve Williams & Sara Rogers - KSB School Law

C6 A BOARD-LED INITIATIVE FOR DIGITAL CITIZENSHIP
In today's digital world, teaching students to navigate online spaces responsibly is just as important as traditional academics. That's why the Hershey Board of Education made digital citizenship a formal priority for the 24-25 school year with the board goal to "Provide instruction on acceptable use of technology to better prepare students for responsible digital citizenship." To support this goal, we partnered with A.Plum Creative to develop engaging, fact-checked content that promotes responsible digital habits. Our initiative includes weekly social media posts, digital signage across campus, and ongoing resources for families and staff to help build a culture of integrity and safety in digital spaces, and we're already seeing results. Conversations around digital safety are increasing across classrooms and homes, showing the power of this effort.
PRESENTERS: Jane Davis & Steve Koch - Hershey Public Schools

C7 SCHOOL FINANCE REVIEW COMMISSION UPDATE

Join members of the recently created School Finance Commission for a panel presentation, Q & A, and update on the work of the commission.

PRESENTERS: Ann Foster - Brady Public Schools; Jason Dolliver - Pender Public Schools; Aaron Plas - Bennington Public Schools; Liz Standish - Lincoln Public Schools; John Schwartz - Millard Public Schools; Shavonna Holman - Omaha Public Schools; Keith Runge - Lakeview Community Schools

C8 LISTENING, LEARNING, LEADING: COMMUNITY-CENTERED STRATEGIC PLANNING

Engaging stakeholders for graduate success and long-term district planning. In partnership, the board and superintendent lead efforts to connect with the community, parents, staff, students, and local partners to define what every graduate must know and be able to do. This work begins with strategies for effective community engagement drawing from research linking public involvement to improved student outcomes and continues through ongoing stakeholder conversations that shape a shared vision for student success.

PRESENTERS: Caden Frank, Ben Anderjaska & Avary Pansing Brooks - NASB

C9 EMPOWERING STUDENTS IN SCHOOL MEDIA: CONTENT CREATION & MANAGEMENT

This session will showcase how students take an active role in managing and producing school media content. From publishing sports, extracurricular, and academic achievements on social media to creating engaging visuals for two video boards, students gain hands-on experience in digital media. By taking ownership of projects, they develop critical skills in communication, design, and media production. This presentation is ideal for school leaders seeking innovative ways to enhance media presence while providing students with real-world skills in communication, design, and project management.

PRESENTERS: Crystal Hassenstab & Shawn Scott - Adams Central Public Schools

C10 AN EVOLVING TECHNOLOGICAL LANDSCAPE: UPDATES TO SPARQ MEETINGS, NEGOTIATIONS, AND ONLINE PUBLISHING

Join us to learn about how Sparq Meetings and Negotiations have adapted to the ever-changing landscape of board governance. In this session, we will discuss updates to these applications and review tips and tricks to help you become more efficient and proficient. In addition, we will give an overview of Sparq Online Publishing and how it integrates with Sparq Meetings and your board governance.

PRESENTERS: Darion Miller & Nicole Kobus - Sparq Data Solutions

C11 REDEFINING ROUTES: ACCESSIBLE PATHWAYS TO CAREERS IN EDUCATION

Learn how Central Community College collaborates with institutions like Kearney Public Schools to establish accessible pathways to education careers. CCC's statewide, cost-effective offerings have already demonstrated significant impact in alleviating staffing challenges across K-12 institutions. This session will equip administrators and board members with practical knowledge to consider, potentially transforming their approach to recruitment and professional development. Join us to explore how these innovative programs are not only addressing immediate staffing shortages but also cultivating a sustainable pipeline of qualified educators for the future.

PRESENTERS: Megan Schmidt - Kearney Public Schools; Taylor Brase & Amy Mancini - Central Community College



D - BREAKOUT SESSIONS

THURSDAY, NOVEMBER 20 - 3:30 TO 4:30 PM



D1 A LISTENING SESSION WITH MEMBERS OF THE STATE BOARD OF EDUCATION

Share your thoughts on statewide education policy with members of the State Board of Education. State Board members are particularly interested in what is currently affecting local school boards and districts, and the solutions you have to offer for these issues. Topics may include school accountability, accreditation, and approval; educator certification; and statewide assessment, among others. Attending this session is a great opportunity for you to have your voice heard among members of the State Board of Education.

PRESENTERS: Elizabeth Tegtmeier - State Board of Education; Ryan Foor - NDE

D2 EHA BENEFITS UPDATE

Come learn more about the changes to the Medical and Dental plan effective September 1, 2026!

PRESENTERS: Cortney Ray - Blue Cross Blue Shield of NE; Greg Long - EHA

D3 GLOBAL INSIGHTS, LOCAL IMPACT: LESSONS FROM SINGAPORE AND SOUTH KOREA

Larianne Polk and Dan Schnoes had the privilege of participating in an international leadership academy in Singapore and South Korea, gaining invaluable insights into global leadership practices, innovative educational strategies, and cultural exchange. By observing how these countries tackle educational challenges and foster growth, we gained a deeper understanding of their approaches to teaching and learning. We hope you take away a desire to explore similar opportunities for yourself or your leadership personnel, as these global experiences not only enrich leadership development but also bring fresh, transformative perspectives that can benefit our entire educational ecosystem.

PRESENTERS: Larianne Polk - ESUCC; Dan Schnoes - ESU 3

D4 TEACHER APPRENTICESHIP - EXPERIENCES FROM THE FIELD

This session highlights the collaborative efforts of the Nebraska State Department of Education, Westside Community Schools, and Midland University in developing a successful apprenticeship program aimed at diversifying and strengthening Nebraska's teaching workforce. The session underscores the program's core purpose: to create sustainable pipelines of educators who are deeply grounded in their communities. The discussion covers the program's benefits - such as increased on-the-job training, community familiarity, and addressing critical staffing shortages - as well as lessons learned through ongoing stakeholder feedback, comprehensive support, and celebrating milestones. Future plans focus on expanding apprentice graduation rates, ensuring program sustainability through continued funding, and forging partnerships to meet high-need areas across Nebraska. Attendees will gain insights into the program's impact, lessons learned, and strategies for scaling these innovative pathways into teaching careers.

PRESENTERS: Nancy Christensen, Johanna Barnes, & Cammy Romanuck Murphy - Midland University; Andrea Haynes - Westside Community Schools; Kelly Baehr - NDE

D5 HOT TOPICS WITH KAREN & JIM

Join veteran school attorneys Jim from Perry Law and Karen from KSB for an insightful and entertaining session on the latest "Hot Topics" in school law. This dynamic duo will break down key legal issues that Nebraska school board members need to understand, whether they're already on your radar or just around the corner. Expect valuable takeaways... and a bit of lively banter between Jim and Karen along the way!

PRESENTERS: Karen Haase - KSB School Law; Jim Gessford - Perry Law Firm

D6 NCSA 3-YEAR MENTORING PROGRAM

Research shows that the retainment of school administrators is more successful if they are engaged in a strong multi-year mentoring program that supports the school administrator beyond a one year mentor program.
PRESENTERS: Troy Loeffelholz - NCSA; Mike Sieh - Wayne State College; Mike Teahon - UNK; Tami Williams - UNO

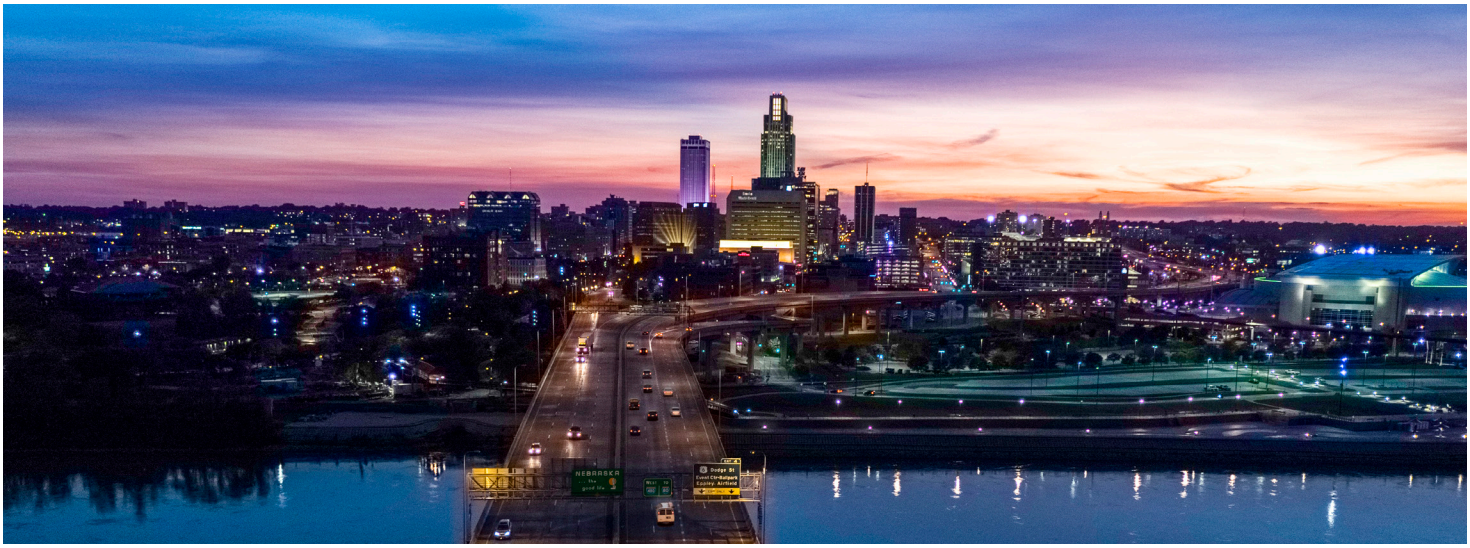
D7 UNDERSTANDING HUMAN TRAFFICKING AND EMPOWERING SCHOOLS TO TAKE ACTION

This session will offer a thorough overview of human trafficking, aiming to debunk common myths and highlight the harsh realities of this critical issue. Participants will explore how trafficking affects communities, recognizing warning signs and vulnerabilities that make students susceptible. The presentation will also introduce ESU 2's Human Trafficking Youth Prevention Education (HTYPE) program, which supports school districts in implementing prevention strategies. Attendees will learn how ESU 2 can collaborate with schools to provide tailored training for staff, students, and caregivers, equipping them with the knowledge to identify and prevent trafficking in their communities.
PRESENTER: Megan Reese - ESU 2

D8 STRENGTH IN PARTNERSHIPS: HOW FOUNDATIONS, DISTRICTS, AND COMMUNITIES UNITE TO SUPPORT TEACHERS AND STUDENTS

Education foundations play a unique and essential role in bridging the gap between district needs and community resources. This session will explore how one rural and one metro foundation have successfully partnered with their district and local community to create impactful programs that directly benefit teachers and students. Attendees will learn how collaborative initiatives such as teacher grants, student scholarships, technology enhancements and community-driven fundraising have strengthened public education and fostered engagement. Through real-life examples and practical takeaways, this session will highlight strategies for building meaningful partnerships, securing sustainable funding, and aligning efforts with district goals.
PRESENTERS: Toba Cohen-Dunning - Omaha Public Schools Foundation; Terri Burchell - North Platte Public Schools





E - BREAKOUT SESSIONS
FRIDAY, NOVEMBER 21 - 9:15 TO 10:15 AM



E1 POSITIVITY PROJECT: THE '80S MIX TAPE VERSION

With a fun and nostalgic '80s mixed tape anthem, this session will spotlight our district's PK-12 SEBL curriculum implementation of the Positivity Project. We will make connections to our CIP, the MTSS framework, PBIS, and our efforts to transform school culture by living out our district's mission to educate, embrace, and empower the whole child. We will share schoolwide activities we have implemented, our tiered approach to supporting student mental health and behavior learning, and resources we have found beneficial. Walk in with your best air guitar, walk out with power ballads and rad ideas on how Positivity Project could impact your school culture!

PRESENTERS: Allie Holcomb, Angela Zach & Brittany Vinchattle - Wakefield Community School

E2 BUILDING STRONG FOUNDATIONS: THE SCHOOL AS HUB BIRTH-GRADE 3 APPROACH FOR NEBRASKA SCHOOLS

The first eight years are crucial for a child's success, with schools playing a key role. The School as Hub Birth-Grade 3 Approach is built on an evidence-based framework designed to close opportunity gaps by strengthening early learning, family-school partnerships, and instruction. This session explores strategies for integrating early childhood with elementary education, building leadership, and engaging families and communities. Join us to learn actionable steps for transforming schools into hubs of support, ensuring all children and families have access to opportunities for lifelong learning and success from birth through age eight.

PRESENTERS: Cris Lopez Anderson - Buffet Early Childhood Institute; Itzeni Nayeli Lopez - University of Nebraska

E3 PRACTICAL STRATEGIES AND LESSONS LEARNED IN THE TEACHER SHORTAGE: RECRUITING, ONBOARDING, AND TRANSITIONING FOREIGN-TRAINED TEACHER CONTRACTS

As schools across Nebraska continue to grapple with teacher shortages, districts are exploring innovative and ethical strategies to recruit and retain high-quality educators. We will share and discuss practical strategies, along with lessons learned in recruitment, certification, and onboarding, as well as legal and ethical considerations when transitioning or ending contracts with international teachers.

PRESENTERS: Daniel Oldenburg, Katelyn Larsen & Jeremy Christiansen - Laurel-Concord-Coleridge School; Justin Knight - Perry Law Firm

E4 CREATING A CULTURE OF ATTENDANCE: STRATEGIES FOR REDUCING CHRONIC ABSENTEEISM IN HIGH-POVERTY RURAL SCHOOLS

Chronic absenteeism is a major issue in elementary schools, especially in high-poverty rural areas. This session will explore strategies for reducing absenteeism by improving school culture, implementing targeted interventions, and enhancing family support. Drawing from our experience, where we reduced absenteeism from 39% to 9% in three years, we'll share practices like building a positive school environment, early identification, and personalized support for at-risk students. Participants will gain actionable strategies to foster consistent attendance.

PRESENTER: Charla Brant - Hastings Public Schools

E5 MMMMM...SMELLS LIKE MEDICAL MARIJUANA AND MONEY DAMAGES: WHAT YOU NEED TO KNOW ABOUT TRENDS IN DISABILITY LAWS

Disability laws (IDEA, 504, ADA, etc.) can be tricky, because superintendents and board members usually aren't directly involved but certainly cut the checks and get the phone calls. This presentation will cover the emerging trends in special education that you have to know about in 2025 in a school leadership role, including policy implications and other legal considerations.

PRESENTERS: Bobby Truhe, Jordon Johnson & Amanda Dabney - KSB School Law

E6 MOVING TO THE HEAD OF THE CLASS: HOW ONE DISTRICT IS ADDRESSING TEACHER SHORTAGE

To combat teacher shortages, Lincoln Public Schools is implementing innovative "Grow Your Own" (GYO) programs to develop future educators from within its community. Participants will explore helpful strategies for creating and sustaining successful GYO programs, from identifying potential future teachers in local high schools to supporting paraprofessionals and career changers on their path to certification. Learn about the pilot Para Pathway to Teaching (PPT) program, Educators Rising Career, and Technical Student Organization opportunities. Learn practical ideas to build homegrown talent pipelines that reflect the richness and strengths of your student population, ultimately fostering a teaching workforce invested in its community.

PRESENTERS: John Skretta, Vann Price & Annie Mumgaard - Lincoln Public Schools

E7 INCORPORATING AI RESOURCES & GUIDELINES WITHIN NEBRASKA SCHOOLS

Attendees will hear from Westside Community Schools as they outline the process they have recently gone through to further study Artificial Intelligence and determine how to best embrace it and provide efficient and ethical guidelines for students, staff, parents, and community.

PRESENTERS: Mike Lucas, Andrea Haynes, Mark Weichel - Westside Community Schools

E8 ASKING THE RIGHT QUESTIONS: USING DATA TO DRIVE ACCOUNTABILITY & STUDENT SUCCESS

Accountability and student success begin with the questions board members bring to the table. This interactive session will help boards understand how to use data effectively to guide decision making, understand realistic expectations for improvement, and support district priorities. Learn how a Data Assessment Framework strengthens governance and why ongoing professional development matters. Explore the board's role in advancing system interventions to ensure a positive impact on student learning. Leave with practical questions and strategies to ensure your board is driving improved student outcomes through informed, accountable leadership.

PRESENTERS: Stacie Higgins & Stephanie Summers - NASB

E9 RENEWED 'TUDE (RESILIENT EDUCATORS)

Life moves at breakneck speed, and the pace in today's classrooms is no different. How can teachers keep up with the demands of the ever-changing curriculum, school meetings, and the never-ending tasks of running a classroom while still having fuel for life and their families? How can we best prioritize the human element of teaching so we can thrive both at work and at home? This deep dive into the Science of Happiness, Psychology, and the latest findings from Neuroscience will provide teachers with personally relevant strategies and tools to thrive in their professional and personal lives!

PRESENTER: Christopher Knoell - UNK



F - BREAKOUT SESSIONS

FRIDAY, NOVEMBER 21 - 10:30 TO 11:30 AM



F1 HELLO! THERE ARE SUPERINTENDENT SHORTAGES & INCREASED INTERIM POSITIONS. WHY?

Shortages in the teacher ranks are not the only shortages in education. What does the current landscape look like to replace school superintendents and administrators across the state.

PRESENTERS: Troy Loeffelholz - NCSA; Mike Sieh - Wayne State College; Mike Teahon - UNK; Tami Williams - UNO

F2 RULE 10: REQUIREMENTS, REGULATIONS, REPORTS, AND COMPLIANCE VISITS. HOW BOARD MEMBERS CAN SUPPORT SUPERINTENDENTS

Rule 10 has several sections, numerous statutes, and over 200 regulations. This is for board members who want to support their superintendent through having a better understanding of what it means to be accredited through Rule 10.

PRESENTERS: Decua Jean-Baptiste, Todd Wolverton & Sandra Suiter - NDE

F3 GENERATIVE AI IN PUBLIC SCHOOLS SEEMS LIKE THE "WILD, WILD WEST" - HOW SCHOOL BOARDS AND ADMINISTRATORS NEED TO UNDERSTAND AND MIGHT ADDRESS CORRALLING IT!

Jim and Derek will address the current status of AI, how many schools are or are not using it and what's in the future!

PRESENTERS: Jim Gessford & Derek Aldrege - Perry Law Firm

F4 LEVERAGING CAREER & TECHNICAL STUDENT ORGANIZATIONS TO FILL THE ED PIPELINE

Nebraska FCCLA is reaching nearly 3,000 Nebraska students with over 30 competitive events and programming opportunities that develop career skills in education and childcare. FCCLA's members are preparing for careers in some of the state's most concerning shortage areas. Join us to learn how your continued support of Family and Consumer Sciences and FCCLA can continue to enable your students and communities to thrive.

PRESENTERS: Nebraska FCCLA State Officers, Nebraska FCCLA Board of Directors

F5 CONSTRUCTION DELIVERY METHODS: THE PROS, THE CONS, AND THE RISKS

Choosing the right construction delivery method is critical for the success of your school project. This session will break down the details of common delivery methods, including hard bid, construction manager as advisor, construction manager at risk, and design-build. Learn how each method impacts cost, schedule, and collaboration - and which one aligns best with your goals. Through real-world examples, we'll discuss lessons learned, potential pitfalls, and key factors in making an informed decision. Whether you're planning a renovation or a new build, this session will help you confidently navigate the construction process.

PRESENTERS: Steve Thiele - Hausmann Construction, Inc.; Coady Pruett - KSB School Law

F6 STRATEGIC LEADERSHIP: CULTIVATING A CULTURE OF COLLABORATION

Delve into the essential elements that foster a culture of collaboration within education organizations. Gain insights into the underlying purpose, leadership approaches, and structural frameworks that propel collaborative efforts forward with an emphasis on the importance of leading with intentionality and focus. Attendees will explore four key levers, along with associated strategies and actions, that shape and nurture collaboration as well as have opportunities to make connections to deepen understanding throughout the session. The content, strategies, and resources are designed to accommodate various levels of implementation and stages of collaborative culture development.

PRESENTERS: Bill Pulte, Scott Blum & Cecilia Wilken - ESU 3

F7 CO-TEACHING: CHATGPT & ME

In this forward-leaning exploration, we will consider questions about Artificial Intelligence, ranging from its definition and potential applications/use cases to more fundamental issues such as ethical considerations and implications for classrooms and students. Our discussion will be both upbeat and honest, and you will leave with valuable insights for navigating the future that skipped our doorstep and is already in our classrooms.

PRESENTER: Christopher Knoell - UNK

F8 POLICY TO PRACTICE: STRENGTHENING BOARD LEADERSHIP FOR STUDENT SUCCESS

Strong school board leadership is essential for student success. This session will explore the NASB Board Governance Standards and their role in promoting effective governance, strategic decision-making, accountability, and policy leadership. Participants will gain insights into how policy serves as the foundation for board work, guiding district operations and aligning decisions with student-focused priorities. Whether you are a new or experienced board member, this session will provide valuable guidance on fostering a high-functioning, policy-driven board that supports improved student outcomes.

PRESENTERS: Marcia Herring, Caden Frank & Becky Erdkamp - NASB

Registering for the Conference

REGISTRATION FOR THE 2025 STATE EDUCATION CONFERENCE WILL OPEN WEDNESDAY, SEPTEMBER 10, 2025

To register, go to the NASB website at www.NASBonline.org and log in using your email and password, and click the State Education Conference link.

AS YOU REGISTER, BE SURE TO MAKE PLANS TO ATTEND THE EXHIBITOR RECEPTION FROM 4:00 TO 5:30 PM ON WEDNESDAY, NOVEMBER 19.

IF YOU HAVE SPECIAL DIETARY NEEDS DUE TO A MEDICAL CONDITION, CONTACT TAIDA GRANTSKI AT TGRANTSKI@NASBONLINE.ORG TO ARRANGE ALTERNATIVE MENUS.



NASB
Nebraska Association of
SCHOOL BOARDS

1311 STOCKWELL STREET
LINCOLN, NE 68502
WWW.NASBONLINE.ORG

RETURN SERVICE REQUESTED

2025 State Education Conference

November 19-21 - CHI Health Center - Downtown Omaha

"Out of the Public Schools Grows the Greatness of the Nation"

— Mark Twain

NASB
Nebraska Association of
SCHOOL BOARDS

Co-Sponsored by the Nebraska Association of School Boards
and the Nebraska Association of School Administrators

SHELBY-RISING CITY 2024-2025 INFORMATION

Educational Service Unit 7
Lead Customize Support Innovate

$14,126
Dollars saved by using ESU Services

446
Professional Learning Participants

207
Service Hours

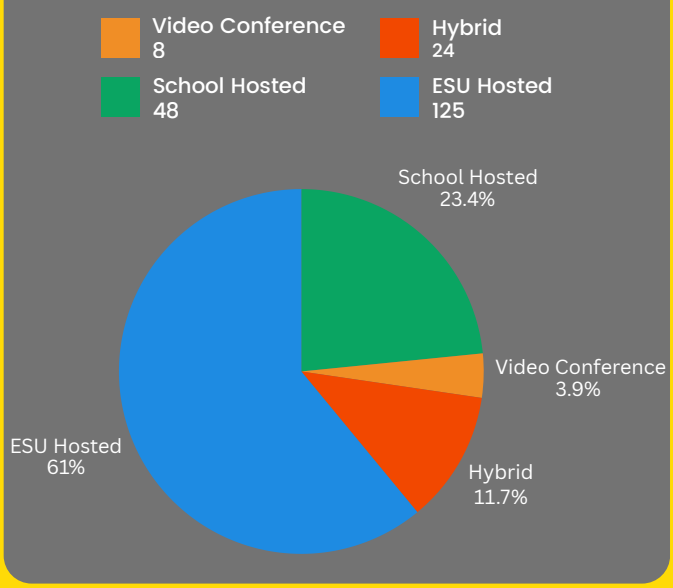
31
Professional Learning Visits

9:50 hrs
Total Tech Labor Time

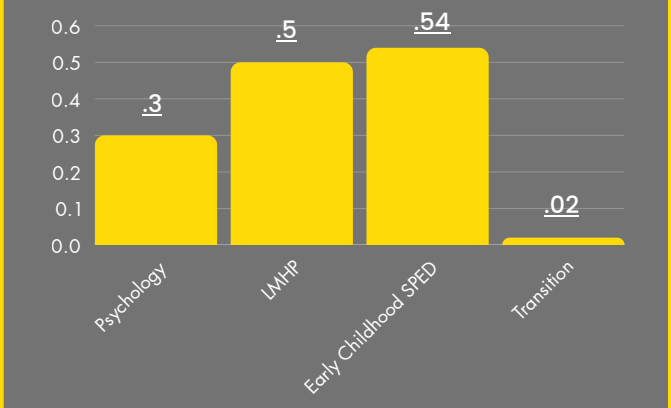
13
# of Tech Tickets

800
Supported Devices

Service Delivery Types



Contracted Staff - FTE



Services Planned and Accessed

- Planning & Consultation
- Electronic Recycling
- Information Security
- Resource Coach
- Grant Writing
- Continuous Improvement Process
- Crisis/School Safety
- BITS
- Principal Development
- Superintendent Development
- Develop, Revise, and Access Curriculum...
- Instructional Models
- Science Content Training
- Instructional Strategies
- Classroom Coaching
- Principal Coaching
- New Teacher Cohort
- LAN Manager Program
- Special Education PD
- Before Age 5 Training
- EL Professional Learning
- Career Academy Coordinator
- Products & Subscriptions
- Technology Support
- Internet and WAN Support
- Hardware Repair
- Distance Learning & Videoconferencing Support
- Server Hosting
- E-Rate
- Program Supervision
- Speech Language
- Early Childhood Special Education
- Part B 619 Early Childhood Special Education
- Part C Early Intervention
- Psychology
- Special Education Level III Behavior
- Bridges
- Deaf Education
- Transition
- Behavior & Mental Health Support
- Contracted Interpretation-Translation Support
- Autism Spectrum Disorders Grant
- Perkins Grant
- Title 1 Contract
- Title IC Migrant Ed Program
- Title II-A Consortium
- Title III - English Learners
- Title IV
- PEaK
- Print Shop
- Group Purchasing

SHELBY-RISING CITY
2023-2024
INFORMATION

Educational Service Unit 7
Lead Customize Support Innovate

$74,800
Dollars saved by using ESU Services

677
Professional Learning Participants

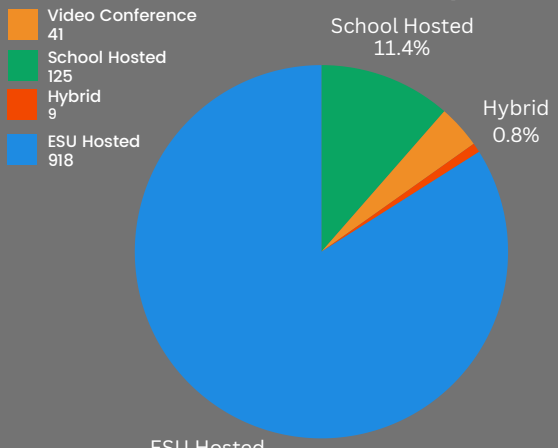
44
# of Tech Tickets

1,096
Service Hours

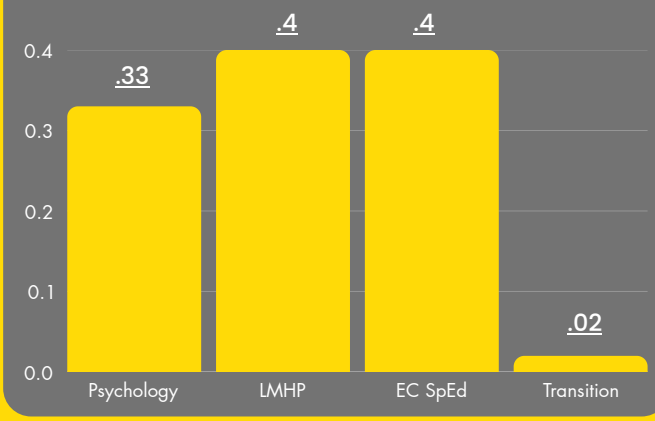
775
Supported Devices

115:45 hrs
Total Tech Labor Time

Service Delivery Types



Contracted Staff - FTE



Services Planned and Accessed

- Planning & Consultation
- Electronic Recycling
- Special Education Level III Behavior
- Continuous Improvement Process
- Multi-Tiered System of Supports (MTSS/RDA)
- Crisis/School Safety
- Principal Development
- Superintendent Development
- Develop, Revise, and Access Curriculum based on Standards
- Instructional Materials Adoption
- Instructional Models
- English Language Arts (ELA) Content Training
- Math Content Training
- Instructional Strategies
- Other/Non-NSCAS Content Trainings
- NWEA Training/Support
- Digital Learning including BlendEd
- Classroom Coaching
- Principal Coaching
- New Teacher Cohort
- Principal/Teacher Evaluation
- LAN Manager Training
- Special Education PD
- Before Age 5 Training
- Career Academy Coordinator
- Products and Subscriptions
- Technology Support
- Internet and WAN Support
- Hardware Repair
- Distance Learning & Videoconferencing Support
- Server Hosting
- Information Security
- E-Rate
- Program Supervision
- Part B 619 Early Childhood Special Education
- Part C Early Intervention
- Psychology
- Cen7ter
- Transition
- Behavior & Mental Health Support
- Contracted Interpretation-Translation Support
- Autism Spectrum Disorders Grant
- Perkins Grant
- Title 1 Contract
- Title IC Migrant Education Program
- Title II-A Consortium
- Title III - English Learners
- Title IV
- Transition Grant
- Planning Region Team
- PEaK
- Early Learning Connection (ELC)
- Print Shop
- Group Purchasing
- Coop Purchasing

Providing leadership and support by delivering customized and innovative services.

Agency Team

Kris Elmshaeuser, Interim Administrator - kelmshaeuser@esu7.org
Tami Clay, Special Education Director - tclay@esu7.org
Dan Ellsworth, Network Operations Director - ellsworth@esu7.org
Marci Ostmeyer, Professional Development Director - mostmeyer@esu7.org
Cynthia Alarcon, Migrant Education Program Coordinator - calarcon@esu7.org
Lisa Duranski, Special Education Teacher - lduranski@esu7.org
Christina Hancock, Speech Language Pathologist - chancock@esu7.org
Jenna Mattox, Resource Coach - jmattox@esu7.org
Cara Neesen, Student Services Principal - cneesen@esu7.org
Kaise Recek, Vision Coordinator - krecek@esu7.org
Sonya Sukup, Licensed Mental Health Practitioner - ssukup@esu7.org
Jackie Ternus, School Psychologist - jternus@esu7.org

Board of Directors

Doug Pauley, President, District 8
Jack Young, Vice President, District 5
Dawn Lindsley, Secretary, District 12
Richard Stephens, District 1
Beth Kabes, District 2
Amy Blaser, District 3
Richard Luebbe, District 4
Bob Arp, District 6
Karen Gomez, District 7
Joyce Baumert, District 9
Marni Danhauer, District 10
Donald Graff, District 11 - dgraff@esu7.org

Leadership §79-1204(1)(d)
ESU 7 Leadership works to stay informed on current trends and training while promoting growth to foster an environment where service and support can take place. Through purposeful leadership and partnerships with school districts, we support schools in identifying their strengths, analyzing their priorities, setting and reaching their improvement goals.

Professional Development §79-1204(3)(b)
ESU 7 Professional Development provides services to support improvement of teaching and student learning by focusing on enhancing continuous improvement efforts, and support for achieving district goals.

Technology/Infrastructure §79-1204(2)(a)(ii)
ESU 7 provides technology support, consultation, assistance, training and skill development for hardware and software, in addition to cost savings for internet services and software purchases. ESU 7 coordinates distance learning courses for K-12 students and professional development for educators using an alternative method of delivery.

Instructional Materials §79-1204(2)(a)(iii)
ESU 7 provides instructional materials through tangible and online content to support curriculum and instruction.

Other §79-1204(5)
ESU 7 offers efficient and cost-effective print shop art media services including copying, collating, stapling, laminating, binding, folding, letters and symbols, full color poster printing, as well as lamination of materials to support instruction.

Grants §79-1204(2)(e)
ESU facilitates state and federal grants including: Title IA, Migrant Education (Title IC), Title IIA, Title III, Title IV, Carl Perkins, Autism Spectrum Disorders (ASD), Early Learning Connection (ELC), Planning Region Team (PRT), Transition, Regional 4 Behavioral Health System Prevention, and PEaK (Promoting Engagement and Knowledge).

Student Services §79-1204(5)
ESU 7 provides contracted special education services to districts including: Psychology, Speech and Language, Vision, Hearing, Early Childhood, Resource Coach, Mental Health, Transition, Behavior Analyst and Program Supervision.

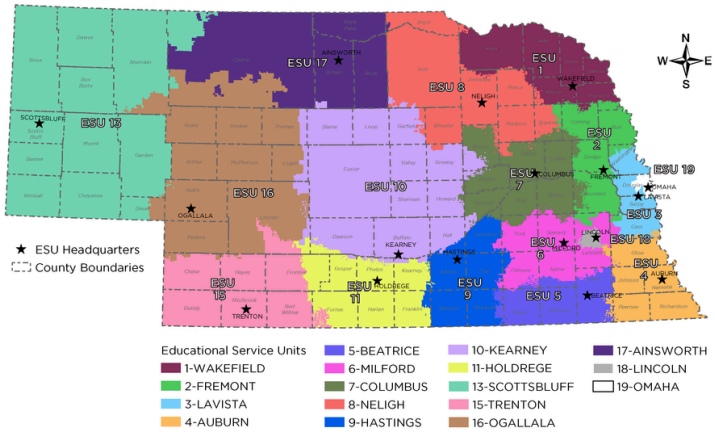
The ESU 7 Learning Academy supports students in unlocking their potential by working collaboratively with stakeholders and meeting students where they are academically, behaviorally, and socially to build on their strengths in order to successfully transition back to their prior educational environment.

ESU 7 Cen7ter builds on student's strengths to prepare each for independence in school, their communities, employment, leisure and social environments.

Main Office
2657 44th Avenue
Columbus, NE 68601
402-564-5753
Fax: 402-563-1121
www.esu7.org

Student Services
2563 44th Avenue
Columbus, NE 68601
402-564-0815
Fax: 402-563-1121
www.esu7.org

ESU 7 Policy Manual



It is the policy of ESU 7 to not discriminate on the basis of sex, disability, race (including skin color, hair texture and protective hairstyles), color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, gender identity or sexual orientation, or other protected status in its educational programs, admission policies, employment policies or other administered programs. Persons requiring accommodations to apply and/or be considered for positions are asked to make their request to the Chief Administrator.

SHELBY-RISING CITY
2023-2024

Educational Service Unit 7
Lead Customize Support Innovate

$74,800
Dollars saved by using ESU Services

1,096
Service Hours

775
Supported Devices

44
# of Tech Tickets

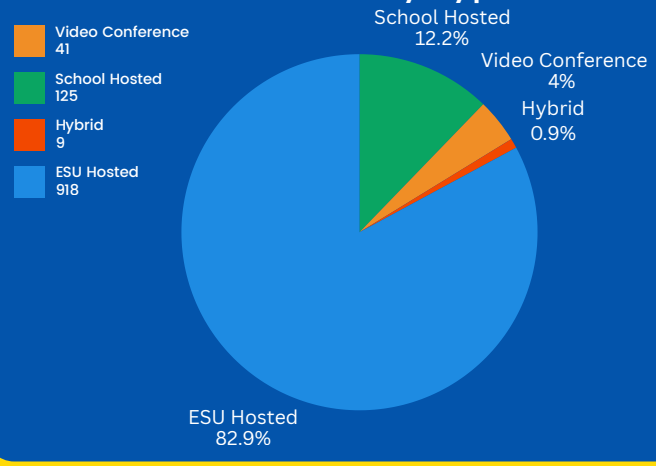
677
Professional Learning Participants

55
Professional Learning Visits

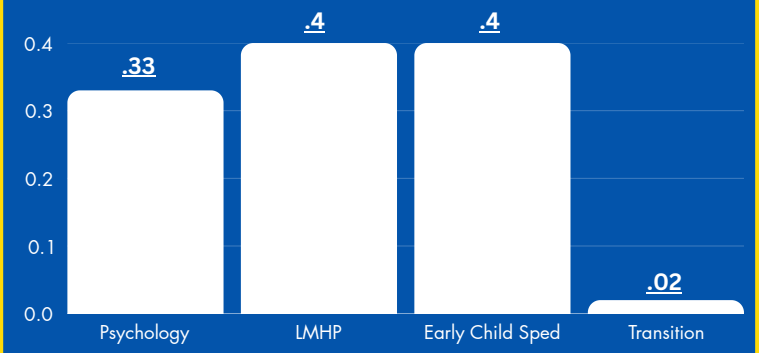
115:45 Hrs
Total Tech Labor Time

2:37 Hrs
Average Tech Ticket Time

Service Delivery Types



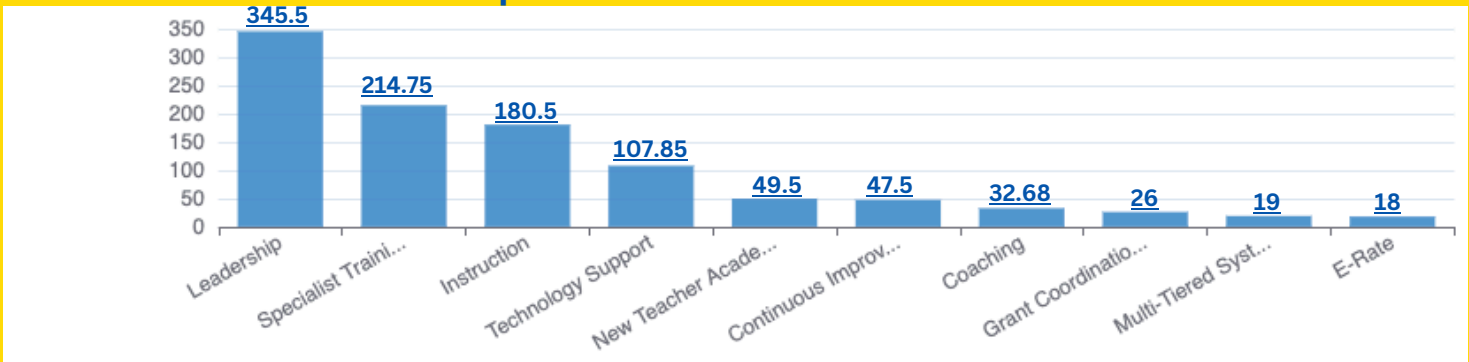
Contracted Staff - FTE



District Priorities

- Math curriculum (secondary)
- Aligning curriculum of our newly purchased math standards
- Bringing all new teachers up to speed with SRC priorities standards
- Revamping our Teacher Evaluation tool to be approved this summer by NDE
- New standard in Tech to be implemented for by the 24-25 school year according to NDE
- Evaluation tool for our principals as well

Top 10 Services Accessed - Hrs



2024-2025

Providing leadership and support by delivering customized and innovative services.

Blues

What are we doing well you don't want to see change?

Fall of 2024

- Have an amazing PD staff organizing and guiding us. Switching PLC to 2 days a month. Did to utilize time and ESU staff better.
- Marci does a great job and love the print shop, make flyers and done in a short amount of time.
- Migrant does a fantastic job.
- Tami & Carolyn are great at helping with the fiscal requirements in SPED and with grants.

Greens

How can we improve, add, or change to better meet your needs?

Fall of 2024

- Will be meeting with Ernie and concerns with Schoolzilla moving to Educlimber. Ernie is providing support and has been informative of the situation.
  - Ernie met with Tucker.

Continuous Improvement Goals

1. Goal 1: 85% of students will meet/exceed their projected growth on the Spring MAP math assessment by the end of the 21/26 school improvement cycle.
2. Goal 2: PBiS: Guide Shelby-Rising City students to be respectful and responsible active learners.
3. Goal 3: Shelby-Rising City teachers will develop a plan to teach and assess student writing by 2026.

10:05 Hrs
Total Tech Labor Time

250
Service Hours

531
Professional Learning Participants

800
Supported Devices

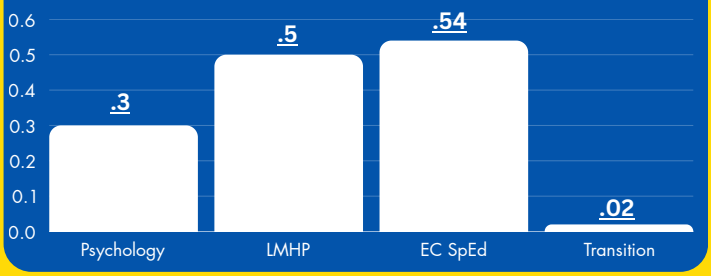
14
# of Tech Tickets

$16,918
Dollars saved by using ESU Services

District Priorities

1. Implementing new ELA instructional materials
2. Teaching strategies
3. SPED - TIP support, Autism Center, Behavior (Brandy), MANDT - more training offered

Contracted Staff - FTE



Services Planned and Accessed

- Planning & Consultation
- Electronic Recycling
- Information Security
- Resource Coach
- Grant Writing
- Continuous Improvement Process
- Multi-Tiered System of Supports (MTSS/RDA)
- Crisis/School Safety
- BITS
- Principal Development
- Superintendent Development
- Develop, Revise and Assess Curriculum based on Standards
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- Title III - English Learners
- Title IV
- PEaK
- Transition Grant
- PEaK
- Production/Print Shop
- Group Purchasing

NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

Shelby-Rising City Public Schools (72-0032) in Polk County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 10 day of September, 2025 at 6:30 o'clock, P.M., at Room 402 in Shelby-Rising City Public Schools for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours. For more information on statewide receipts and expenditures, and to compare cost per pupil and performance to other school districts, go to: https://nep.education.ne.gov

FUNDS	Actual Disbursements & Transfers 2023-2024 (1)	Actual/Estimated Disbursements & Transfers 2024-2025 (2)	Budgeted Disbursements & Transfers 2025-2026 (3)	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Total Personal and Real Property Tax Requirement (7)
General	$ 7,652,369.00	$ 8,155,752.00	$ 10,000,348.00	$ 1,100,000.00	$ 5,854,951.00	$ 5,298,381.00
Depreciation	$ 109,379.00	$ 468,606.00	$ 530,854.00		$ 530,854.00	
Employee Benefit	$ 53,468.00	$ 50,000.00	$ 55,000.00	$ 36,993.00	$ 91,993.00	
Contingency	$ -	$ -	$ -		$ -	
Activities	$ 295,655.00	$ 410,449.00	$ 500,000.00	$ -	$ 500,000.00	
School Nutrition	$ 284,557.00	$ 320,273.00	$ 355,498.00	$ 32,670.00	$ 388,168.00	
Bond	$ 907,338.00	$ 906,026.00	$ 1,998,139.00	$ -	$ 1,105,159.00	$ 902,000.00
Special Building	$ 53,219.00	$ 40,000.00	$ 143,343.00		$ 89,963.00	$ 53,919.00
Qualified Capital Purpose Undertaking	$ -	$ -	$ -	$ -	$ -	$ -
Cooperative	$ -	$ -	$ -	$ -	$ -	
Student Fee	$ -	$ -	$ -	$ -	$ -	
	$ -	$ -	$ -	$ -	$ -	
TOTALS	$ 9,355,985.00	$ 10,351,106.00	$ 13,583,182.00	$ 1,169,663.00	$ 8,561,088.00	$ 6,254,300.00

	Bond Purposes	Non-Bond Purposes	Total
Breakdown of Property Tax	$ 902,000.00	$ 5,352,300.00	$ 6,254,300.00

Notice of Special Hearing To Set Final Tax Request

Shelby-Rising City Public Schools (72-0032) in Polk County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1632, that the governing body will meet on the 10 day of, September 2025 at 6:45 o'clock P.M., at Room 402 in Shelby-Rising City Public Schools for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request.

	2024-2025	2025-2026	Change
Property Valuations	934,612,719	1,078,397,853	15%

	2024-2025 Budget Information				***2025-2026 Budget Information***				
Fund	2024-2025 Operating Budget	2024-2025 Property Tax Request	2024 Tax Rate	Property Tax Rate (2023-2024 Request **Divided By** 2024 Valuation)	2025-2026 Operating Budget	2025-2026 Proposed Property Tax Request	Proposed 2025 Tax Rate	Change in Tax Rate	Change in Operating Budget
General Fund	9,705,716.00	5,489,909.00	0.587399	0.509080	10,000,348.00	5,298,381.00	0.491320	-16%	3%
Bond Fund(s) K - 12	1,960,527.00	902,000.00	0.096511	0.083643	1,998,139.00	902,000.00	0.083643	-13%	2%
Special Building Fund	118,060.00	46,732.00	0.005000	0.004333	143,343.00	53,919.00	0.005000	0%	21%
Total	11,784,303.00	6,438,641.00	0.688910	0.597056	12,141,830.00	6,254,300.00	0.579963	-16%	3%

RESOLUTION SETTING THE PROPERTY TAX REQUEST

RESOLUTION NO. 9102025

WHEREAS, Nebraska Revised Statute 77-1632 and 77-1633 provides that the Governing Body of Shelby-Rising City Public Schools passes by a majority vote a resolution or ordinance setting the tax request; and

WHEREAS, a special public hearing was held as required by law to hear and consider comments concerning the property tax request;

NOW, THEREFORE, the Governing Body of Shelby-Rising City Public Schools resolves that:

1. The 2025-2026 property tax request be set at:

General Fund:	$	5,298,381.00
Bond Fund:	$	902,000.00
Special Building Fund:	$	53,919.00
Qualified Capital Purpose Undertaking Fund:	$	-

2. The total assessed value of property differs from last year's total assessed value by 15.38 percent.

3. The tax rate which would levy the same amount of property taxes as last year, when multiplied by the new total assessed value of property would be 0.597056 per $100 of assessed value.

4. Shelby-Rising City Public Schools proposes to adopt a property tax request that will cause its tax rate to be 0.579963 per $100 of assessed value.

5. Based on the proposed property tax request and changes in other revenue, the total operating budget of Shelby-Rising City Public Schools will increase (decrease) last year's budget by 31.22 percent.

6. A copy of this resolution be certified and forwarded to the County Clerk on or before October 15, 2025.

Motion by _____, seconded by _____ to adopt Resolution 9102025.

Voting yes were:	Voting no were:
Geoff Ruth	
Chris Whitmore	
Denise Thelen	
Kasey Hopwood	
Joe Noyd	
Crystal Zimmerman	

Dated this 10th day of September, 2025