

**Board of Education Regular Meeting  
Monday, August 8, 2022 7:00 PM**

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

Notice is hereby given that a Board of Education Regular Meeting of the School District of Bayard in the Counties of Morrill, Scotts Bluff, Box Butte, and Banner in the State of Nebraska will be held on Monday, August 8, 2022 at 7:00 PM in the Bayard High School Library located at 726 4<sup>th</sup> Avenue, Bayard, NE 69334, which meeting shall be open to the public. An agenda for such meeting, kept continuously current is available for public inspection during normal business hours at the office of the Superintendent, located at 726 4<sup>th</sup> Avenue, Bayard, NE 69334.

## **AGENDA**

- I. Opening the Meeting
  - I.A. Call to Order
  - I.B. Open Meetings Act
  - I.C. Notice of Meeting
  - I.D. Roll Call
  - I.E. Status of Absent Board Members
- II. Approval of Agenda
- III. Introduction of Guests
- IV. Public Comments
- V. Recognition of Student Achievements
- VI. Tour of School District Buildings
- VII. Student Board Representative Report
- VIII. Invited Presentations and Discussions with Presenters
  - VIII.A. Strategic Plan Progress Presentation and Discussion
- IX. Board Committee Reports and Recommendations
- X. Action Items
  - X.A. Consent Agenda
    - X.A.1. Minutes of Previous Meeting
    - X.A.2. Bills
    - X.A.3. Board Member Reports
    - X.A.4. Reports and Correspondence Requiring No Action
      - X.A.4.a. General Reports and Financial Reports
      - X.A.4.b. Reports for Information Only
    - X.A.5. Adoption of Policies on First Reading
    - X.A.6. Adoption of Policies on Second Reading
    - X.A.7. Approval of Contracts within Policy Guidelines
    - X.A.8. Safety and Security Self-Assessment
  - X.B. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Student Board Representative Initiative.
  - X.C. Discuss, Consider, and Take All Necessary Action on Restructuring of Current Rule 11 Preschool.
  - X.D. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Certificated Employment of April Halverson .6FTE for Early Childhood Education.
  - X.E. Discuss, Consider, and Take All Necessary Action in Regard to Approving Contract for Rule 11 Early Childhood Services to Grace Dobrinski contingent on NDE Waiver.

- X.F. Discuss, Consider, and Take All Necessary Action in Regard to Dr. Radford's Release of Contract with Soliant Health
- X.G. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Extra Duty Assignments
- X.H. Discuss, Consider, and Take All Necessary Action on Approval of Local Substitute Maddison Schlosser & Coady Reffalt.
- X.I. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Continuity of Learning Plans for the 2022-2023 School Year
- X.J. Discuss, Consider, and Take All Necessary Action in Regard to Adoption of the School District's Emergency Operations Plans for the 2022-2023 School Term
- X.K. Discuss, Consider, and Take All Necessary Action in Regard to Authorizing Payment of Bills and Authorizing Transfers to the Activity Fund and Employee Benefit Fund Through the End of August 2022
- X.L. Discuss, Consider, and Take All Necessary Action in Regard to Revising Adult Meal Prices for the School Lunch and Breakfast Programs to Reflect our Reimbursement Rates
- X.M. Discuss, Consider, and Take All Necessary Action in Regard to Approving a Bid from Frontier Basement Solutions for Secondary Building Foundation Repairs
- X.N. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Estimate from Pipeworks to Replace Elementary Water Heater.
- XI. Discussion Items
  - XI.A. Review and Discussion of Policies 5118 through 5129 in the 5000 series.
  - XI.B. Discussion regarding the Board of Education attending the NASB Area Membership Meeting in Gering, Nebraska on August 29,2022.
- XII. Reports
  - XII.A. Principals and District Administrators
  - XII.B. Superintendent:
    - Areas of focus over the last couple of weeks:
      1. Working with Alicap concerning claims to roofs and scoreboard.
      2. Working with NDE Dept. of Early Childhood concerning assessment training, certification, certification waivers, grant transfers and partnership opportunities with other agencies/entities.
      3. Worked with some staff members concerning questions they may have about retirement concerning the application process and anticipated compensation.
      4. Worked on NDE reports and grants.
      5. Kurt took me on the District's routes.
      6. Reached out to the NE Safety Center concerning transportation training(s).
      7. Met with ESU 13 personnel concerning program availability, the District's anticipated needs and how best to bridge any apparent gap.

8. Note: Custodians are getting the building/facilities prepped for student return and many teachers are getting their rooms ready.

XIII. Set Next Meeting Date

XIV. Adjournment

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

# Bayard School Board of Education Annual Calendar

January	February	March	April	May	June
<ul style="list-style-type: none"> <li>* Oath of Office</li> <li>* Board Officer Elections</li> <li>* Designate Depository of the District</li> <li>* Designate Legal Firm for the District</li> <li>* Designate Auditors for the District</li> <li>* Designate Official to Apply for Grants and Testify Before Legislature</li> <li>* Board Code of Ethics</li> <li>* Discuss Board Committees</li> <li>* Approve Policy Manual</li> <li>* Review of Accountability and Disclosure Commission Conflict of Interest Reporting Form</li> <li>* NASB Legislative Issues Conference</li> </ul>	<ul style="list-style-type: none"> <li>* Committee on American Civics Meeting</li> <li>* Policy Committee Meeting</li> <li>* Board Committee Assignments</li> <li>* Review Draft of School Calendar</li> <li>* Curriculum Review and Approve Course Catalog</li> <li>* Approve Negotiated Agreement with BEA</li> <li>* Update on State Standards Requirements</li> <li>* Discuss and Take Action on Compensation of Principals and Directors</li> <li>* NASB President's Retreat</li> <li>* NASB Budget and Finance Workshop</li> <li>* NSBA Advocacy Institute</li> </ul>	<ul style="list-style-type: none"> <li>* Curriculum Committee Meeting</li> <li>* Building Committee Meeting</li> <li>* Approve School Calendar</li> <li>* Adopt Resolution Pertaining to Non-Resident Students</li> <li>* Tour of School Buildings, Facilities, Bus Barn</li> <li>* Review 5 Year Facilities Plan</li> <li>* Consider Curriculum Proposals</li> <li>* Discuss Compensation of Superintendent</li> <li>* NASB Membership Renewal</li> <li>* NAEP State Convention</li> </ul>	<ul style="list-style-type: none"> <li>* Board Workshop</li> <li>* Board Self-Assessment And Board Goals</li> <li>* Approve FFA Trip to National FFA Convention</li> <li>* Review Strategic Plan Progress Report</li> <li>* Take Action on Compensation of Superintendent</li> <li>* NASB Spring Legal Workshop</li> <li>* NRCSA Conference</li> <li>* NSBA Annual Conference and Exposition</li> </ul>	<ul style="list-style-type: none"> <li>* Review Extra-Duty Assignments</li> <li>* Approve Classified Staff Handbook, Preschool Handbook, and Pathfinders Program Handbook</li> <li>* Finalize Plan for District Summer Improvements</li> <li>* Review Pathfinders Program</li> <li>* Distribute Superintendent Evaluation (Long Form)</li> <li>* Attend Graduation Ceremony</li> <li>* Attend Staff Retirement Recognition</li> </ul>	<ul style="list-style-type: none"> <li>* NSAA Related Activities Budget</li> <li>* Approve Activities Handbook for Head Coaches and Sponsors, Student and Parent Activity Handbook, and Student and Parent Handbook</li> <li>* Review State Aid Certification</li> <li>* Transportation Director Report</li> <li>* Evaluate Superintendent (Long Form) and Superintendent Goals</li> <li>* NASB School Law Seminar</li> </ul>

# Bayard School Board of Education Annual Calendar

July	August	September	October	November	December
<ul style="list-style-type: none"> <li>* Policy Committee Meeting</li> <li>* Establish Prices for Athletic Admission and Activity Tickets</li> <li>* Establish Prices for School Lunch and Breakfast Programs</li> <li>* Reaffirm Vision Statement, Mission Statement, and Core Covenants</li> <li>* Approve Certificated Staff Handbook and Substitute Teacher Handbook</li> <li>* Hearing on Student Fee Policy, Parental Involvement Policy, Student Anti-Bullying Policy, and School Wellness Policy</li> </ul>	<ul style="list-style-type: none"> <li>* Budget and Audit Committee Meeting for District Budget</li> <li>* Budget and Audit Committee Meeting with Auditors</li> <li>* Tour of School Buildings, Facilities, and Bus Barn</li> <li>* Authorize Payment of Bills Through End of August</li> <li>* Review Annual Emergency Plan</li> <li>* District School Safety Assessment</li> <li>* Board Welcome of New Staff</li> <li>* Board Staff Steak Fry</li> <li>* NASB Area Membership Meetings</li> </ul>	<ul style="list-style-type: none"> <li>* Budget Hearing</li> <li>* Final Tax Request Hearing</li> <li>* Adopt District Budget</li> <li>* Approve Tax Resolution For General Fund, Special Building Fund, and Bond Fund</li> <li>* Review Summer School Program</li> <li>* NASA/NASB Labor Relations Conference</li> </ul>	<ul style="list-style-type: none"> <li>* Policy Committee Meeting</li> <li>* Board Workshop</li> <li>* Consider BEA Request for Recognition as Bargaining Agent</li> <li>* Discuss Negotiations Timeline and Collective Bargaining with BEA</li> <li>* Review Fall District Enrollment Numbers</li> <li>* Review SPED and HAL Programs</li> <li>* Review Statewide Assessment Results</li> <li>* Appoint NASB Delegate Assembly Representative</li> <li>* NASB Facilities and Construction Workshop</li> </ul>	<ul style="list-style-type: none"> <li>* Committee on American Civics Meeting</li> <li>* Teacher Staff Committee Meeting for Negotiations</li> <li>* Approve Audit/Annual Financial Report</li> <li>* Review ACT Results</li> <li>* Prom Plan Presentation</li> <li>* Review District Annual Report</li> <li>* Request Nominations for the Volunteer Section of the Mike Cillessen Memorial Board</li> <li>* Distribute Superintendent Evaluation (Short Form)</li> <li>* NASB State Education Conference</li> <li>* NASB Delegate Assembly</li> </ul>	<ul style="list-style-type: none"> <li>* Teacher Staff Committee Distributes Staff Recognition Items</li> <li>* Select Nominations for the Volunteer Section of the Mike Cillessen Memorial Board</li> <li>* Superintendent Evaluation (Short Form)</li> <li>* NASB New Board Member Workshop</li> </ul>

## **POLICY NO. 9106 - BOARD MEMBER CODE OF ETHICS**

Board members' actions, verbal and nonverbal, reflect the attitude and the beliefs of the school district. Therefore, board members must conduct themselves professionally and in a manner fitting to their position.

Each board member shall follow the code of ethics stated in this policy.

### **AS A SCHOOL BOARD MEMBER:**

1. I will listen.
2. I will respect the opinion of others.
3. I will recognize the integrity of my predecessors and associates and the merit of their work.
4. I will be motivated only by an earnest desire to serve my school district and the children of my school district community in the best possible way.
5. I will not use the school district or any part of the school district program for my own personal advantage or for the advantage of my friends or supporters.
6. I will vote for a closed session of the board if the situation requires it, but I will consider "secret" sessions of board members unethical.
7. I will recognize that to promise in advance of a meeting how I will vote on any proposition which is to be considered is to close my mind and agree not to think through other facts and points of view which may be presented in the meeting.
8. I will expect, in board meetings, to spend more time on education programs and procedures than on business details.
9. I will recognize that authority rests with the board in legal session and not with individual members of the board, except as authorized by law.
10. I will make no disparaging remarks, in or out of the board meeting, about other members of the board or their opinions.
11. I will express my honest and most thoughtful opinions frankly in board meetings in an effort to have decisions made for the best interests of the children and the education program.
12. I will insist that the members of the board participate fully in board action and recommend that when special committees are appointed, they serve only in an investigative and advisory capacity.
13. I will abide by majority decisions of the board.
14. I will carefully consider petitions, resolutions and complaints and will act in the best interests of the school district.
15. I will not discuss the confidential business of the board in my home, on the street or in my office; the place for such discussion is the board meeting.
16. I will endeavor to keep informed on local, state and national educational developments of significance so I may become a better board member.

#### IN MEETING MY RESPONSIBILITY TO MY SCHOOL DISTRICT COMMUNITY:

1. I will consider myself a trustee of public education and will do my best to protect it, conserve it, and advance it, giving to the children of my school district community the educational facilities that are as complete and adequate as it is possible to provide.
2. I will consider it an important responsibility of the board to interpret the aims, methods and attitudes of the school district to the community.
3. I will earnestly try to interpret the needs and attitudes of the school district community and do my best to translate them into the education program of the school district.
4. I will attempt to procure adequate financial support for the school district.
5. I will represent the entire school district rather than individual electors, patrons or groups.
6. I will not regard the school district facilities as my own private property but as the property of the people.

#### IN MY RELATIONSHIP WITH THE SUPERINTENDENT AND EMPLOYEES:

1. I will function, in meeting the legal responsibility that is mine, as part of a legislative, policy-forming body, not as an administrative officer.
2. I will recognize that it is my responsibility, together with that of my fellow board members, to see the school district is properly run and not to run them myself.
3. I will expect the school district to be administered by the best-trained technical and professional people it is possible to procure within the financial resources of the school district.
4. I will recognize the superintendent as executive officer of the board.
5. I will work through the administrative employees of the board, not over or around them.
6. I will expect the superintendent to keep the board adequately informed through oral and written reports.
7. I will vote to hire employees only after the recommendation of the superintendent has been received.
8. I will insist that contracts be equally binding on teachers and board.
9. I will give the superintendent power commensurate with the superintendent's responsibility and will not in any way interfere with, or seek to undermine, the superintendent's authority.
10. I will give the superintendent friendly counsel and advice.
11. I will present any personal criticism of employees to the superintendent.
12. I will refer complaints to the proper administrative officer.

TO COOPERATE WITH OTHER SCHOOL BOARDS:

1. I will not employ a superintendent, principal or teacher who is already under contract with another school district without first securing assurance from the proper authority that the person can be released from contract.
2. I will consider it unethical to pursue any procedure calculated to embarrass a neighboring board or its representatives.
3. I will not recommend an employee for a position in another school district unless I would employ the individual under similar circumstances.
4. I will answer all inquiries about the standing and ability of an employee to the best of my knowledge and judgment, with complete frankness.
5. I will associate myself with board members of other school districts for the purpose of discussing school district issues and cooperating in the improvement of the education program.

Legal Reference:                      Neb. Statute 79-526

Adopted: 10-08-12

Reviewed: 1-12-15, 1-11-16, 5-8-17, 1-14-19, 3-11-19, 1-13-20

# Public Comment Sign-In Sheet

During the public comments portion of the meeting there is a time limit of 5 minutes per speaker and a time limit of 30 minutes for the duration of the public comments portion of the meeting as per Board Policy NO. 9239. Visitors will be required to identify themselves if they speak at this meeting.

Comments will be received in the order in which individuals have placed their names on the sign-in sheet.

The Board will not respond or take action on public comments.

The Board meeting is a business meeting open to the public but it is not a public meeting.

#	Name: (Please Print)	Signature:
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# BAYARD PUBLIC SCHOOLS STRATEGIC PLAN





# MESSAGE FROM THE BOARD

Dear Bayard School Community,

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

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

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

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

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

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

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

Sincerely,

Kim Kildow, President

Donna Stuart, Vice President

Carolyn Applegate, Secretary

Craig Henkel, Treasurer

Kim Burry, Member

Lisa Ouderkirk, Member



# MISSION VISION AND CORE COVENANTS

## MISSION STATEMENT

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

## VISION STATEMENT

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

## CORE COVENANTS

### Focused on the Student

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

### Attitude of Excellence

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

### Community

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

Tiger Way!

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

## ADMINISTRATION

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

# ACADEMIC SEAL



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

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

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

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

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

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

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

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

# STRATEGY

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



ACADEMICS



LEADERSHIP



ENGAGEMENT



COMMUNITY

## STRATEGIC PLAN OVERVIEW

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

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

## BPS BY THE NUMBERS



23

People on the Strategic Planning Committee



262.9

Square Miles (Geographical Size of the School District)



5

Focus Group Meetings



15

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



4

Strategic Priorities



21

Strategies



90

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



1<sup>st</sup>

Strategic Plan for Bayard Public Schools



5

School Based CERT Team Classes Trained since 2013-2014



# STRATEGIES

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

## STRATEGIC PRIORITY 1

# ACADEMICS

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

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

*-Kim Kildow*

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

## STRATEGIC PRIORITY 2

# LEADERSHIP

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

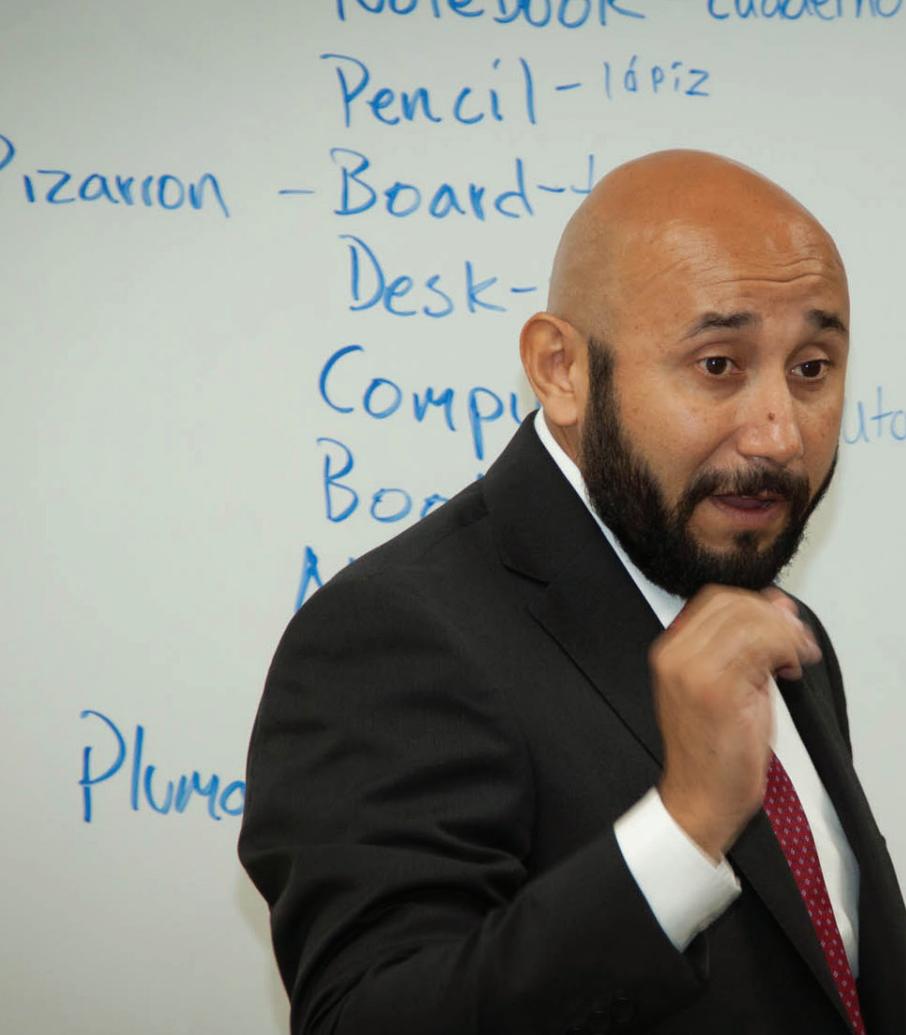
*“Leadership and learning are indispensable to each other.”  
– John F. Kennedy.*

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

# STRATEGIES

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





# STRATEGIES

## STRATEGIC PRIORITY 3

# ENGAGEMENT

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

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

**-Beth Marrow**

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

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

## STRATEGIC PRIORITY 4

# COMMUNITY

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

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

*– Amanda Koonlaba*

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

# STRATEGIES

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



# THANK YOU

## Strategic Planning Process Core Committee Membership

### 2016 Board of Education

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

### Community Members

Kent Andreas  
Diane Coon  
Hugh Houchin

### Administration

Travis Miller  
Matt McLaughlin  
Tom Perlinski  
Tammy Tillman

### Teaching Staff

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

### Classified Staff

Jennifer Kriha  
Heather Oliverius

### Students

Catherine Applegate  
Carissa Wolfe





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





**Bayard Public Schools**

726 4<sup>th</sup> Avenue – P.O. Box 607

Bayard, NE 69334

[bayardpublicschools.org](http://bayardpublicschools.org)

Elementary | 308.586.1211

Jr./Sr. High School | 308.586.1700

District Office | 308.586.1325

## **Board of Education Special Meeting**

Thursday, July 7, 2022 5:00 PM

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

### **I. Opening the Meeting**

#### **I.A. Call to Order**

The regular meeting of Bayard Public Schools Board of Education was called to order by President Kildow at 5:00p.m. President Kildow noted a copy of the Board Member Code of Ethics and the Annual Calendar of the Board of Education were included with the meeting materials for board members' reference.

#### **I.B. Open Meetings Act**

The Board President informed the audience that the Open Meetings Act was posted and informed the audience that there would not be public comment per Board Policy 9244 Special Meetings.

#### **I.C. Notice of Meeting**

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

#### **I.D. Roll Call**

The following members were present: Carolyn Applegate, Kim Burry, Becky Henkel, Kim Kildow, Joe Applegate, Donna Stuart Administrators present: Superintendent Olson, Principals Ehler and Rice, and Director Nesbitt.

#### **I.E. Status of Absent Board Members**

**II. Statement of Purpose of the Meeting: To Provide Approval and Authorization for Expanded Services and Personnel Action by the Administration. Specifically, Authorization to Operate A School-Based Early Childhood Education Center, to Authorize Mrs. Ehler to Recruit Staff for New Early Childhood Positions and Approval of Extra Duty Assignments**

#### **III. Approval of Agenda**

**Motion Passed:** Motion to approve the agenda passed with a motion by Carolyn Applegate and a second by Kim Burry.

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

#### **IV. Action Items**

**IV.A. Discuss, Consider, and Take All Necessary Action in Regard to Authorizing A School-Based Early Childhood Education Center for Children Ages 0-3 at Bayard Elementary School**

**Motion Passed:** Motion to authorize a school-based Early Childhood Education Center for children ages 0-5 at Bayard Elementary School passed with a motion by Donna Stuart and a second by Becky Henkel.

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

**IV.B. Discuss, Consider, and Take All Necessary Action in Regard to Authorizing Mrs. Candace Ehler to Recruit New Staff Members for New Early Childhood Positions**

**Motion Passed:** Motion to authorize Mrs. Candace Ehler to recruit new staff members for early childhood positions passed with a motion by Kim Burry and a second by Joe Applegate.

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

**IV.C. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Extra Duty Assignments**

**Motion Passed:** Motion to approve the extra duty assignments passed with a motion by Kim Burry and a second by Joe Applegate.

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

**V. Set Next Meeting Date**

Next meeting scheduled for July 11, 2022 at 7:00p.m.

**VI. Adjournment**

**Motion Passed:** Motion for adjournment at 5:08 p.m. passed with a motion by Donna Stuart and a second by Carolyn Applegate.

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

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Secretary

## **Board of Education Regular Meeting**

Monday, July 11, 2022 7:00 PM

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

### **I. Opening the Meeting**

#### **I.A. Call to Order**

The regular meeting of Bayard Public Schools Board of Education was called to order by President Kildow at 07:00p.m. President Kildow noted a copy of the Board Member Code of Ethics and the Annual Calendar of the Board of Education were included with the meeting materials for board members' reference.

#### **I.B. Open Meetings Act**

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

#### **I.C. Notice of Meeting**

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

#### **I.D. Roll Call**

The following members were present: Carolyn Applegate, Kim Burry, Becky Henkel, Kim Kildow, Joe Applegate, Donna Stuart  
Administrators present: Superintendent Olson, Principal Ehler, and Director Nesbitt.

#### **I.E. Status of Absent Board Members**

### **II. Approval of Agenda**

**Motion Passed:** Motion to approve the agenda Passed with a motion by Carolyn Applegate and a second by Donna Stuart.

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

### **III. Introduction of Guests**

The guests introduced themselves to the board.

### **IV. Public Comments**

Tate Rice addressed the board.  
Bill Ferrero addressed the board.

### **V. Recognition of Student Achievements**

The following students were recognized: Panhandle Prep All-Star Basketball Games  
Ben Sauer, Garrett Hopkins, and Tayley Streeks

Western Nebraska All-Star Football Game  
Ben Sauer

## **VI. Student Board Representative Report**

## **VII. Invited Presentations and Discussions with Presenters**

### **VII.A. Student Board Representative Kierra Miller to Present Student Board Initiative.**

Kierra Miller presented to the board on her Student Board Initiative.

### **VII.B. Strategic Plan Progress Presentation and Discussion**

## **VIII. Board Committee Reports and Recommendations**

### **IX. Action Items**

#### **IX.A. Consent Agenda**

**Motion Passed:** Motion to approve the Consent Agenda passed with a motion by Carolyn Applegate and a second by Becky Henkel.

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

#### **IX.A.1. Minutes of Previous Meeting**

#### **IX.A.2. Bills**

#### **IX.A.3. Board Member Reports**

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

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

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

#### **IX.A.5. Adoption of the Following Policies on First Reading: Proposed Policy 5136, Proposed Revised Policy 3560, Proposed Revised Policy 5081, Proposed Revised Policy 5117, Proposed Revised Policy 9239**

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

### **IX.B. Discuss, Consider, and Take All Necessary Action in Regard to Approval of Certificated Staff Employment**

Placeholder item only. No action taken.

### **IX.C. Discuss, Consider, and Take All Necessary Action in Regard to Approval of the Following Handbooks for the 2022-2023 School Term: Activities Handbook for Head Coaches and Sponsors, and the Student and Parent Activities Handbook, Student and Parent Handbook, Certificated Staff Handbook, and Substitute Teacher Handbook.**

**Motion Passed:** Motion to approve the following handbooks for the 2022-2023 School Term: Activities Handbook for Head Coaches and Sponsors, the Student and Parent Activities Handbook, Student and Parent Handbook, Certificated Staff Handbook, and Substitute Teacher Handbook passed with a motion by Donna Stuart and a second by Carolyn Applegate.

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

**IX.D. Discuss, Consider, and Take All Necessary Action in Regard to Reaffirmation of Vision Statement, Mission Statement, and Core Covenants**

**Motion Passed:** Motion to the reaffirmation of Vision Statement, Mission Statement, and Core Covenants passed with a motion by Donna Stuart and a second by Kim Burry.

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

**IX.E. Discuss, Consider, and Take All Necessary Action in Regard to Approval of the Superintendent Goals for the 2022-2023 School Term.**

**Motion Passed:** Motion to approve Superintendent's goals for the 2022-2023 school term: Communication, Relationships, and Early Childcare passed with a motion by Joe Applegate and a second by Donna Stuart.

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

**IX.F. Hold Public Hearing to Review, Discuss, Consider, and Receive Input on the Following Policies: Student Fee Policy, Parental Engagement Policy, Student Anti-Bullying Policy, School Wellness Policy**

Hearing opened at 7:34p.m. No public comment made. Hearing closed at 7:36p.m.

**IX.G. Discuss, Consider and Take All Necessary Action in Regard to Reaffirmation of the following policies: Policy #5121 – Student Fees, Policy #1413 – Parental Engagement, Policy #5416 – School Wellness Policy, and Policy #5800 Student Anti-Bullying**

**Motion Passed:** Motion to the reaffirmation of the following policies: Policy 5121- Student Fees, Policy 1413- Parental Engagement, Policy 5416- School Wellness Policy, and Policy 5800- Student Anti-Bullying passed with a motion by Kim Burry and a second by Donna Stuart.

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

**IX.H. Discuss, Consider, and Take All Necessary Action in Regard to Adoption of the NSAA-Related Activities Budget for the 2022-2023 School Term**

**Motion Passed:** Motion to adopt the NSAA-Related Activities Budget for the 2022-2023 school term passed with a motion by Joe Applegate and a second by Becky Henkel.

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

**IX.I. Discuss, Consider and Take All Necessary Action with Regard to Establishing Prices for Athletic Admission and Activity Tickets for the 2022-2023 School Term**

**Motion Passed:** Motion to maintain current ticket prices for the 2022-2023 school term passed with a motion by Donna Stuart and a second by Becky Henkel.

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

JV/Varsity Activities- Adults: \$5.00, Students: \$3.00

JH Activities: Adults \$3.00, Students: \$1.00

Season Tickets: K-6- \$25.00, 6-12- \$30.00, Adult- \$45.00

10% Discount on all passes purchased during the month of August 2022

## **IX.J. Discuss, Consider and Take All Necessary Action on Establishing School Lunch Program and School Breakfast Program Prices for the 2022-2023 School Year**

**Motion Passed:** Motion to maintain previous prices of Breakfast- Elementary \$1.75, Jr. Sr. High \$ 1.82, Reduced \$.30, Adults \$2.50, Milk \$.40 and Lunch- Elementary \$2.90, Jr. Sr. High \$3.00. Reduced \$.40, Adults \$4.05, Milk \$.40 for the 2022-2023 school year passed with a motion by Joe Applegate and second by Kim Burry.

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

## **X. Discussion Items**

### **X.A. Review and Discussion of Policies 5106 through 5117 in the 5000 series.**

The board reviewed policies 5106 through 5117 in the 5000 series

## **XI. Reports**

### **XI.A. Principals and District Administrators**

Dr. Rice provided her report to the board. Academics: Odysseyware has been left open through the summer for those students who did not finish their learning in Summer School. I have taken over as the District Testing Coordinator and will attend a virtual training conducted by NDE on August 2nd. Leadership: Several of our staff are to be commended for stepping up to monitor the summer weights program this summer. I appreciate their dedication to our students who are choosing to attend and improve their performance levels. Engagement: The windows have been installed throughout the building. I attended the Morrill County 1184 Meeting in June.

### **XI.B. Superintendent**

Trying to meet and get to know staff and support staff and will be contacting them for in-person visits. Reviewing Policies and Handbooks. Reviewing past audits and will begin reviewing former budgets. Reached out to ESU 13 and will meet with some departments on Thursday at 10:00. Working with NDE on my transition to the Bayard system. Within the Dept. of Ed. Portal and Grant Management System. I am/will be working with agencies and within our system concerning early childhood education.

## **XII. Set Next Meeting Date**

Next meeting set for August 8, 2022 at 7:00p.m.

## **XIII. Adjournment**

Motion Passed: Motion for adjournment at 7:57p.m. passed with a motion by Donna Stuart and a second by Kim Burry.

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

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Secretary

**Bayard Public Schools**

**08/08/2022**

**GENERAL FUND**

<b>Vendor Name</b>	<b>GL Acct #</b>	<b>Description</b>	<b>Amount</b>
ALARM SECURITY TECHNICIANS	01 2620 352 002 002 2	ast monthly monitoring	28.95
	01 2620 352 001 001 1	ast monthly monitoring	28.95
	<b>Total</b>		<b>57.90</b>
BAYARD AUTOMOTIVE	01 2610 610 001 001 1	sprinklers hose connections	11.61
	01 2620 610 001 001 1	snap link	15.20
	01 2620 610 002 002 2	flex water line	19.40
	01 2620 610 002 002 2	v-belt	14.34
	01 2710 610 000 000 0	Circuit Tester bolt nut	8.24
<b>Total</b>		<b>68.79</b>	
BAYARD PUBLIC SCHOOLS - ACTIVITY	01 2220 640 001 001 1	2022-23 YearBook	30.00
	<b>Total</b>		<b>30.00</b>
BAYARD TRANSCRIPT	01 2310 540 000 000 0	publications	446.02
	01 2310 540 000 000 0	july publications	209.61
	<b>Total</b>		<b>655.63</b>
BENZEL PEST CONTROL	01 2620 352 001 001 1	pest control	110.78
	01 2620 352 002 002 2	pest control	110.77
	<b>Total</b>		<b>221.55</b>
BLACK HILLS ENERGY	01 2610 621 000 000 0	#267959 heating fuels	57.05
	01 2610 621 002 002 2	#462419 heating fuels	147.09
	01 2610 621 001 001 1	#242155 heating fuels	216.91
	<b>Total</b>		<b>421.05</b>
BLICK ART MATERIALS	01 1100 610 000 000 0	Amaco Crystaltex Glazes Set No. 1 - Clas	272.73
	<b>Total</b>		<b>272.73</b>
BURRY, KIM	01 3599 352 400 000 0	c4k contract work jul22	165.00
	<b>Total</b>		<b>165.00</b>
BUSINESS TELECOMMUNICATION SYSTEMS	01 2510 352 002 002 2	phone repairs	872.00
	<b>Total</b>		<b>872.00</b>
CANNON FINANCIAL SERVICES	01 1100 610 001 001 1	copier rental	129.50
	01 1100 610 002 002 2	copier rental	129.50
	<b>Total</b>		<b>259.00</b>
CARDMEMBER SERVICE	01 2620 610 001 001 1	repairs on old gym backboards	51.21
	01 1100 610 001 001 1	Conductor's Stand	735.14
	01 1100 610 001 001 1	World History student licenses	580.00
	01 2620 610 002 002 2	<a href="https://www.adiding.com/Adiding-LED-">https://www.adiding.com/Adiding-LED-</a>	403.95
	01 2510 382 001 001 1	1 mo cell phone	37.06
	01 1100 610 001 001 1	Music	8.52
	01 2610 610 001 001 1	Dawn dish soap	43.24
	01 2510 810 000 000 0	mailchimp	11.00
	01 2510 580 000 000 0	postage	7.85
	01 1100 610 001 001 1	storage classroom	144.84
	01 2610 610 001 001 1	paint brushes	16.77
	01 2510 810 000 000 0	fees	90.95
	<b>Total</b>		<b>2,130.53</b>
CENTURY LINK	01 2510 382 000 000 0	#0450 telephone	172.70
	01 2510 382 000 000 0	#1785 telephone	561.91
	01 2510 382 000 000 0	#7931 telephone	196.86
	01 2510 382 000 000 0	#1510 telephone	216.98
	<b>Total</b>		<b>1,148.45</b>
CITY OF BAYARD	01 2610 621 000 000 0	#31200 electric	37.00
	01 2610 621 001 001 1	#75400 electric	6,053.88
	01 2610 410 001 001 1	#75400 utilities	2,380.25
	01 2610 621 002 002 2	#75600 electric	1,698.00
	01 2610 410 002 002 2	#75600 utilities	1,296.75
	<b>Total</b>		<b>11,465.88</b>
CONNECTING POINT	01 1100 352 001 001 1	service contract copiers	222.82
	01 1100 352 002 002 2	service contract copiers	222.82
	<b>Total</b>		<b>445.64</b>
CROSSROADS MUSIC	01 2620 352 001 001 1	adjust sound system	100.00
	<b>Total</b>		<b>100.00</b>
CULLIGAN WATER CONDITION	01 2610 610 001 001 1	jul22 r/o	25.50
	01 2610 610 002 002 2	jul22 r/o	105.90
	<b>Total</b>		<b>131.40</b>
DAS STATE ACCOUNTING - CENTRAL	01 1100 382 000 000 0	network	259.49
	<b>Total</b>		<b>259.49</b>
EDUCATIONAL SERVICE UNIT #13	01 1100 382 001 001 1	jul 22 dl	757.00
	01 1100 382 001 001 1	jul 22 erate	350.00
	01 1160 591 000 000 0	neva	708.33
	01 1200 591 003 001 1	sup summer speech secondary	67.16

	01 1292 591 003 000 0	sup summer speech 0-2	30.19
	01 1292 591 003 000 0	sup 0-2 ot	1.80
	01 1291 591 003 000 0	sup3-5 ot	41.98
	01 1291 591 003 000 0	sup3-5 summer speech	64.24
	01 2162 591 003 000	3-5 ot	524.70
	01 2163 591 003 000 0	0-2 ot	22.50
	01 2153 591 003 000 0	0-2 summer speech	377.41
	01 2152 591 003 000 0	3-5 summer speech	803.00
	01 2151 591 003 001 1	secondary summer speech	839.50
	<b>Total</b>		<b>4,587.81</b>
ESU COORDINATING COUNCIL	01 1100 735 001 001 1	securly	968.20
	01 1100 735 002 002 2	securly	968.20
	<b>Total</b>		<b>1,936.40</b>
HOUGHTON MIFFLIN CO	01 6212 610 057 002 2	Into Reading	18,840.00
	01 6997 610 000 000 0	Into Reading	60,782.19
	01 1100 330 002 002 2	Blended Coaching Introduction	7,500.00
	01 1100 330 002 002 2	online intro	800.00
	01 6212 610 057 002 2	Into Reading	2,390.24
	01 6212 610 057 002 2	Into Reading	1,395.92
	01 6212 610 057 002 2	Into Reading	1,451.48
	01 6212 610 057 002 2	Into Reading	2,293.37
	<b>Total</b>		<b>95,453.20</b>
IDEAL/BLUFFS FACILITY SOLUTIONS	01 2610 610 001 001 1	Diversey Fortify-floor sealer	925.00
	<b>Total</b>		<b>925.00</b>
INNOVATIVE OFFICE SOLUTIONS LLC	01 2510 610 000 000 0	rubber bands	7.32
	<b>Total</b>		<b>7.32</b>
JOHNSON CONTROLS	01 2620 352 001 001 1	jul22-dec22 service agreement	6,186.25
	01 2620 352 002 002 2	jul22-dec22 service agreement	6,186.25
	<b>Total</b>		<b>12,372.50</b>
JOURNEYED.COM, INC.	01 1100 735 001 001 1	adobe k-12	250.00
	01 1100 735 002 002 2	adobe k-12	250.00
	<b>Total</b>		<b>500.00</b>
KUSKIE OIL CO.	01 2710 626 000 000	fuel	1,464.46
	01 2710 610 000 000 0	jul22 fuel	1,168.43
	<b>Total</b>		<b>2,632.89</b>
LINGO COMMUNICATIONS	01 2510 382 000 000 0	jul22 telephone	176.23
	<b>Total</b>		<b>176.23</b>
MCI COMM SERVICE	01 2510 382 000 000 0	jul22 telephone	37.25
	<b>Total</b>		<b>37.25</b>
MENARDS	01 2610 610 002 002 2	softener salt, faucet, bulbs	213.72
	<b>Total</b>		<b>213.72</b>
MORRILL COUNTY HOSPITAL	01 2710 340 000 000 0	driver physical	115.50
	<b>Total</b>		<b>115.50</b>
NASB ALICAP	01 2510 270 001 001 1	22*-23 work comp	11,717.00
	01 2510 270 002 002 2	22*-23 work comp	11,717.00
	01 2310 520 000 000 0	22-23 property	124,652.00
	01 2310 520 000 000 0	22-23 dividend credit	(15,659.00)
	<b>Total</b>		<b>132,427.00</b>
NE COLORADO CELLULAR, INC	01 1100 382 001 001 1	striv and hudl	285.75
	<b>Total</b>		<b>285.75</b>
NE COUNCIL OF SCHOOL	01 2510 810 000 000 0	Membership renewal 2022-23	125.00
	<b>Total</b>		<b>125.00</b>
NEBRASKA CENTRAL EQUIPMENT INC.	01 2710 610 000 000 0	blower assembly	229.71
	<b>Total</b>		<b>229.71</b>
ONE SOURCE	01 1200 810 003 000 0	background checks- radford	62.20
	01 1200 810 003 001 1	background checks- ashmore	47.50
	01 2320 810 000 000 0	background checks-olson	42.50
	<b>Total</b>		<b>152.20</b>
OREGON TRAIL PLUMBING & HEATING	01 2620 352 001 001 1	repair bottle sprayer	95.00
	<b>Total</b>		<b>95.00</b>
PIPE WORKS PLUMBING LLC	01 2620 610 002 002 2	replace valves in meter pit	672.80
	<b>Total</b>		<b>672.80</b>
PRINT EXPRESS INC.	01 1200 610 003 000 0	name plates radford ashmore	32.40
	01 2320 610 000 000 0	nameplate olson	12.25
	<b>Total</b>		<b>44.65</b>
QUADIENT LEASING	01 2510 531 000 000 0	postage meter lease	158.97
	<b>Total</b>		<b>158.97</b>
SCHOLASTIC INC.	01 1100 610 002 002 2	lets find out	164.73
	01 3540 610 002 002 2	my big world	139.15
	01 1100 610 001 001 1	science world	104.39
	<b>Total</b>		<b>408.27</b>
SHERWIN WILLIAMS	01 3599 610 400 000 0	daycare paint	298.32
	01 3599 610 400 000 0	daycare paint	112.47

	01 3599 610 400 000 0	paint	74.00
	01 3599 610 400 000 0	paint	<u>74.00</u>
	<b>Total</b>		<b>558.79</b>
SIMMONS OLSEN LAW FIRM P.C.	01 2330 317 000 000 0	legal services	<u>680.00</u>
	<b>Total</b>		<b>680.00</b>
SOAR PEDIATRIC THERAPY, LLC	01 2172 591 003 000 0	3-5 pt	454.67
	01 2171 591 003 002 2	s/a pt	<u>417.65</u>
	<b>Total</b>		<b>872.32</b>
SOFTWARE UNLIMITED INC.	01 2510 735 000 000 0	22-23 accounting software	<u>7,800.00</u>
	<b>Total</b>		<b>7,800.00</b>
SOLIAN HEALTH	01 1200 352 003 001 1	contract release Radford	11,250.00
	01 1200 352 003 002 2	contract release Radford	<u>11,250.00</u>
	<b>Total</b>		<b>22,500.00</b>
STAPLES	01 2320 733 000 000	Superintendent office chair	129.99
	01 2510 610 000 000 0	2 - 6 pack carton Coffee	162.02
	01 2510 610 000 000 0	Labels	17.79
	01 2510 610 000 000 0	label maker tape	<u>64.99</u>
	<b>Total</b>		<b>374.79</b>
SYNCB/AMAZON	01 2510 610 000 000 0	file cabinet dividers	<u>92.95</u>
	<b>Total</b>		<b>92.95</b>
TEAM CHEVROLET	01 2710 610 000 000 0	sensor 13 sub	<u>550.45</u>
	<b>Total</b>		<b>550.45</b>
TIME MANAGEMENT SYSTEMS	01 2510 352 001 001 1	timeclock biometric disabled	146.25
	01 2510 610 000 000 0	timeclock	<u>178.75</u>
	<b>Total</b>		<b>325.00</b>
VARITRONICS	01 1100 610 002 002 2	6 pack ink and cutter/ free ink	<u>335.90</u>
	<b>Total</b>		<b>335.90</b>
VERIZON	01 2710 610 000 000 0	jul22 qps	<u>210.47</u>
	<b>Total</b>		<b>210.47</b>
WILLIAM V. MACGILL &CO	01 1160 610 000 000	Economy sterile wound closure strips	11.84
	01 1160 610 000 000	Paper souffle cups. 0.5 oz 20 tubes, 250	69.15
	01 1160 610 000 000	Medikoff throat lozenges. 1 jar and 600	35.56
	01 1160 610 000 000	Eucerin baby eczema relief body cream	<u>17.30</u>
	<b>Total</b>		<b>133.85</b>
HULLINGER GLASS & LOCKS INC.	03 4700 720 000 000	trophy case glass	<u>5,678.00</u>
	<b>Total</b>		<b>5,678.00</b>
JOHNSON CONTROLS	03 4700 720 000 000	Replacement/Installation	<u>3,649.48</u>
	<b>Total</b>		<b>3,649.48</b>
RICE CONSTRUCTION COMPANY	03 6997 720 001 001 1	window installment	<u>29,430.00</u>
	<b>Total</b>		<b>29,430.00</b>
		General Fund Total	<b>\$306,696.73</b>
		Building Fund	<b>\$38,757.48</b>
		Payroll	<b>\$385,613.93</b>





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306,696.73

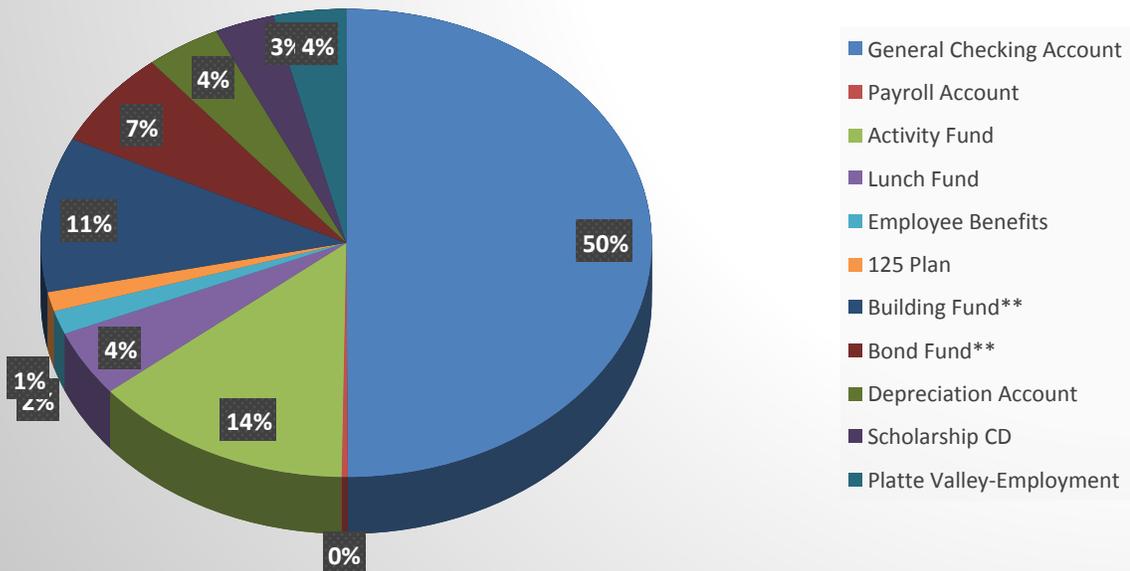
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38,757.48

BAYARD PUBLIC SCHOOL  
 TREASURER REPORT  
 BANK STATEMENT BALANCES as of July 2022

General Checking Account	\$	1,043,622.33	
Payroll Account	\$	6,795.31	
Activity Fund	\$	288,993.14	
Lunch Fund	\$	95,931.42	
Employee Benefits	\$	34,115.72	
125 Plan	\$	27,906.26	
Building Fund**	\$	223,693.19	
Bond Fund**	\$	139,788.94	
Depreciation Account	\$	83,373.59	
Scholarship CD	\$	66,173.68	
Platte Valley-Employment	\$	80,213.61	
	\$		2,090,607.19

Account Percentages

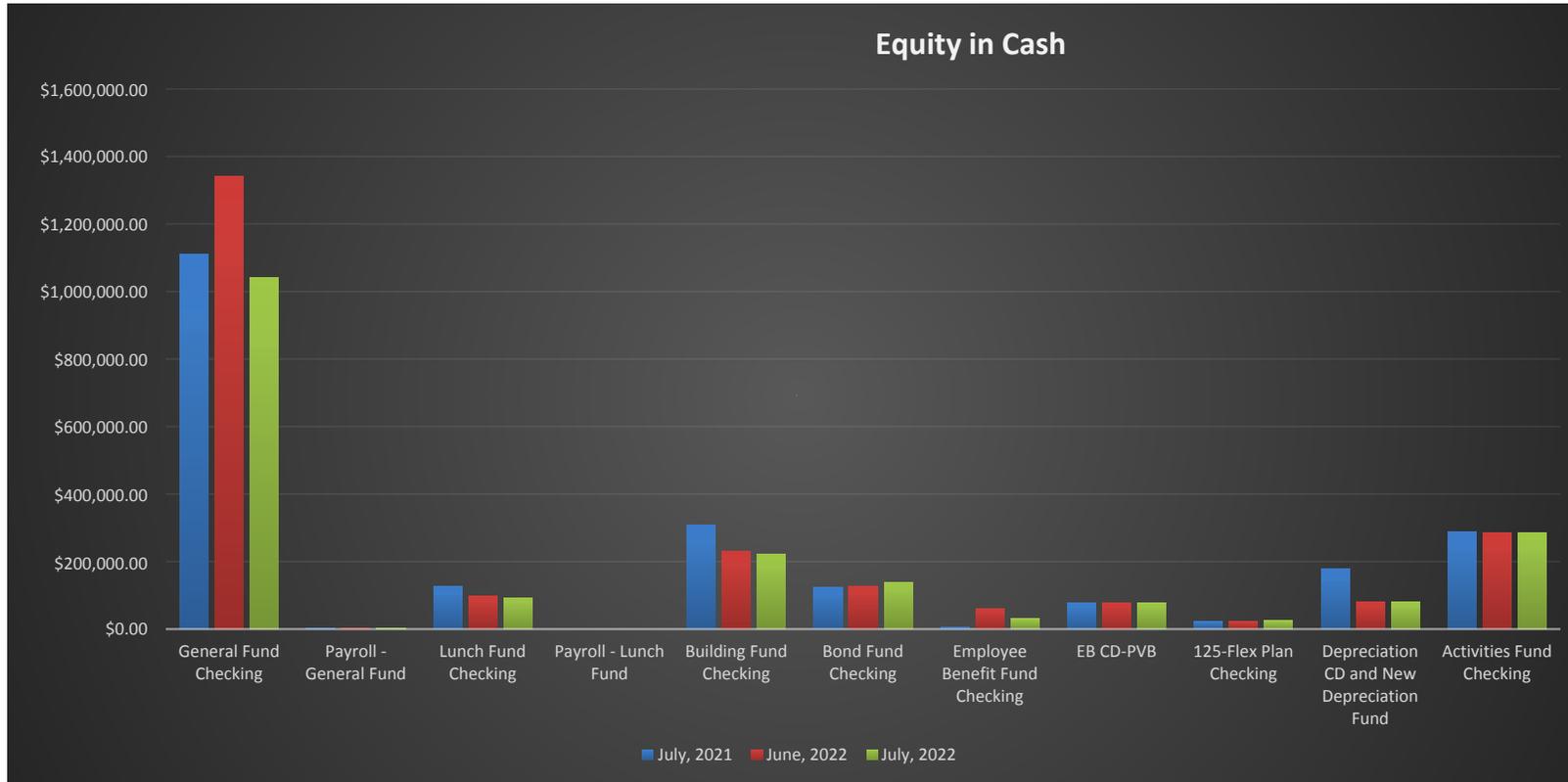


# Bayard Public Schools

## Equity in Cash

July 31, 2022

Fund	Fund #	July, 2021 PRIOR YEAR BALANCE	June, 2022 PRIOR MONTH BALANCE	July, 2022 REVENUES	July, 2022 EXPENSES	July, 2022 ENDING BALANCE
General Fund Checking	01-101	\$1,111,424.89	1,344,601.60	321,501.39	(622,480.66)	\$1,043,622.33
Payroll - General Fund	01-104	\$6,879.72	6,793.97	530,047.97	(536,956.42)	\$6,795.31
Lunch Fund Checking	02-101	\$130,414.66	101,916.63	233,489.99	(239,475.20)	\$95,931.42
Payroll - Lunch Fund	02-104	\$0.00	0.00	0.00	0.00	\$0.00
Building Fund Checking	03-101	\$310,973.45	232,168.28	627.05	(9,102.14)	\$223,693.19
Bond Fund Checking	04-101	\$126,836.07	130,173.90	9,615.04	0.00	\$139,788.94
Employee Benefit Fund Checking	05-101	\$9,593.06	64,179.38	1,908.55	(31,972.21)	\$34,115.72
EB CD-PVB	05-106-1000	\$80,053.43	80,134.14	79.47	0.00	\$80,213.61
125-Flex Plan Checking	05-107	\$26,641.21	26,501.35	4,218.32	(2,813.41)	\$27,906.26
Depreciation CD and New Depreciation Fund	06-101	\$180,781.21	83,257.83	115.76	0.00	\$83,373.59
Activities Fund Checking	07-101	\$291,199.70	289,168.30	4,910.06	(5,085.22)	\$288,993.14
Scholarship CD	07-114	\$73,141.73	66,173.68	0.00	0.00	\$66,173.68
<b>TOTAL</b>		<b>\$2,347,939.13</b>	<b>\$ 2,425,069.06</b>	<b>\$ 1,106,513.60</b>	<b>\$ (1,447,885.26)</b>	<b>\$2,090,607.19</b>



20/20 Technologies LLC  
 SPIN # 143044016 202 East 10th Street  
 MCCOOK, NE 69001 US  
 (308) 345-4946  
 billing@2020techs.com  
 http://2020techs.com/



# Proposal

*Phone  
 Quote  
 vague estimate*

**ADDRESS**

Bayard Public School District  
 726 4th Avenue  
 Bayard, Morrill, NE 69334

**PROPOSAL # 1876**  
**DATE 06/03/2022**

ACTIVITY	QTY	RATE	AMOUNT
<b>FAN-X3U (w/o PS) X3U (w/o PS)</b> Entry level phone (Specific for ITSP) 2.8"(240x320) Color Display 6 SIP Lines (3 Line Keys) IPV4 & IPV6, POE & Gigabit Ethernet, G.722 * Opus, without PSU	70	68.00	4,760.00
<b>FAN-V67 (w/o PS) Fanvil V67 Android Video Phone (w/o PS)</b> Smart Android Video Phone Android 9.0 OS 7" 1024*600 adjustable color touch screen Integrated camera, H.264, 1080p 20 SIP Lines 112 one-touch DSS keys Dual gigabit, PoE, IPv4&IPv6 Built-in BT and WiFi 10-party conference call 3-party video conference call"	5	324.00	1,620.00
<b>pat-SN4114/JO/EUI</b> Patton SN4114/JO/EUI	2	375.00	750.00
<b>SNO-PA1</b> For Speaker integration	2	159.00	318.00
<b>installation</b> Installation, training and configuration	1	3,500.00	3,500.00

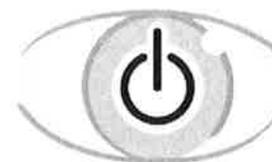
Estimate for phones for the Elementary and High School.

**TOTAL**

**\$10,948.00**

Thank you for this opportunity!  
 We greatly appreciate it.

20/20 Technologies LLC  
SPIN # 143044016 202 East 10th Street  
MCCOOK, NE 69001 US  
(308) 345-4946  
billing@2020techs.com  
http://2020techs.com/



## Proposal

### ADDRESS

Bayard Public School District  
726 4th Avenue  
Bayard, Morrill, NE 69334

PROPOSAL # 1920

DATE 08/04/2022

ACTIVITY	QTY	RATE	AMOUNT
<b>Phone Lines</b> Monthly Service for 4 lines - Elementary - High School - Sup Office - Bus Barn	4	25.00	100.00
<b>Long Distance</b> Unlimited Long Distance PER Month	1	50.00	50.00

Estimate for Phones .

TOTAL

**\$150.00**

You will still need to maintain your fax numbers through CenturyLink

(IF wanted) at a separate cost.

\*HS Fax ( 308-586-1036)

\*Sup Fax (308-586-1638)

\$ 149.49

Thank you for this opportunity!

We greatly appreciate it.

Accepted By

Accepted Date

## Marlyn E Schultz

---

**From:** Marlyn E Schultz  
**Sent:** Sunday, July 31, 2022 12:07 PM  
**To:** Marlyn E Schultz  
**Subject:** Bayard Jr/Sr High equipment

These are equipment areas that have been given quotes for replacement of concerns, that have not been addressed, Roof top that services the concession stand area and restroom area, the cooling went out and then the heating went out of it, roof top replacement is the better option then repair, this unit has been out of service for few years. Quotes have been given for the replacement of the boiler pump assembly replacement, this pump has been repair, where the seal seats in there has been a sleeve machined in the volute where the seal seats, thus volute part is absolute. Many of your unit vents units is the class rooms, the controllers and water valves are bad, to where the use the fan switch to control the temperatures.

Get [Outlook for iOS](#)

## Marlyn E Schultz

---

**From:** Marlyn E Schultz  
**Sent:** Sunday, July 31, 2022 12:11 PM  
**To:** Marlyn E Schultz  
**Subject:** Bayard Elementary School

Heating circulating pump for the gym AHU has been out of service for many years and never been replaced, Pneumatic controls, for mix air, when mixed air controllers went bad, they were never replaced or addressed to be updated.

Get [Outlook for iOS](#)

*[Handwritten mark]*



Bayard Jr/Sr High  
Quote Prepared by Marlyn Schultz  
07/31/2022



# PROPOSAL

## Account Information

**Bill To:** BAYARD JUNIOR AND SENIOR HIGH SCHOOL  
726 4TH AVE  
BAYARD NE  
USA 69334-2065

**Quote Reference Number:** 1-1J2269GD

**Project Name:** Bayard Jr/Sr High

**Site:** BAYARD JUNIOR AND SENIOR HIGH SCHOOL  
726 4TH AVE  
BAYARD NE 69334-2065

**Branch Info:** JOHNSON CONTROLS CHEYENNE FT. COLLINS CB - 0N49

**Attn:** Robert GonzalesUSA

## Customer Information

**Name:** Robert Gonzales

This proposal is hereby accepted and Johnson Controls is authorized to proceed with the work, subject to credit approval By Johnson Controls, Inc. Milwaukee, WI.

We propose to furnish the materials and/or perform the work below for the net price of: \$2,277.84

This proposal is valid through: 08/30/2022

**BAYARD JUNIOR AND SENIOR HIGH SCHOOL**

**Johnson Controls Inc.**

Signature: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 PO: \_\_\_\_\_

Signature: Marlyn Schultz  
 Name: Marlyn Schultz  
 Title: Service mech  
 Date: 08/01/2022

## Proposal Overview

**Benefits/Scope of Work:**

AAON Unit 6– 4 newer locker rooms,  
Replacement of bad condenser fan motor and capacitor for air conditioning unit.  
3-4 day delivery

**Exclusions:**

- 1.Labor or material not specifically described above is excluded from this proposal.
- 2.Unless otherwise stated, any and all overtime labor is excluded from this proposal.
- 3.Applicable taxes or special freight charges are excluded from this proposal



Hallway Fan Coil Unit 4  
 Quote Prepared by Marlyn Schultz  
 07/31/2022



# PROPOSAL

## Account Information

**Bill To:** BAYARD JUNIOR AND SENIOR HIGH SCHOOL  
 726 4TH AVE  
 BAYARD NE  
 USA 69334-2065

**Quote Reference Number:** 1-1J21W903

**Project Name:** Hallway Fan Coil Unit 4

**Site:** BAYARD JUNIOR AND SENIOR HIGH SCHOOL  
 726 4TH AVE  
 BAYARD NE 69334-2065

**Branch Info:** JOHNSON CONTROLS CHEYENNE FT. COLLINS CB - 0N49

**Attn:** Robert GonzalesUSA

## Customer Information

**Name:** Robert Gonzales

This proposal is hereby accepted and Johnson Controls is authorized to proceed with the work, subject to credit approval By Johnson Controls, Inc. Milwaukee, WI.

We propose to furnish the materials and/or perform the work below for the net price of: \$1,824.01

This proposal is valid through: 08/30/2022

**BAYARD JUNIOR AND SENIOR HIGH SCHOOL**

**Johnson Controls Inc.**

Signature: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 PO: \_\_\_\_\_

Signature: Marlyn Schultz  
 Name: Marlyn Schultz  
 Title: Service Mech  
 Date: 08/01/2022

## Proposal Overview

**Benefits/Scope of Work:**

**Hallway Fan Coil Unit 4**

Replacement of bad blower fan motor.  
Replacement of bad blower relay assembly.  
2-3 day delivery

**Exclusions:**

- 1.Labor or material not specifically described above is excluded from this proposal.
- 2.Unless otherwise stated, any and all overtime labor is excluded from this proposal.
- 3.Applicable taxes or special freight charges are excluded from this proposal



Bayard Jr/Sr High  
Quote Prepared by Marlyn Schultz  
07/31/2022



# PROPOSAL

## Account Information

**Bill To:** BAYARD JUNIOR AND SENIOR HIGH SCHOOL  
726 4TH AVE  
BAYARD NE  
USA 69334-2065

**Quote Reference Number:** 1-1J21W8SH

**Project Name:** Bayard Jr/Sr High

**Site:** BAYARD JUNIOR AND SENIOR HIGH SCHOOL  
726 4TH AVE  
BAYARD NE 69334-2065

**Branch Info:** JOHNSON CONTROLS CHEYENNE FT. COLLINS CB - 0N49

**Attn:** Robert GonzalesUSA

## Customer Information

**Name:** Robert Gonzales

This proposal is hereby accepted and Johnson Controls is authorized to proceed with the work, subject to credit approval By Johnson Controls, Inc. Milwaukee, WI.  
We propose to furnish the materials and/or perform the work below for the net price of: \$1,541.55

This proposal is valid through: 08/30/2022

**BAYARD JUNIOR AND SENIOR HIGH SCHOOL**

**Johnson Controls Inc.**

Signature: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 PO: \_\_\_\_\_

Signature: Marlyn Schultz  
 Name: MARlyn Schultz  
 Title: Service Mech.  
 Date: 08/01/2022

## Proposal Overview

**Benefits/Scope of Work:**

Hallway fan coil unit 1  
Replacement of bad blower fan motor.  
2-3 day delivery

**Exclusions:**

- 1.Labor or material not specifically described above is excluded from this proposal.
- 2.Unless otherwise stated, any and all overtime labor is excluded from this proposal.
- 3.Applicable taxes or special freight charges are excluded from this proposal



Bayard Jr/Sr High  
Quote Prepared by Marlyn Schultz  
07/31/2022



# PROPOSAL

## Account Information

**Bill To:** BAYARD JUNIOR AND SENIOR HIGH SCHOOL  
726 4TH AVE  
BAYARD NE  
USA 69334-2065

**Quote Reference Number:** 1-1J21W8WX

**Project Name:** Bayard Jr/Sr High

**Site:** BAYARD JUNIOR AND SENIOR HIGH SCHOOL  
726 4TH AVE  
BAYARD NE 69334-2065

**Branch Info:** JOHNSON CONTROLS CHEYENNE FT. COLLINS CB - 0N49

**Attn:** Robert GonzalesUSA

## Customer Information

**Name:** Robert Gonzales

This proposal is hereby accepted and Johnson Controls is authorized to proceed with the work, subject to credit approval By Johnson Controls, Inc. Milwaukee, WI.

We propose to furnish the materials and/or perform the work below for the net price of: \$532.20

This proposal is valid through: 08/30/2022

**BAYARD JUNIOR AND SENIOR HIGH SCHOOL**

**Johnson Controls Inc.**

Signature: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 PO: \_\_\_\_\_

Signature: Marlyn Schultz  
 Name: Marlyn Schultz  
 Title: Service Mech  
 Date: 08/01/2022

## Proposal Overview

**Benefits/Scope of Work:**

**Hallway Fan Coil Unit 3**  
Replacement of bad blower relay assembly.  
2-3 day delivery

**Exclusions:**

- 1.Labor or material not specifically described above is excluded from this proposal.
- 2.Unless otherwise stated, any and all overtime labor is excluded from this proposal.
- 3.Applicable taxes or special freight charges are excluded from this proposal



Bayard JR/Sr High  
Quote Prepared by Marlyn Schultz  
07/20/2022



# PROPOSAL

## Account Information

**Bill To:** BAYARD JUNIOR AND SENIOR HIGH SCHOOL  
726 4TH AVE  
BAYARD NE  
USA 69334-2065

**Quote Reference Number:** 1-1IWFDJ2J

**Project Name:** Bayard JR/Sr High

**Site:** BAYARD JUNIOR AND SENIOR HIGH SCHOOL  
726 4TH AVE  
BAYARD NE 69334-2065

**Branch Info:** JOHNSON CONTROLS CHEYENNE FT. COLLINS CB - 0N49

**Attn:** Robert GonzalesUSA

## Customer Information

**Name:** Robert Gonzales

This proposal is hereby accepted and Johnson Controls is authorized to proceed with the work, subject to credit approval By Johnson Controls, Inc. Milwaukee, WI.

We propose to furnish the materials and/or perform the work below for the net price of: \$1,305.79

This proposal is valid through: 08/19/2022

**BAYARD JUNIOR AND SENIOR HIGH SCHOOL**

**Johnson Controls Inc.**

Signature: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 PO: \_\_\_\_\_

Signature: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Date: \_\_\_\_\_

## Proposal Overview

**Benefits/Scope of Work:**

Install new ball valves in line with existing ball valves that are leaking, when they are shut off, existing unit has bad water coil that has not been fixed, this area is storage area only.

**Exclusions:**

- 1.Labor or material not specifically described above is excluded from this proposal.
- 2.Unless otherwise stated, any and all overtime labor is excluded from this proposal.
- 3.Applicable taxes or special freight charges are excluded from this proposal

## POLICY NO. 5081 - GRADUATION EXERCISES

1. The use of an invocation and/or benediction at high school graduation exercises shall rest within the discretion of the graduating senior class, with the advice and counsel of the senior class sponsor.
2. The senior class, or a committee appointed by the senior class, should decide whom to invite to deliver the prayer.
3. The school district shall not participate in the decision process or participate either directly or indirectly in the composition or content of any prayer.
4. Consistent with the principle of equal liberty of conscience, the invocation and benediction shall be non-sectarian and non-proselytizing in nature.
5. All graduating seniors are expected to attend the graduation exercises in cap and gown.
6. The top 10% of the graduating class will be publicly honored at the graduation exercises.
7. Students to be eligible for scholastic honors must have completed two years of school at the Bayard Public Schools.
8. The graduation exercises will be held in the auditorium. Additional seating will be available in the gymnasium. Television viewing may be provided for persons in the gymnasium.
9. No senior will be allowed to take part in the graduation exercises if they have not met all the requirements for graduation.
10. The district will not award Certificates of Attendance, except in accordance with Nebraska State Statute 79-770.
11. All money owed to the school, students class, activities program, lunch program, etc. must be paid prior to graduation. Failure to pay will eliminate a student's right to participate in the graduation exercises.
12. Nothing in this policy shall be interpreted to conflict with Nebraska State Statute 79-770.

Adopted: 8-17-76

Revised: 8-8-77; 8-9-93; 8-10-98; 8-13-01; 11-11-13

Reviewed: 6-14-10, 7-13-20

## POLICY NO. 3560 - BUSINESS OPERATIONS PROCEDURES – BIDDING CONSTRUCTION PROJECTS

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for the project is in excess of \$109,000, or such sum as adjusted pursuant to §73-106. The bidding procedures shall comply with the requirements of state law and shall include the following:

1. **Notice to Bidders:** The Administration shall prepare a notice to bidders containing a general description of the scope of the project being bid; the location of the project; the means of obtaining project documents, including plans and specifications; the date and hour bids will close; and the date, hour and place bids are to be returned, received and opened, and a provision that such bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders, when the hour is reached for the bids to close.
2. **Regular Manner of Advertisement for Bids:** The notice to bidders shall be published one time in a newspaper of general circulation in the School District. The notice shall be published at least seven (7) days prior to the date designated for the opening of such bids. The Board of Education or Administration may, in its sole discretion, elect to utilize further advertisement for bids as it may determine appropriate to secure a sufficient number of qualified bidders for the scope of the project.
3. **Bid Opening:** When the hour is reached for such bids to close, bids will be immediately and simultaneously opened in the presence of the bidders or representatives of the bidders.
4. **Contract Award:** The contract shall be awarded to the lowest responsible bidder as to the extent required by law. When not so required, the award shall be made on the basis of consideration of the contract award criteria determined appropriate by the Board or administration.
5. **Performance and Payment Bonds.** Whenever any contract is entered into for the erecting, furnishing, or repairing of any building or other public structure or improvement, the contractor shall be required, before commencing such work, to furnish a performance, labor and material payment bond. The bond requirement shall not apply, however, to any project bid or proposed which has a total cost of \$10,000 or less unless the School Board or Administration includes a bond requirement in the specifications for the project. The bond shall be in an amount not less than the contract price. The bond shall be conditioned on the faithful performance of the contract and the payment by the contracting party of all laborers and mechanics for labor that is performed and of all material and equipment rental that is actually used or rented in connection with the improvement project and the performance of the contract. Such

bond shall contain such provisions as are required by statutes, and be in a form prescribed and required by the district.

6. Retention of an Architect or Engineer. The School District shall not engage in the construction of any public works involving architecture or engineering unless the plans, specifications, and estimates have been prepared and the construction has been observed by an architect, a professional engineer, or a person under the direct supervision of an architect, professional engineer, or those under the direct supervision of an architect or professional engineer; provided that such requirement shall not apply to any public work in which the contemplated expenditure for the complete project does not exceed \$118,000, as adjusted from time to time by § 81-3445 or other applicable law.
  
7. Additional Procedures. Each bid for which a labor and material bond is required shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid unless the School Board or Administration waives such requirement. The Board of Education or Administration may provide for additional procedures for the procurement, opening and acceptance of bids as deemed appropriate for a particular project.

Legal Reference: Neb. Rev. Stat. ' 52-118; Neb. Rev. Stat. ' 73-101 *et seq.*; Neb. Rev. Stat. ' 73-106; Neb. Rev. Stat. ' 81-3445

Legal Reference:

Neb. Rev. Stat. 52-118

Neb. Rev. Stat. 73-101 *et seq.*

Neb. Rev. Stat. 73-106

Neb. Rev. Stat. 81-3445

Adopted: 8-9-04

Reviewed: 3-8-10, 11-9-20, 8-16-21

Revised: 08-11-14, 08-10-15

## POLICY NO. 5117 - EDUCATIONAL REQUIREMENTS FOR GRADUATION

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

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

English – 40 semester hours

Mathematics – 30 semester hours

Science – 30 semester hours

Social Science – 30 semester hours

Physical Education – 10 credit hours

Community Service – 8 hours Junior Year and 8 hours Senior Year

Preferred Sequence of Core and Technical Classes for Graduation Progress:

### **Freshman Year**

English I

Math I

Physical Science

World Geography

### **Sophomore Year**

English II

Math II

Biology

World History

8 hours Community Service

### **Junior Year**

English III

American History

Math III

Science III

8 hours Community Service

### **Senior Year**

College English

or

English IV

American Government

8 hours Community Service

A student who has earned all required credits may graduate early. Students who graduate early may choose to have their diplomas awarded at the time of completion or the student may participate in the spring commencement activities.

Adopted: 8-9-99

Revised: 3-14-05; 8-9-10; 7-9-12, 3-10-14, 12-14-20

Reviewed: 7-12-10

## POLICY NO. 9239 - PUBLIC PARTICIPATION AT BOARD MEETINGS

### A. Attend

Members of the public shall be permitted to attend and to speak at board meetings. They will not be required to identify themselves as a condition for admission to the meeting.

The Board may allow advisors, consultants, and other persons who are not Board members to appear at the meeting via telephone or other similar means.

The chair has the authority to assure that people conduct themselves in an orderly manner at the meeting. Undue interruption or other interference with the orderly conduct of business will not be allowed. The chair may order persons who are disorderly to be removed from the meeting.

Legal Reference: §§ 79-570; 79-571;  
§ 84-1411 (3) and (6); § 84-1412 (1) and (3)

### B. Hear

The board will, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at the meeting.

Legal Reference: § 84-1412 (7)

### C. Record

Members of the public may use recording devices (tape recorder, video camera, etc.) to record any part of a meeting of a public body, except for closed sessions. No recording, other than note taking, shall be done without informing the President in advance. The President shall control the placement of the recording device so the device does not obstruct the view of Board members or other members of the public attending the meeting and does not otherwise interfere with the meeting.

Legal Reference: § 84-1412 (1)

### D. Access to Written Materials

At least one copy of all reproducible written material to be discussed at an open meeting will be made available at the meeting for examination and copying by members of the public.

Legal Reference: § 84-1412 (8)

#### E. Speak

Members of the public will be permitted to speak at Board meetings at which a public forum is on the Agenda.

The board requires any member of the public desiring to address the body to identify himself or herself, including an address and the name of any organization represented by such person unless the board waives the address requirement to protect the security of the individual. Members of the public who desire to address the Board will be required to identify themselves.

Members of the public may also speak when invited to make a presentation or when recognized by the chair. The Board is not required to allow members of the public to speak at each meeting. However, the Board will not forbid public participation at all meetings.

Members of the public will not be required to have their name be placed on the agenda prior to the meeting in order to speak about items on the agenda.

The President or chair for the meeting shall have the authority to establish reasonable time limits for individual speakers and for the duration of public forum sessions. The following time limits are established but may be altered by the President or chair if the pressure of business or other circumstances dictate at a particular meeting: 5 minutes for individual speakers and 30 minutes for the duration of the public forum session.

The board will not respond or take action on public comment.

Speakers will be permitted to address the Board consistent with free speech rights. However, offensive language, defamatory remarks, and hostile conduct will not be tolerated. Further, charges or complaints against a school employee shall not be made for the first time at a public Board meeting without having followed the school's complaint procedure.

Legal Reference:

§ 84-1412 (1) (2) and (3)

Adopted: 7-14-08

Reviewed: 10-11-10

Revised 12-12-11

## POLICY NO. 5136 - SEIZURE SAFE SCHOOLS

In any district school with at least one student identified as having a seizure disorder, if the student's parent/guardian and health care provider have worked with the school to develop a seizure action plan that school shall have at least one employee who has met the training requirements necessary to administer or assist with the self-administration of a seizure rescue medication or medication prescribed to treat seizure disorder symptoms as approved by the United States Food and Drug Administration.

The training shall include instruction in administering seizure medications, recognizing the signs and symptoms of seizures, and responding to such signs and symptoms with the appropriate steps.

Prior to the administration of a seizure rescue medication or medication prescribed to treat seizure disorder symptoms by a school employee, a student's parent or guardian shall:

1. Provide the school with a written authorization to administer the medication at school;
2. Provide a written statement from the student's health care practitioner containing the following information:
  - a. The student's name;
  - b. The name and purpose of the medication;
  - c. The prescribed dosage;
  - d. The route of administration;
  - e. The frequency that the medication may be administered; and
  - f. The circumstances under which the medication may be administered.
3. Provide the medication to the school in its unopened, sealed package with the intact label affixed by the dispensing pharmacy; and
4. Collaborate with school employees to create a seizure action plan.

If specified in a student's seizure action plan, such student shall be permitted to possess the supplies, equipment, and medication necessary to treat a seizure disorder in accordance with such seizure action plan.

The authorization, statement, and seizure action plan required for each student shall be kept on file in the office of the school nurse or school administrator.

Each seizure action plan shall be distributed to any school personnel or volunteers responsible for the supervision or care of the student for whom such seizure action plan was created.

Any authorization provided by a parent or guardian shall be effective only for the school year in which it is provided and shall be renewed each following school year.

For all schools in the district regardless of whether any students are identified as having a seizure disorder, each certificated school employee shall participate in a minimum of one hour of self-study review of seizure disorder materials at least once in every two school years.

Schools or school employees who act in compliance with the Seizure Safe Schools Act shall not be liable for damages related to the care of a student's seizure disorder unless such damages resulted from an act of willful or wanton misconduct by the school or school employee nor shall school employees be subject to any disciplinary proceeding related to an act taken in compliance with the Seizure Safe Schools Act unless such action constitutes willful or wanton misconduct.

Legal Reference: Neb. Statute 79-3201 to 3207

Adopted:

Revised:

Reviewed:

# School Record Boards

## Summary

For the betterment of our school, we would like to purchase and utilize some touch screen record boards. Staff members and students have worked together to research and decide the best plan of action for this. We believe that these boards will last a long time, require minimal maintenance, and achieve our goal.

## What is our Goal?

Our goal is to recognize those who have made their mark in activities in our school. We think that this will encourage student motivation in our activities, as well as encourage alumni to visit our school. On top of athletics, we will be able to recognize students of the week, fine arts, and much more.

## What do we need to complete this project?

To complete this project, we will need to raise some money. Additionally, we will need to work with some coaches to ensure the proper usage of the board. With some research of companies and different types of boards, we have determined that this board will be a long-lasting, efficient tool for our goal. This board will only need buttons pushed to have information changed, whereas most boards would require new stickers, or sections of the board.

## Financials:

We would like to purchase both sizes of boards. Our goal is to display the records in multiple places to allow people to view them as much as possible. We will be fundraising hard to achieve this goal.

Product	Description	Notes	Amount
<b>Rocket Bundle</b> 5	65" Touch Screen Hall of Fame Bundle (Touch Screen, Computer, Bracket, Wall Mount)	This would be by the New Gym	\$4,316.00

<b>Rocket Bundle 4</b>	55" Touch Screen Hall of Fame Bundle (Touch Screen, Computer, Bracket, Wall Mount)	This would be by the Concessions Stand	\$3,100.00
<b>Rocket Alumni Software</b>	Website with all of the information we choose to put on it.	This is what the boards would display.	\$2,400.00

---

**\$9,816.00**

This is the amounts that we have available. With shipping and more in store, we have figured out that we need to raise around **\$12,000.**

Dr. Rice has informed us that we can use \$2,500 of the LEAD team funds for this project. Additionally, Kierra Miller will be a student board representative this fall and would like to use her funds for this project. She also raised money last fall for her NSAA Student Advisory projects and would like to use about \$500 of that towards this. She has also made a request sheets for businesses to raise money.

Thank you for your consideration.

<https://site.rocketalumnisolutions.com/home/625785d9fdbf810a49c3cff7?>

This is a mock-up site for reference.

## **Student Board Representative Initiative – School Record Boards**

08-05-2022

**1. Are there annual recurring costs for your initiative?**

Yes, there are recurring costs. It will be \$2,400 per year. It was originally \$5,000 per year, but I talked them down.

**2. Did you look at more than one company when you were gathering quotes? If so, was this the company that had the lowest price quote?**

We did look at multiple companies, and this one would be the best option for us. Most plastic record boards the same size as the boards we are getting are about \$1,500-\$2,000. With all our sports needing a different board, that is still over \$12,000. This will allow us to put more than sports on the boards for about the same price. Plus changing and inputting the information will be easier.

**3. Will there be a specific student group that will continue to raise funds for this such as the LEAD teams?**

I spoke with Mrs. Gier, our lighthouse coordinator, and she agreed that the LEAD Team could take over the project. This would be something consistent that the group can do.

**4. Will there be a specific class/course which will include students continuing to update the website?**

Class wise, I am hoping that Mr. Keszler will have one of his classes run it. I sent him an email. He was willing to help a lot last year with this sort of stuff, so I hope he is again. My thought was his broadcasting class would work on it since we will have to run ads.

**5. How is your fundraising going? Have you been able to secure additional funds?**

I have emailed a lot of companies such as Simmons Olsen, Webb, Monument Physical Therapy, and Western States Bank. Most of these companies have to wait until a certain date of the month to decide. I have secured a \$500 sponsorship from

Monument Physical Therapy. I am also looking for grants to see if any are applicable to this project.

**6. Is there anything else that you can share with the board regarding your initiative?**

I took a short video of the same board system we are getting while I was at Kearney Catholic. While I envision us using the system a little differently, it will give you an idea of what it is like.

Companies	Donation amount	Level	Waiting on response
Simmons Olsen			Yes
Paul Reed			Yes
Houchin Construction			Yes
The Vault			Yes
Tiger Paws			Yes
Webb Ortho			Can't til 15th
Team			
The Bank			Yes
Bluffs PT	\$500	Silver	
Walther Farms	\$500		
Aulick Industries			Maybe a TV?
Platte Valley Bank (PVC)			

## Extra-Duty Assignments for 2022-2023

### Full Year Activities

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

Webpage Coordinator	Coordinator	Jennifer Gier
Weights(Zero Hour??)	Lead	Colton Ehler
<b>Fall Activities</b>		
Cross Country	Head Coach	Candace Ehler
Cross Country	Assistant Coach	Ricky Trevino
Cross Country	Assistant Coach	Stephanie Barker
Football	Head Coach	Brandon Stuart
Football	Assistant Coach	Joe Foland
Football	Assistant Coach	Colton Ehler
Football	Assistant Coach	Isaias Mancinas
Girls Golf	Coach	Jim Roberts
Jr. High Football	Head Coach	Mike Simons
Jr. High Football	Assistant Coach	Dwight Malcolm
Jr. High Football	Assistant Coach	Elliot Reish
Jr. High Volleyball	Head Coach	Barbara Pieper
Jr. High Volleyball	Assistant Coach	Julie Cochran
One Act Plays	Director	Jenny Posey
Softball	Head Coach	Steven Posey
Softball	Assistant Coach	Tressa White
Softball	Assistant Coach	David Brunz
Volleyball	Head Coach	Tabitha Unzicker
Volleyball	Assistant Coach	Linz Douglass
Volleyball	Assistant Coach	Micki Mckibbin
<b>Winter Activities</b>		
Boys Basketball	Head Coach	Ryan Hergenreder
Boys Basketball	Assistant Coach	Joe Foland
Boys Basketball	Assistant Coach	Isaias Mancinas
Girls Basketball	Head Coach	Zach Nesbitt
Girls Basketball	Assistant Coach	Colton Ehler
Girls Basketball	Assistant Coach	Grace Dobrinski
Jr. High Boys Basketball	Head Coach	Joe Foland
Jr. High Boys Basketball	Assistant Coach	Isaias Mancinas
Jr. High Girls Basketball	Head Coach	Barbara Pieper
Jr. High Girls Basketball	Assistant Coach	Joe Foland
Jr. High Wrestling	Head Coach	Dwight Malcolm
Jr. High Wrestling	Assistant Coach	Elliot Reish
Speech	Head Coach	Amanda Anderson
Wrestling - Boys	Head Coach	Corey Barker
Wrestling - Boys	Assistant Coach	Garrett Schukei
Wrestling - Girls	Head Coach	Jerze Menke
Wrestling - Girls	Assistant Coach	Randy McKibbin
<b>Spring Activities</b>		

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

Bayard Public Schools  
Continuity of Learning and  
Reopening Plan



Approved by Board of Education

January 10, 2022

*Aug 8*

## Mission Statement

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

## Vision Statement

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

## Rationale and Background

In accordance with our mission and vision, Bayard Public Schools has developed this revised Continuity of Learning and Reopening Plan as we strive to provide a successful educational experience for our students during the global COVID-19 pandemic and as we comply with funding requirements from the Federal Government and the Nebraska Department of Education. The partnership of parents has been and will continue to be critical to the success of this joint effort. The content of this plan has been informed by the significant response of parents and staff to ~~several surveys~~ conducted in partnership with the Nebraska Association of School Boards prior to the 2019-2020 school year and our shared experiences over the past ~~18~~ months. The challenges of education in a pandemic have greatly accelerated the pace by which our school continues to adapt to provide programs to meet the needs of students today and in the future.

This Continuity of Learning Plan is an extension of the Emergency Operations Procedures approved by the Bayard Public Schools Board of Education in March of 2020. This plan was updated in July of 2020, ~~September~~ November of 2020, and ~~December~~ in August of 2021. The current revision is intended to provide additional details and direction to students, parents, employees, and patrons of the Bayard Public Schools Community for the ~~2021-2022~~ ~~2021-2022~~ school year (and beyond) in compliance with provisions of the American Rescue Plan. **2021-2022**

Conditions related to the global pandemic change rapidly and the associated guidance for a response to the pandemic is continually adjusted. As such, we know the operational needs of the school district will require monitoring and adjustment moving forward. This plan is intended to be a guide. Effective implementation will require careful and thoughtful actions and adjustments by employees, students, parents, and community members. Bayard Public Schools will adjust plans and programs as conditions, guidance, directives, and mandates change.

## District Procedures

### Academic/Classroom Procedures Plan

- Hand sanitizer available to students and staff
- Seating charts utilized for academic purposes and if necessary, for close contact notifications
- Students and staff assist in cleaning/wiping desks and frequently touched objects periodically.
- Use of outdoor spaces for class instruction is encouraged (in coordination with the building principal)
- Social distancing practices encouraged

### Specials

- Students transition to music, art, PE, and media as normal.
- Social distancing practices encouraged.

### Special Education/504

- Students will be served as per their IEP/504 Plan.
- Revisit the IEP/504 with the team as needed or requested by parents to discuss, whether or not, there are underlying student medical conditions that make school attendance impractical or undesirable to parents, should there be an increase in active virus transmission.
- Discuss whether or not continued attendance under the selected alternate learning schedule is feasible for the student, given any underlying health concerns.
- If school attendance is not possible or desirable, as it may pose a substantial health risk to the student, conduct an IEP, change the student's placement, and coordinate delivery of services through the IEP process.
- If school attendance is possible during elevated transmission of the virus, discuss with the IEP/504 team any additional supports or modifications that need to be made to the students plan during the time that the school is engaged in an alternate learning schedule.

## Screening/Temperature Checks

- Students and staff will report on screening questions and have their temperature checked prior to entering classrooms at the beginning of the school day. (Staff may self-screen.)
- Any student or staff member who has a temperature higher than 100° will be checked for a wrist temperature. If the wrist temperature is over 100° the individual will be escorted to a holding area for 15 minutes, then will be re-checked. If the temperature continues to be over 100°, parents will be called and the student will be sent home until fever free (without fever-reducing medications) for at least 24 hours.
- When authorized by the principal, students may attend school via virtual means during such time that they are experiencing fever or symptoms.
- Staff members will communicate with the building principal to determine whether work from home will be possible until fever-free (without fever-reducing medications) for at least 24 hours.

## Cleaning/Disinfecting/Sanitizing/Ventilation

- Daily cleaning/disinfecting/sanitizing procedures for all occupied locations in the schools according to CDC guidelines.
- Students and staff assist in cleaning/wiping desks and frequently touched objects when transitioning classrooms
- Staff requests for additional custodial and maintenance needs are submitted to the principal.
- Air handling units adjusted to increase fresh air intake. When feasible, updating of HVAC Units to mitigate COVID-19, and replacement of non-functioning/outdated windows to allow for additional fresh air in school buildings.

## Visitors and Deliveries

- All visitors are required to sign-in and obtain a visitor pass to a specific location upon entering school buildings.
- Face coverings recommended for visitors and for those making deliveries.
- All visitors (with the exception of those making drop-off only deliveries) will respond to screening questions and have their temperature checked prior to entry to the building.
- Any visitor who has a temperature higher than 100° will be allowed to return in 15 minutes, then will be re-checked. If the temperature continues to be over 100°, the visitor will not be allowed to remain on campus and will be asked to leave until fever free (without fever-reducing medications) for at least 24 hours.

## Mental and Social Emotional Health

- Continuous universal supports offered to all students through the school-wide MTSS Model
- Conduct universal screener of students as early in the year as possible, to help identify potential students in need of assistance.
- Increase staff awareness regarding the need to support the mental and social/emotional needs of students as they return to school.
- Provide staff self-care and resiliency strategies to staff.

### Busing/Student Transportation and Activities Transportation

- Hand sanitizer available to students and staff
- Students will have their temperature checked by the bus driver. Any student who has a temperature higher than 100° will not be transported. Parents will be notified by the driver.
- Seating charts utilized for safety and behavior management purposes
- Activity transportation provided in the regular manner
- Face coverings for students are recommended

### Vaccinations

- The school district will work with Parahand Public Health District and local medical providers to share and disseminate information on vaccinations to students, staff, and the community.

### Diagnostic Testing and Screening

- The school district will refer symptomatic students and staff to available community testing locations/resources.

*Hand sanitizer on staff for further recommendation*

**BOARD AGENDA MATERIALS**  
**Aug. 8, 2022**  
**Bayard Public Schools**

Page Number: 20  
Attachments: 1

---

**Subject:** Roberto Gonzales retirement resignation.

**Contact Person:** Bobbie Stuart/Rod Olson

**For:** Discussion

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**Background:**

Roberto Gonzales has informed me of is retirement effective 8/12/2022.

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**Explanation:**

I have asked Roberto to provide me with a written letter of retirement/resignation. If he does so this will allow the Board to an opportunity to formally thank him for his years of loyal service to the school and greater community. Our Board minutes will thus provide a permanent record and acknowledgement of those years of service.

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**Proposal:**

Accept resignation with regret. (Provide verbal acknowledgement of gratitude.)

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# Bayard Public Schools



# Emergency Operations Plan

Updated: \_\_\_\_\_



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## SIGNATURE PAGE

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

Name: Dr. Travis Miller  
Title: BPS Superintendent  
Date:

Name: Kim Kildow  
Title: BPS Board President  
Date:

Name: Carolyn Applegate  
Title: BPS Board Vice-Chair  
Date:

Name: Bobbie Stuart  
Title: BPS Safety Team Chair/Member  
Date:

Name: Dana Korell  
Title: BPS Safety Team Member  
Date:

Name: Dr. Kelley Rice  
Title: BPS Safety Team Member/HS Principal  
Date:

Name: Candace Ehler  
Title: BPS Safety Team Member  
Date:

Name: Matthew McLaughlin  
Title: BPS Safety Team Member/Elem Principal  
Date:

Name: Zak Douglas  
Title: Bayard Police Chief  
Date:

Name: Mike Cerny  
Title: Morrill County Deputy Sheriff  
Date:

Name: Jason Perkins  
Title: Bayard Police Officer  
Date:

Name: Stephanie Perkins  
Title: Bayard EMS Chie  
Date:

Name: Ron Leal  
Title: Region 21 Emergency Manager  
Date:

# I. INTRODUCTION

## A. Purpose of the Plan

The purpose of the Bayard Public Schools Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of Bayard Public Schools 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 Bayard Public Schools 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. Bayard Public School regularly schedules in-service training for faculty and staff.

Lastly, developing, maintaining, and exercising the School EOP increases Bayard 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 Bayard 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, tribal, 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 Bayard Public School Emergency Operations Plan operates within the framework of the Bayard Public School Board policy.

## **POLICY NO.1001 - CRISIS MANAGEMENT COMMUNICATIONS**

A school crisis may occur at any time, may take various shapes, and may hit with varying degrees of severity. The superintendent is directed to develop a School Communications Crisis Procedure to manage information more effectively and to ensure the crisis will be managed more effectively.

The procedure should include the following provisions:

1. Designation of a crisis spokesperson and description of the spokespersons duties;
2. Preparation to be taken before a crisis for dealing with the media;
3. Procedures for contacting various groups such as emergency response units, employees, parents, and the media;
4. Procedures for developing and releasing a public statement soon after the initiation of the crisis; and
5. Procedures for developing a public statement or report following the conclusion of the crisis.

Adopted: 8-12-02

Reviewed: 1-11-10, 7-10-17, 5-13-19, 9-14-20

## **POLICY NO.1403 - RED CROSS AND SALVATION ARMY**

Permission shall be granted to the Red Cross and the Salvation Army to list the school facilities as available in times of emergency.

Adopted: 8-17-76

Reviewed: 1-11-10, 8-14-17, 5-13-19

## **C. Situation Overview/Hazard Analysis Summary**

### **1. School Population**

#### **a. General Population**

March 2021 -- The current enrollment of Bayard Public Schools is approximately 165 elementary-school students, 175 secondary-school students located in two one story buildings on a single campus, which is divided by 8th Street (Country Road 106). These students are supported by a committed staff and faculty consisting of:

4 Superintendent/Principal/Building Administrators

33 Teachers

15 Instructional Assistants

2 Counselors, Social Workers, and Psychologists

1 School Nurses/Health Assistants

5 Custodians/Maintenance Personnel

4 Office/support staff

3.5 Food Service/Cafeteria staff

7 Other (specify transportation, Pathfinder Coordinator)

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 Bayard School is also located in [Appendix A](#) in this plan.

b. Special Needs Population

Bayard PublicSchool 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, 3
- Limited English proficiency, 7
- Blindness or visually impaired, 0
- Emotional Disturbances: 4
- Deaf or hard of hearing, 1 student, 1 staff
- Intellectual Disability, 5
- Multiple Impairments, 1
- Other Health Impairment, 8
- Specific Learning Disability, 29
- Developmental Delay, 7
- Speech Language Impairment, 9

The school's current enrollment of students with special needs is approximately 46; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, wheelchairs, etc.

School staff will communicate with emergency services personnel regarding students and staff who require additional assistance during an incident. [Appendix B](#).

**2. Building Information**

Bayard Public Schools is located on a 38 acre lot and includes 2 main buildings, 1 custodial building east of Elementary, 2 storage sheds east of football field, 1 greenhouse south of High School, 1 football field and press box, 1 bus barn, and 2 (also large parking lots south of the high school building) staff/student parking lot. All classes take place in the Elementary and High School Buildings, the main buildings on campus. The School also has a storage building on main street.

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

- \_\_\_\_\_ Evacuation routes- Faith United and Bayard Church of Christ
- \_\_\_\_\_ Shelter locations
- \_\_\_\_\_ Fire alarm pull stations
- \_\_\_\_\_ Fire hydrants
- \_\_\_\_\_ Fire extinguishers
- \_\_\_\_\_ First aid kits
- \_\_\_\_\_ AED (Automatic External Defibrillator)
- \_\_\_\_\_ Hazardous materials storage
- \_\_\_\_\_ Utility shutoffs
  - \_\_\_\_\_ Electricity
  - \_\_\_\_\_ Gas
  - \_\_\_\_\_ Water
  - \_\_\_\_\_ HVAC

**GUIDANCE:** All staff members are required to know these locations as well as how to operate the utility shutoffs.

Located in [Appendix D](#) are the list of local utility companies and their contacts for additional assistance.

### **3. Hazard Analysis Summary**

Bayard 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 March 2021 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.

The most recent risk assessment by ALICAP Insurance Company was completed **9/20/2021 and a Rule 10 Safety Review by Allen Gross on 4/25/2022.**

In addition, the table on the following page briefly discusses Bayard Public School's high-priority hazards including social media attack, severe storms, utility line breaks, domestic violence, and terroristic threats.

**Table 1. High-Priority Hazards**

Threat/Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
<b>Social Media Attack</b>	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Utility Line Break</b>	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Behavior Crisis</b>	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Domestic Violence</b>	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Fight/Assault</b>	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Terroristic Threats</b>	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Severe Weather</b>	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Criminal Activity in Area</b>	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Unknown or unauthorized person on grounds</b>	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Parental/Custodial Issues</b>	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Chemical Spills/Hazmat Incident</b>	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

Threat/Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
<b>Medical Emergency</b>	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Cat 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

#### **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. Bayard School is committed to taking proactive, prevention measures whenever possible to protect the safety and security of students and staff.

All staff have been trained in our safety and security procedures, (etc.)

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. Bayard Public School 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). Bayard Public School 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 Bayard Public School 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 Bayard Public School that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Bayard Public School can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

**GUIDANCE: Examples:**

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

## II . CONCEPT OF OPERATIONS

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

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

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

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, Bayard Public School 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.

Bayard Public School 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.

Bayard Public School 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, Bayard Public School 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 Bayard Public School 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)**

#### **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 other personnel) 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 (School Identify which admin i.e., Superintendent, Principal, designee.)**

The superintendent/principal or designee may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the superintendent/principal or designee 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 or designee to focus on policy-level activities and interfacing with other agencies and parents. The superintendent/principal or designee shall coordinate between the superintendent's office and the Incident Commander.

#### **B. Incident Commander**

The Incident Commander 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. Board Members**

- Refer all media requests and information requests to Public Information Officer
- Monitor and report information from public to the Public Information Officer
- Assist Incident Commander as needed
- Any communication with the public/media needs to be in coordination with the Incident Commander and Public Information Officer.

## **D. Teachers**

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

Responsibilities include:

- Attend to students with special and/or trauma needs.
- 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 and certified in first aid and CPR.

## **E. Instructional Assistants/ After School Staff**

Responsibilities include:

- Assist as directed by Administrators Teachers, and Law Enforcement or current assignment in SRP protocol.

## **F. 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.
- Convene Crisis Team or administer Psychological First Aid response to initiate recovery.

## **G. 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. (Teen CERT Team)

- Organize first aid and medical supplies.
- Administer medication as needed

#### **H. 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.

#### **I. 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.

#### **J. Technology**

- Switch phone lines to automated messaging
- Work with PIO on outgoing messaging
- Monitor social media
- Help Logistics with technology needs.

#### **K. 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.

#### **L. Transportation Director/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.
- Provide mutual aid as needed.

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

Responsibilities include:

- Supervise students unless directed otherwise by the Incident Commander or ICS Supervisor

#### **N. 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.
- Teen CERT members will be given assignments to assist as deemed necessary.

#### **O. Parents/ Guardians**

Responsibilities include:

- Cooperate with Law Enforcement, Emergency Responders, and School Staff.
- 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.
- Report to the directed location for reunification.

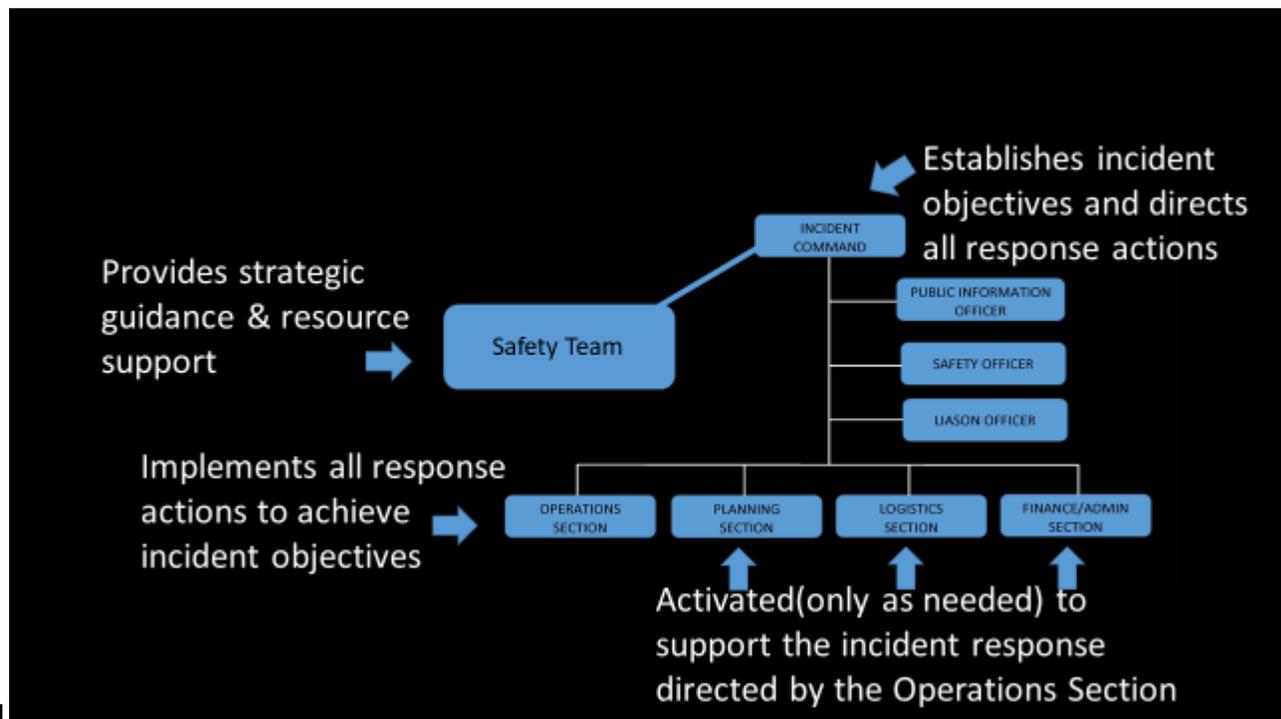
## IV. DIRECTION, CONTROL, AND COORDINATION

### A. School Incident Command System (ICS)

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

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

**Figure 1. Incident Management Team**



The ICS is organized into the following functional areas:

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

School-related responsibilities and duties include:

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

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

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

Specific responsibilities include:

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

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

**Table 2 Operations Section Teams**

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

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

**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..
- 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 Bayard Public School Superintendent/Principal/Incident Commander will keep the Safety Team informed.

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

The Morrill County School District maintains a district Emergency Operations Plan (EOP) to address hazards and incidents in their district. The Bayard Public School 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 Region 21 Emergency Manager. School district boundaries are within Region 21, 22, and 23 Emergency Management. All facilities are located within Region 21.

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

An important component of the Bayard Public School EOP is a set of interagency agreements with various county agencies to aid timely communication. These agreements help coordinate services between the agencies and Bayard Public School.

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.

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**

Bayard Public School will use its own resources and equipment to respond to incidents until incident response personnel arrive. 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: Morrill County Community Hospital, Name of Person Robin Stuart CEO ( 308) 631-3427.
- Cots and bedding supplies will be provided by: American Red Cross, Name of Person: Douglas Evarets (308) 210-4566
- Food/water supplies will be provided by: Tiger Paws, Name of Person: Cindy Schanhols (308) 637-7248
- Security will be provided by: Bayard Police Department Name of Person: Zak Douglass (308) 262-0408
- Counseling services will be provided by: ESU13 Name of Person: **Dr. Laura Barrett**
- Transportation- Bridgeport Public Schools, Name of Person: Chuck Lambert
- Portable Restrooms- AA Porta Potties 308-635-2229

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 Bayard Public Schools 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:

- **Remind Messaging** : A Remind Message is a simple, widely used system for notifying staff of an incident when they are not at school. The message originates with the superintendent/principal, who contacts the members of the Incident Management Team.
- **Email**: Email groups are established for all staff, elementary staff, and secondary staff.
- **Morning Faculty Meeting**: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting**: As appropriate, update information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

#### 2. Communication With the School District Office

Principals and/or designees will remain in contact with the District Office.

### 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 Bayard Public School 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, Bayard Public School will:

- Discuss specific strategies with parents of students with special needs or trauma, the best way to support their children during an incident.
- 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 mailings and a presentation delivered at Back-to-School Packet.
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

During the incident, Bayard Public School will:

- Disseminate information via established communication channels (Remind, All-Call, Radio/News, Social Media, and Website.)
- Implement the plan to manage phone calls and parents who arrive at school.
- Provide relevant updates and information as determined by the Incident Commander and Public Informations Officer.
- The Psychological First Aid Team will provide information regarding possible reactions of students and ways to talk with them.
- Inform parents and students when and where school will resume.

After an incident, Bayard Public School administrators will schedule an After Action Review.

## **2. Communication With Media**

Incident Commander will:

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

All Bayard Public School 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:

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 quarterly to discuss emergency plans and information related to behavioral health.

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

Media contacts at the major television, Internet, and radio stations are maintained by the Public Information Officer (PIO) or superintendent/principal's executive assistant. In the case of an incident, these media contacts will broadcast Bayard Public School's external communications for parents and guardians.

## **3. Handling Rumors**

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Bayard Public School 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.
- Designate and brief personnel answering calls to help control misinformation.
- Maintain communication with 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.

#### **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. Bayard Public School exercises 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 Morrill 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.
- Monitor 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, alternative learning environment).
- 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 Bayard Public School 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.
- **All-Call System:** Reverse 911 call messaging system.
- **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:** Remind, Social Media, Bayard Public School's Website, Navigate 360
- **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, Bayard Public School 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**

Bayard Public School 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 E2](#) (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 Bayard Public School 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.

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 promulgating 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.
- 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**

(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 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.
- 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.
- Online FEMA courses: ICS 100, IS-362, and IS-700 for assigned staff. Courses are available for free at FEMA's Emergency Management Institute Website.

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. Records of the training provided including date(s), type of training, and participant roster will be maintained. Approved parent volunteers and community members will also be incorporated into larger training efforts.

[Appendix K1: Record of Trainings](#)

[Appendix K2: Schedule/Record of Drills](#)

[Appendix K3: Record of Exercises](#)

## VIII. AUTHORITIES AND REFERENCES

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

### Rule 10

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

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

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

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

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

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

GUIDANCE: Authority for this Plan is contained in:

- A. Public Law 81-920 (Federal Emergency Management Act of 1950) as amended;
- B. Public Law 93-288 (Disaster Relief Act of 1974) as amended by PL 100-707;
- C. Public Law 99-499 (Superfund Amendments and Reauthorization Act of 1986) as amended;
- D. 44 CFR, Part 302, Emergency Management: State and Local Emergency Management Assistance (EMA), October 2011, as amended;
- E. RRS Sections 81-829.36 to 81-829.75, Nebraska Emergency Management Act of 1996, as amended, Cum. Supp. 2002;
- F. Nebraska Administrative Code, Chapter 7; Nebraska Emergency Management Agency Title 67, July 21, 2001;

- G. Nebraska Revised Statutes 81-201 (Reissue 1996), 54-701 (reissue 1998 and Cum. Supp. 2002, and 54-1180 to 54-1182 (Reissue 1998 and Cum. Supp. 2002), (Nebraska Department of Agriculture's general response procedures); 2-1072 to 2-10, 117, the Plant Protection and Pest Act; and 54-847 to 54-863, (Reissue 1998) the Commercial Feed Act; 81-2,257 to 81-2,261 (Reissue 1996 and Cum. Supp. 2002), the Nebraska Pure Food Act; S2-3901 to 2-3911 (Reissue 1997 and Cum. Supp. 2002), the Nebraska Pasteurized Milk Law; 2-3913 to 2-3946 (Reissue 1997 and Cum. Supp. 2002), Manufacturing Milk Act;
- H. USC Title 21, section 134(a), (USDA response procedures for animal disease events);
- I. USC Title 7, sections 7701-7772, (USDA Plant Protection Act);
- J. 21 CFR, Parts 500-599 (Food, Drug, and Cosmetic Act);
- K. Homeland Security Presidential Directive (HSPD) 5 "Management of Domestic Incidents," 28 Feb. 2003;
- L. Presidential Policy Directive (PPD) 8 "National Preparedness" March 30, 2011;
- M. State of Nebraska, Executive Order 05-02, State Adoption of the National Incident Management System (NIMS), March 4, 2005.

# Functional Systems

**Note:**

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

- Common procedures.
- Specialized procedures.

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

All functional systems should address:

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

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

# Standard Response Protocol (SRP)

## I. PURPOSE

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

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

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

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

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

## II. SCOPE

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

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

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

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

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

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

## III. RESPONSIBILITIES

To implement the Standard Response Protocol:

- All staff and students will undergo training and participate in incident management training and drills.

- Staff and bus drivers assigned to work with special needs students will undergo in-depth training.
- Emergency management and response personnel will review and provide input into the plan.

#### **IV. SPECIALIZED PROCEDURES**

Mobile AED Life Station is available for all outside activities.

All coaches submit emergency action plans for their sport and provide them to the AD

# IN AN EMERGENCY TAKE ACTION



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

### **STUDENTS**

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

### **ADULTS**

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



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

### **STUDENTS**

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

### **ADULTS**

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



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

### **STUDENTS**

Move away from sight  
Maintain silence  
Do not open the door

### **ADULTS**

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



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

### **STUDENTS**

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

### **ADULTS**

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



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

### **STUDENTS**

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

### **ADULTS**

Lead safety strategy  
Account for students and adults

## Standard Reunification Method (SRM):

### GUIDANCE: There Are Two Teams:

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

### I. Purpose

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

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

### II. Scope

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

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

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

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

### The SRM Process in a Nutshell

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

- Establish a parent check-in location.
- Deliver the students to the student staging area, beyond the field of vision of parents/guardians.
- Once students are on site, notify parents of location.
- “Greeters” direct parents/guardians to the parent check-in location, and help them understand the process.
- Parents/guardians complete Reunification Cards.
- Procedure allows parents/guardians to self-sort during check in, streamlining the process.
- The “Reunifier” recovers students from the student staging area and delivers to the parent.

- Controlled lines of sight allow for an orderly flow, and issues can be handled with diminished drama or anxiety.
- Medical, notification, or investigative contingencies are anticipated.
- Pedestrian “flows” are created so lines don’t cross.
- When it’s all said and done, successful reunification is about managing the student and parent experience.

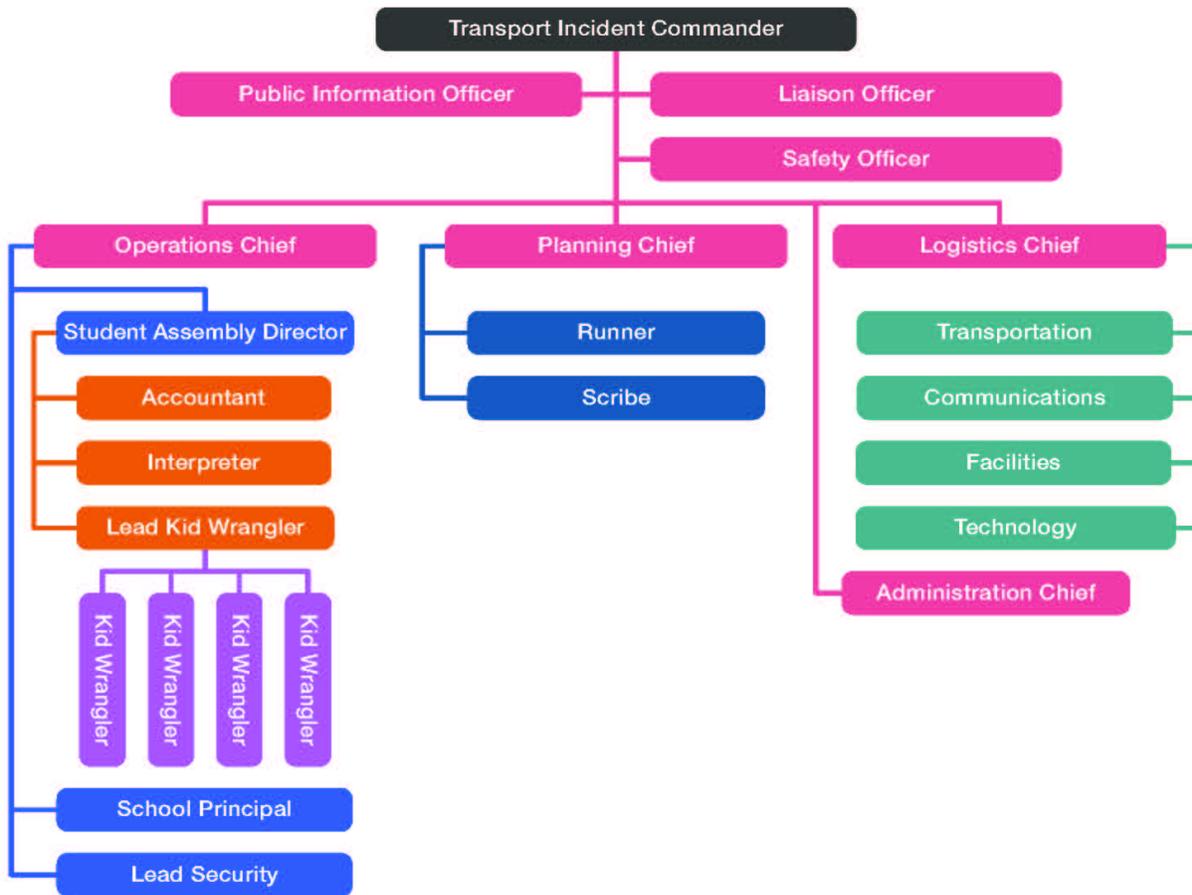
The Reunification Operations Kit (ROK) which are ready made SRM materials can be found at:

<https://iloveguys.org/The-Standard-Reunification-Method.html#ROK-Box>

[Transport Organization Chart](#) (Fillable) [Appendix L1](#)

[Offsite Reunification Organization Chart](#) (Fillable) [Appendix L2](#)

## SAMPLE TRANSPORT ORGANIZATION CHART



# SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



# SRM Staging the

## STEP 1 ESTABLISH ONSITE INCIDENT COMMAND

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



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

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

**Strategy:** The Standard Reunification Method

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

## STEP 2 CLASSROOM EVACUATION

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



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

### STUDENTS WITH DISABILITIES

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



# SRM Actions and

## COMMUNITY ACTION PARENTS WILL BEGIN TO ARRIVE

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



## REUNIFICATION SITE MOBILIZE REUNIFICATION TEAM

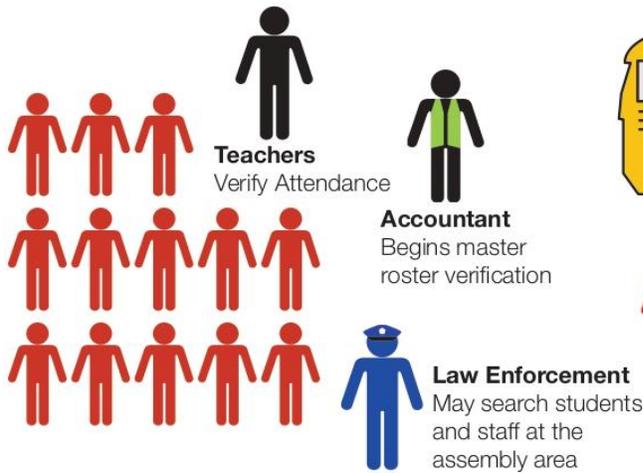
Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.



# School for Transport

## STEP 3 SECURE ASSEMBLY AREA

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



## STEP 4 STUDENT AND STAFF TRANSPORT

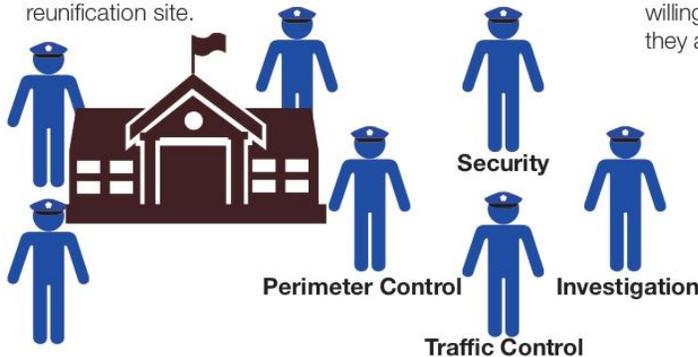
Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.



# Considerations

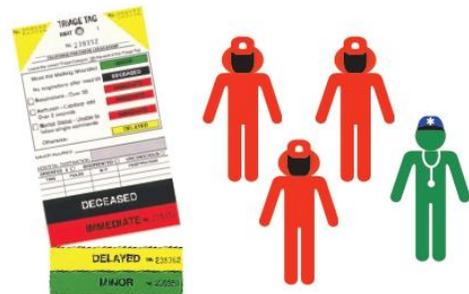
## LAW ENFORCEMENT SUPPORT AND INVESTIGATIONS

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



## FIRE AND EMS CASUALTY CARE

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



# CONTINUITY OF OPERATIONS (COOP) PLAN

## I. PURPOSE

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

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

## II. SCOPE

It is the responsibility of Bayard Public School 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 Bayard Public School, 726 4th St Bayard, Nebraska.

## III. RESPONSIBILITIES

The COOP plan outlines actions needed to maintain and/or rapidly resume essential academic, business, and physical services after an incident. Bayard Public School 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	<ul style="list-style-type: none"><li>• Determine when to close schools, and/or send students/staff to alternate locations.</li><li>• Disseminate information internally to students and staff.</li><li>• Communicate with parents, media, and the larger school community.</li></ul>

	<p>Brief and train staff regarding their additional responsibilities.</p> <ul style="list-style-type: none"> <li>Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.</li> </ul>
Primary Person: Rodney Olson	Phone/Email: (402)984-4193 rodney.olson@bayardtigers.org
Alternate: Kelley Rice	Phone/Email: (308) 631-6930 kelley.rice@bayardtigers.org
Second Alternate: Candace Ehler	Phone/Email: (308) 641-0584 candace.ehler@bayardtigers.org
<b>Assistant Principal and/or Department Heads</b>	<ul style="list-style-type: none"> <li>Ensure systems are in place for rapid contract execution after an incident.</li> <li>Identify relocation areas for classrooms and administrative operations.</li> <li>Create a system for registering students. (out of district or into alternative schools)</li> <li>Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.</li> <li>Identify strategies to continue teaching. (e.g., remote learning)</li> <li>Reevaluate the curriculum.</li> </ul>
Primary Person: Zach Nesbitt	Phone/Email: (308)672-2411 zach.nesbitt@bayardtigers.org
Alternate: Colton Ehler	Phone/Email: (308)631-8349 colton.ehler@bayardtigers.org
Second Alternate: Micki McKibbin	Phone/Email: (308)641-1873 micki.mckibbin@bayardtigers.org
<b>Custodians/ Maintenance Personnel</b>	<ul style="list-style-type: none"> <li>Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.</li> <li>Manage the restoration of school buildings and grounds. (e.g., debris removal, repairing, repainting, and/or re-landscaping)</li> </ul>
Primary Person: Jeff Erdman	Phone/Email: (308)641-5663 jeff.erdman@bayardtigers.org
Alternate: Connie Loutzenhiser	Phone/Email: (308) 279-3326 connie.loutzenhiser@bayardtigers.org
Second Alternate: Herman Ziegler	Phone/Email: (308) 672-1324 herman.ziegler@bayardtigers.org
<b>School Secretary/ Office Staff</b>	<ul style="list-style-type: none"> <li>Maintain inventory.</li> <li>Maintain essential records (and copies of records) including the school's insurance policy.</li> <li>Ensure redundancy of records is kept at a different physical location.</li> <li>Secure classroom equipment, books, and materials in advance.</li> <li>Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.</li> </ul>

	<ul style="list-style-type: none"> <li>Retrieve, collect, and maintain personnel data.</li> <li>Provide accounts payable and cash management services.</li> </ul>
Primary Person: Heather Oliverius	Phone/Email: (308) 631-9339 heather.oliverius@bayardtigers.org
Alternate: Cindy Korell	Phone/Email: (308) 279- 1552 cindy.korell@bayardtigers.org
Second Alternate: Cortney Schuller	Phone/Email: (308) 641-2138 cortney.schuller@bayardtigers.org
<b>Counselors, Social Workers, Psychologists</b>	<ul style="list-style-type: none"> <li>Ensure all students have electronic access and equipment.</li> <li>Establish academic and support services for students and staff/faculty.</li> <li>Implement additional response and recovery activities according to established protocols.</li> <li>Maintain continual contact with families and students.</li> </ul>
Primary Person: Linde Rafferty	Phone/Email:(308) 778-6765 linde.rafferty@bayardtigers.org
Alternate:Julie Cochran	Phone/Email: (308) 631-2265 julie.cochrane@bayardtigers.org
Second Alternate: Jessica Radford	Phone/Email: (402)530-1608 radfordjh@gmail.com
<b>School Nurses/Health Assistants</b>	<ul style="list-style-type: none"> <li>Assist families with medical questions and concerns.</li> <li>Connect families/students with medical services.</li> </ul>
Primary Person:Justine Jobman	Phone/Email:(308) 250-3447 justine.jobman@bayardtigers.org
Alternate: Zach Nesbitt	Phone/Email:(308) 672-2411 zachary.nesbitt@bayardtigers.org
Second Alternate: Cheri Scott	Phone/Email: 308-279-0345
<b>Food Service /Cafeteria Workers</b>	<ul style="list-style-type: none"> <li>Determine how transportation and food services will resume.</li> <li>Establish food security for any student.</li> </ul>
Primary Person: Rene Harter	Phone/Email:(605) 840-4373 rene.harter@bayardtigers.org
Alternate: Crystal Wood	Phone/Email: (308) 279-2734 crystal.wood@bayardtigers.org
Second Alternate: New Hire	Phone/Email:

<b>Teachers</b>	<ul style="list-style-type: none"> <li>• Develop Continuity of Learning Plan for students.</li> <li>• Alternative Education (web-based, electronic) (I.T.)</li> <li>• Provide educational feedback on completed student work.</li> <li>• Maintain continual contact with families and students.</li> <li>• Continue the learning environment as best possible.</li> <li>• Communicate with counselors any concerns on the well-being of students.</li> </ul>
Primary Person: Cheryl Ferrero	Phone/Email:(308)631-6127 cheryl.ferrero@bayardtigers.org
Alternate: Micki McKibbin	Phone/Email: (308)641-1873 micki.mckibbin@bayardtigers.org
Second Alternate: Holly Nolte	Phone/Email: (308) 279-1349 holly.nolte@bayardtigers.org
<b>Transportation</b>	<ul style="list-style-type: none"> <li>• Assist in the distribution of food/lunches.</li> <li>• Assist in transportation of people as needed.</li> </ul>
Primary Person: Kurt Wagner	Phone/Email:(307)763-2473kurt.wagner@bayardtigers.org
Alternate: Linda Safford	Phone/Email:(308) 672-1683 linda.safford@bayardtigers.org
Second Alternate: Crystal Hopkins	Phone/Email: (308) 641-2504 crystal.hopkins@bayardtigers.org
<b>Emergency Management</b>	<ul style="list-style-type: none"> <li>• Assist the school with any needs. (i.e., state or federal agencies)</li> <li>• Coordinate using NIMS and ICS.</li> <li>• Coordinate personnel to assist in setting up structure.</li> </ul>
Primary Person: Ron Leal	Phone/Email:(308)249-1310 region21em@region21.net
Alternate: Kay Anderson	Phone/Email:(308) 279-0947
Second Alternate: Tim Newman	Phone/Email: (308) 765-2786 tnewman@scottsbluffcounty.org
<b>Law Enforcement</b>	<ul style="list-style-type: none"> <li>• Maintain the security of off site location.</li> <li>• Set up traffic flow at an off site location.</li> <li>• Provide traffic control at the off site location.</li> </ul>
Primary Person: Zak Douglass	Phone/Email:(308)262-0408
Alternate: Milo Cardenas	Phone/Email:(308) 262-0408
Second Alternate: Cheree Fisher	Phone/Email: (308) 262-0408

<b>Parents</b>	<ul style="list-style-type: none"> <li>• Support the educational Continuity of Learning Plan provided by schools.</li> <li>• Provide an environment at home conducive to learning.</li> <li>• Provide support and encouragement to children for their continued learning.</li> <li>• Procure food security if needed.</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>• Follow the educational Continuity of Learning Plan provided by the school.</li> <li>• Maintain communication with teacher(s).</li> </ul>
<b>Others (Specific)</b>	
Primary Person:	Phone/Email:
Alternate:	Phone/Email:
Second Alternate:	Phone/Email:

All core COOP procedures personnel as well as senior staff will undergo 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.

<b>Orders of Succession</b>	
<b>Conditions for Succession</b>	<b>Key position holder(s) are unable to execute their duties for an extended period of time.</b>
<b>Method of Notification</b>	<i>If the Superintendent is deemed unable to fulfill his/her duties the Business Manager will notify the board and send memo of succession to the staff and parents.</i>

<b>Succession by Position</b>	Key Position Title	Primary Succession Title	Secondary Succession Title	Time/Geographical/Organizational Limitations
	Superintendent	Secondary Principal	Elementary Principal	Until the Superintendent can return to duty or the Board names someone to the position in either an interim or permanent capacity.
	Elementary Principal	High School Principal	Activities Director	Until the Principal can return to duty or the Superintendent names someone to the position in either an interim or permanent capacity (pending board approval).
	Secondary Principal	Elementary Principal	Activities Director	Until the Principal can return to duty or the Superintendent names someone to the position in either an interim or permanent capacity (pending board approval).
	Special Education Director	2nd grade teacher	ESU13	Until the Special Education Director can return to duty or the Superintendent names someone to the position in either an interim or permanent capacity (pending board approval).
	Activities Director	HS PE Teacher	Elem PE Teacher	Until the Activities Director can return to duty or the Superintendent names someone to the position in either an interim or permanent capacity.
<b>Succession Revision Procedures/ Date</b>	<i>Address who will review and revise the succession plans, and date revision is completed. Updates completed 8/2/2022 by Safety Chairman</i>			

3. 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 Building Principal or designee shall notify employees of COOP procedures activation and provide situation information via Remind, as available. Parents/guardians will be alerted and notified using the automated notification system and/or Remind 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)
Hand Held radios	Y	Y	Communications Center	N
Remind App	Y	Y		

**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.

**D. Alternate Facilities and Strategy**

For estimated short-term (2 to 14 days) payroll will be handled remotely. For a longer term arrangement, schools in the immediate vicinity of Bayard would be utilized if possible. Contingent alternative facilities are listed below:

Facility/Site Name	Alternate Sites Name/Location	Alternate Site Contact Information	Existing or Prepositioned Assets & Capabilities at Alternate Facility	Additional Resources Needed at Alternate Facility
Primary Facility: Bayard Public Schools Elementary	Alternative Site: Minatare Public Schools	Rocky Robbins (308) 783-1232	--Furniture: -- Internet access: --Office supplies:	Awaiting confirmation
Bayard High School	Secondary Site: Prairie Winds Community Center	Charlie Wallesen (308) 262-1825	--Furniture: -- Internet access: --Office supplies	She has spoke to city council can get put on the agenda

For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with Bayard Public School's backup data.

4. 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

With a longer term and/or more comprehensive incapacity of the building, Remote learning/work is the first option for relocation. Currently the lines and services for telephones and computers at Bayard Public Schools are maintained, protected, and backed up offsite by the district office.

5. 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.

<b>Vital Records: Emergency Operations Records</b>		
<b>Vital Record Name/Database</b>	<b>Location</b>	<b>Back-up/Alternate Record Location</b>
Staff Contact List	Business Office	Navigate, Infinite Campus, EOP document
Orders of Succession	Business Office	EOP Plan Documents, Board Meeting Documents
Delegation of Authority	Business Office	EOP Plan Documents, Board Meeting Documents

<b>Vital Records: Legal &amp; Financial Records</b>		
<b>Vital Record Name/Database</b>	<b>Location</b>	<b>Back-up/Alternate Record Location</b>
Personnel Records	Business Office	Software Unlimited
Payroll Records	Business Office	Software Unlimited
Contracts	Business Office	Google
Student Emergency Contact List	Principal Offices	Infinite Campus
Student Medical Records	Nurse Office	Infinite Campus
Education Records	Principal Office	Safety Deposit Box Western States Bank

6. **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

- Beginning of the school year meeting
- Provide SRP to all staff
- Drills and trainings
- 
- 

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

Reconstitution

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

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

<b>Reconstitution Responsibilities</b>			
<b>Phase</b>	<b>Duties</b>	<b>Primary Responsible</b>	<b>Alternate Responsible</b>
<b>Relocation from alternate facility to primary (or replacement) facility</b>	Internal alert and notification	Superintendent	Principal
	External alert and notification	Superintendent	Principal
	Transfer equipment, vital records, data	Tech Coordinator	Secretary
	Transfer communications	Secretary	Secretary
	Deployment and departure from alternate facility	All Staff	
	Transition to primary operations	All Staff	
	Set up at primary or replacement site	All Staff	
<b>Operations</b>	Execution of essential functions	All Staff	
	Execution of non-essential functions	All Classified Staff	
	Establishment of communications	Secretaries	
	Procurement of equipment and supplies	Administrative Assistant	Business Manager
	Conduct a review of COOP execution and effectiveness (After Action Report)	Superintendent or designee	Principal


8. 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	Superintendent	Safety Chairman	
Review list of essential functions	Safety Chairman	Superintendent	8/2/2022
Identify essential employees and confirm their availability	Safety Chairman	Superintendent	8/2/2022
Update contact information, emergency call roster, and checklists	Safety Chairman	Superintendent	8/2/2022
Establish assistance/cooperative agreements with suppliers and vendors	Safety Chairman	Superintendent	
Identify computer network interdependencies (such as servers connected to the district network)	Tech Coordinator	Superintendent	
Notify/Follow-up with facilities management regarding any repairs or maintenance to buildings	Principal	Superintendent	
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 emotional support to students/staff impacted by trauma at school or in the community.

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

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

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

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

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

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

## **A. Prevention phase**

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

## **B. Preparedness phase**

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

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

## **C. Response phase**

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

## **D. Recovery phase**

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

## **II. SCOPE**

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

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

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as nurses and social workers are required to participate in the development, implementation,

and evaluation of the School EOP as it relates to this system. Additional advice will be sought from outside psychologists and mental health experts.

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

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

### III. RESPONSIBILITIES

To implement the recovery of psychological healing procedures:

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

### IV. SPECIALIZED PROCEDURES

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

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

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

**Hospital/Funeral Arrangements:**

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all students and staff will be excused from school.
- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

**Post-Incident Procedures:**

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

## Hazard- and Threat - Specific Systems:

### GUIDANCE:

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

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

Repeating information is not advisable for the following reasons:

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

Refer to the following Appendices:

[Appendix N1: Threats/Hazards List](#)

[Appendix N2: Risk Assessment Worksheet](#)

[Appendix N3: Examples of Threats/Hazards in SRP Areas](#)

[Appendix N4: Sample Goals/Objectives and Action Plan](#)

[Appendix N5: Goals/Objectives and Action Plan \(Fillable\)](#)

## GLOSSARY OF TERMS

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

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

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

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

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

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

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

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

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

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

**Incident Command System (ICS):** A standardized on-scene emergency management construct specifically designed to provide an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is

applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Appendix List Bayard

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- 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](#)
- 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](#)
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**Appendix A  
Staff Roster**

Last Name	First Name	Position	Room Number	Address 1	City State Zip Code	Primary Phone	Secondary Phone	Email
Anderson	Amanda	2ndGrade Teacher		950 1st Ave	Bayard NE 69334	402-540-8358		<a href="mailto:amanda.anderson@bayardtigers.org">amanda.anderson@bayardtigers.org</a>
Andreas	Karen	SPED Para		10863 US 26	Bayard NE 69334	308-631-6641		<a href="mailto:karen.andreas@bayardtigers.org">karen.andreas@bayardtigers.org</a>
Applegate	Carolyn	Board Member		10236 US 26	Bayard NE 69334	308-631-5371	308-586-2775	<a href="mailto:carolyn.applegate@bayardtigers.org">carolyn.applegate@bayardtigers.org</a>
Applegate	Joe	Board Member		10236 US 26	Bayard NE 69334			<a href="mailto:joe.applegate@bayardtigers.org">joe.applegate@bayardtigers.org</a>
Ashmore	Shania	HS Sped Teacher		421 E 5th St	Bayard NE 69334	402-541-4903		<a href="mailto:shania.ashmore@bayardtigers.org">shania.ashmore@bayardtigers.org</a>
Barker	Stephanie	4th Grade Teacher		607 2nd Avenue	Bayard NE 69334	308-586-1553	308-631-1175	<a href="mailto:stephanie.barker@bayardtigers.org">stephanie.barker@bayardtigers.org</a>
Batt	Crystal	1st Grade Teacher		150663 CR 34	Bayard NE 69334	308-631-8267		<a href="mailto:crystal.batt@bayardtigers.org">crystal.batt@bayardtigers.org</a>
Bauer	Laurie	Librarian, Speech		955 5th St	Gering NE 69341	308-275-1206	308-279-0350	<a href="mailto:laurie.bauer@bayardtigers.org">laurie.bauer@bayardtigers.org</a>
Binder	Brittani	6th Grade Teacher		565 Kurt Dr	Gering NE 69341	308-672-8868		<a href="mailto:brittani.binder@bayardtigers.org">brittani.binder@bayardtigers.org</a>
Brown	Marie	Bus Driver Sub		834 Ave B	Bayard NE 69334	308-225-1335		<a href="mailto:marie.brown@bayardtigers.org">marie.brown@bayardtigers.org</a>
Burry	Kimberly	Board Member		966 Main	Bayard NE 69334	308-641-6677		<a href="mailto:burrykim@gmail.com">burrykim@gmail.com</a>
Cochran	Julie	Elem Mental Health		17047 8 CR 26	Gering, NE 69341	308-631-2265		<a href="mailto:julie.cochran@bayardtigers.org">julie.cochran@bayardtigers.org</a>
Coon	Jon	Custodian		9897 CR 85	Bayard NE 69334	308-586-1621	308-631-7356	<a href="mailto:jon.coon@bayardtigers.org">jon.coon@bayardtigers.org</a>
Deines	Ashley	Para/AfterSchool Para		343 E 5th St.	Bayard NE 69334	308-279-1873		<a href="mailto:ashley.deines@bayardtigers.org">ashley.deines@bayardtigers.org</a>
Dobrinski	Grace	Daycare Teacher		9789 Rd 92	Bridgeport NE 69336	308-250-9982		<a href="mailto:grace.dobrinski@bayardtigers.org">grace.dobrinski@bayardtigers.org</a>
Ehler	Candace	Elem Principal		10470B Rd 97	Bayard NE 69334			<a href="mailto:candace.ehler@bayardtigers.org">candace.ehler@bayardtigers.org</a>
Ehler	Colton	HS PE Teacher		10470B Rd 97	Bayard NE 69334	308-631-8349		<a href="mailto:colton.ehler@bayardtigers.org">colton.ehler@bayardtigers.org</a>
Erdman	Jeff	Custodian		1034 Ave C	Bayard NE 69334	308-641-5663		<a href="mailto:jeff.erdman@bayardtigers.org">jeff.erdman@bayardtigers.org</a>
Ferguson	Kimberly	Social Science	103	10203 Road 101	Bridgeport NE 69336	208-520-1588		<a href="mailto:kimberly.ferguson@bayardtigers.org">kimberly.ferguson@bayardtigers.org</a>
Ferrero	Cheryl	Grade Teacher		967 1st Ave	Bayard NE 69334	308-631-6127		<a href="mailto:cheryl.ferrero@bayardtigers.org">cheryl.ferrero@bayardtigers.org</a>
Foland	Joe	HS Para/Coach		415 3rd St	Gering NE 69341	308-641-1010		<a href="mailto:joe.foland@bayardtigers.org">joe.foland@bayardtigers.org</a>
Franklin	Barbara	SPED Para		270038 CR W	Gering NE 69341	308-765-1753		<a href="mailto:barb.franklin@bayardtigers.org">barb.franklin@bayardtigers.org</a>
Franklin	Gracie	Para		270038 CR W	Gering NE	308-765-9839		<a href="mailto:gracie.franklin@bayardtigers.org">gracie.franklin@bayardtigers.org</a>
Gier	Jennifer	Technology	Business Office	61193 CR 26	Scottsbluff NE 69361	308-631-0216		<a href="mailto:jenny.gier@bayardtigers.org">jenny.gier@bayardtigers.org</a>

Halverson	April	Daycare Teacher/Director	Elem	835 Main St	Bayard NE 69334	308-360-2085		april.halverson@bayardtigers.org
Harter	Renee	Head Cook	Kitchen	330360 Finch Rd	Minatare NE 69356	605-840-4373		renee.harter@bayardtigers.org
Henkel	Becky	Board Member		7326 Rd 110	Bayard NE 69334	308-672-4727		becky.henkel@bayardtigers.org
Hopkins	Crystal	Bus Driver	Bus Barn	180303 CR 34	Bayard NE 69334	308-641-2504		crystal.hopkins@bayardtigers.org
James	Steven	Sub/BusDriver		521E 5th St	Bayard NE 69334	308 225-1308		steven.james@bayardtigers.org
James	Lacee	Behavior Para/HAL		521 E 5th St	Bayard NE 69334	308-672-5554		lacee.james@bayardtigers.org
Jobman	Justine	School Nurse		19079 4 CR 36	Bayard NE	308-250-3447		justine.jobman@bayardtigers.org
Jones	Stacey	PreK Para		731 Main St	Bayard NE 69334	308-637-1159		stacey.jones@bayardtigers.org
Keszler	Douglas	Elem Counselor/HS Teacher		1209 S Street	Bridgeport NE 69336	308-279-1461		mark.keszler@bayardtigers.org
Kildow	Kimberly	Board President		1126 Ave B	Bayard NE 69334	308-631-0389	308-631-7969	kkildow@charter.net
Korell	Cindy	HS Secretary	HS Principal Office	10466 Rd 77	Bayard NE 69334	308-586-2242	308-279-1552	cindy.korell@bayardtigers.org
Korell	Dana	SPED Para/ Safety		10466 Rd 77	Bayard NE 69334	308-586-2242	308-279-2922	dana.korell@bayardtigers.org
Leonard	Erma	Para Elem		1203 Ave B	Bayard NE 69334	308 279 1590		erma.leonard@bayardtigers.org
Loutzenhiser	Connie	Custodian		967 Main Street	Bayard NE 69334	308-586-1059	308-279-1048	connie.louzenhiser@bayardtigers.org
Maag	Kristin	After School Director		PO Box 208	Scottsbluff NE 69363	308-672-4477		kristin.maag@bayardtigers.org
Malcolm	Dwight	Industrial Arts		1950 Oregon Trail Blvd	Gering NE 69341	308-765-0264		<a href="mailto:dwight.malcolm@bayardtigers.org">dwight.malcolm@bayardtigers.org</a>
Mancias	Isaias	Para/Coach		521 P St	Bridgeport NE	308-765-0910		isaias.mancias@bayardtigers.org
Martinez	Michelle	Grade Teacher		1709 Davis Ave.	Gering NE 69341	308-520-3691		michelle.martinez@bayardtigers.org
McKibbin	Micki	3rd Grade Teacher		140189 CR 36	Minatare NE 69356	308-586-2229		micki.mckibbin@bayardtigers.org
Nesbitt	Jessica	Early Childhood PreK-1st		7396 Rd 106B	Bayard NE 69334	308-641-0052		jessica.nesbitt@bayardtigers.org
Nesbitt	Zachary	Activities Director	HS Principal Office	727 2nd Ave	Bayard NE 69334	308-672-2411		zachary.nesbitt@bayardtigers.org
Nolte	Holly	English	112	7321 Rd 110	Bayard NE 69334	308-586-1222	308-279-1349	holly.nolte@bayardtigers.org
Oliverius	Heather	Admin Assistant	Business Office	12888 Rd 81	Bayard NE 69334	308-783-2268	308-631-9339	heather.oliverius@bayardtigers.org
Olson	Rodney	Superintendent	Business Office		Bayard NE 69334	402-984-4193		
Pahl	Lynelle	HS Para		142 W 9th St	Bayard NE 69334	308-235-5412		lynelle.pahl@bayardtigers.org
Pieper	Barbara	Math	100	130 S-12 Rd	Mitchell NE 69357	308-247-2737		barbara.pieper@bayardtigers.org

Posey	Jenny	SPED Para HS		1620 Bluff View Dr.	Gering NE 69341	319-504-4004		jenny.posey@bayardtigers.org
Posey	Steven	Math	102	1620 Bluff View Dr.	Gering NE 69334	563-542-8085		steven.posey@bayardtigers.org
Radford	Jessica	Sped Director/ School Psych			Colorado	402-350-1608		radfordjh@gmail.com
Rafferty	Joy	Kindergarten Teacher		11452 Rd 83	Bayard NE 69334	308-631-9390		joy.rafferty@bayardtigers.org
Rafferty	Justin	Ag Teacher		200049 CR 36	Bayard NE 69334	308-783-5340	308-641-5520	justin.rafferty@bayardtigers.org
Rafferty	Linde	HS Counselor , Social Science		200049 CR 36	Bayard NE 69334	308-783-5340	308-778-6765	linde.rafferty@bayardtigers.org
Ragland	Kathleen	After School Para		400 W 8th St. #7A	Bayard NE 69334	308-586-3059		kathleen.ragland@bayardtigers.org
Reish	Elliot	HS Special Education	113	506 E 5th	Bayard NE 69334	308-586-9940	308-672-1476	elliot.reish@bayardtigers.org
Reish	Shawna	Early Childhood Teacher		506 E 5th	Bayard NE 69334	308-586-9940		shawna.reish@bayardtigers.org
Rice	Kelley	HS Principal		PO Box 336	Bayard NE 69334	308-631-6930		kelley.rice@bayardtigers.org
Roberts	James	Science	107	1509 4th Ave	Scottsbluff NE 69361	308-632-7705		jim.roberts@bayardtigers.org
Rose	Deborah	SPED Para		PO Box 254	Bayard NE 69334	308-672-5293		<a href="mailto:deborah.rose@bayardtigers.org">deborah.rose@bayardtigers.org</a>
Rowe	Brandy	Para		219 E 4th St	Bayard NE	308-289-7005		brandy.rowe@bayardtigers.org
Safford	Linda	Bus Driver		1419 Ave A	Bayard NE 69334	308-672-1683		linda.safford@bayardtigers.org
Schmidt	Sara	Band		133 W 9th St	Bayard NE 69334	308-430-2214		sara.schmidt@bayardtigers.org
Schuller	Cortney	Elem Secretary		742 Ave A	Bayard NE 69334	308-586-1034		cortney.schuller@bayardtigers.org
Scott	Cheri	Retired Nurse		PO Box 213	Bayard NE 69334	308-279-0345		cheri.scott@bayardtigers.org
Scott	Jessica	Art	109	940 J St	Gering NE 69341	308-783-6136	308-279-2842	jessica.scott@bayardtigers.org
Simons	Michael	Elem PE		11444 CR 81	Bayard NE 69334	402-340-2823		michael.simons@bayardtigers.org
Stuart	Bobbie	Business Manager/Safety Chair	Business Office	7335 Rd 110	Bayard NE 69334	308-279-0899		bobbie.stuart@bayardtigers.org
Stuart	Brandon	Elem Special Education Teacher		8544 L62A	Bayard NE 69334	308-641-7482		brandon.stuart@bayardtigers.org
Stuart	Donna	Board Member		11498 Rd 81	Bayard NE 69334	308-631-3455		donna.stuart@bayardtigers.org
Tavener	Jennifer	Grade Teacher		610 1st Ave	Bayard NE 69334	308-279-1143		jennifer.tavener@bayardtigers.org
Torres	MyKayla	English	114	511 E 18th St	Scottsbluff NE 69361	308-631-3132		mykayla.torres@bayardtigers.org
Unzicker	Tabitha	Elem Special Education Teacher		302 E 5th St	Bayard NE 69334	308-763-8790		tabitha.unzicker@bayardtigers.org
Wagner	Kurt	Transportation Director		360246 CR R	Bayard NE 69334	307-763-2473		<a href="mailto:kurt.wagner@bayardtigers.org">kurt.wagner@bayardtigers.org</a>
White	Tressa	HS Para	DL 104	1134 Ave C	Bayard NE 69334	631-6301		tressa.white@bayardtigers.org
Wright	Sally	Cook		10457 CR 77	Bayard NE 69334	720-290-1350		sally.wright@bayardtigers.org

Ziegler	Herman	Custodian		1010 1st Ave	Bayard NE 69334	308-672-1 324		herman.ziegler@bayardtigers.org
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Appendix B

**Students/Staff Needing Additional Assistance**

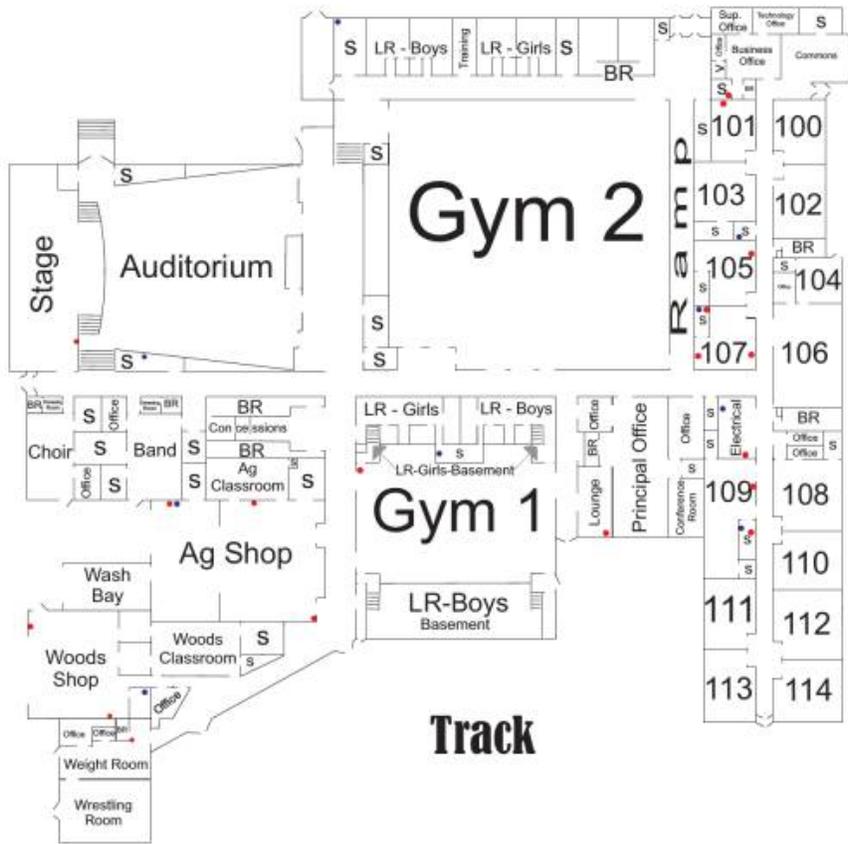
**Administrators have this report as it is confidential information**

**Appendix C**  
**Map of School Buildings and Grounds**





7th Street

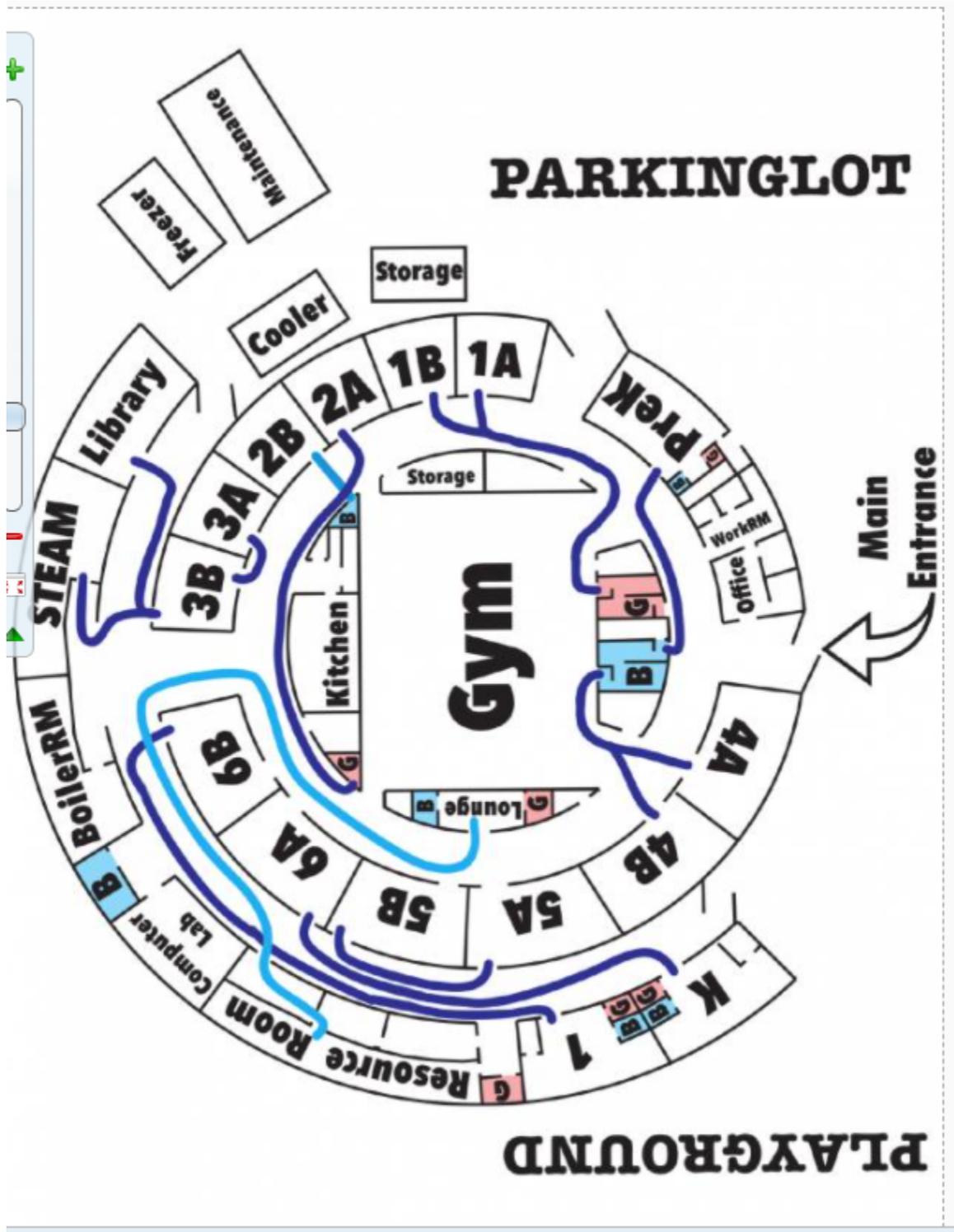


8th Street

**Legend**

- S - Storage
- BR - Bathroom
- LR - Locker room
- - Fire Extinguisher
- - Breaker Box





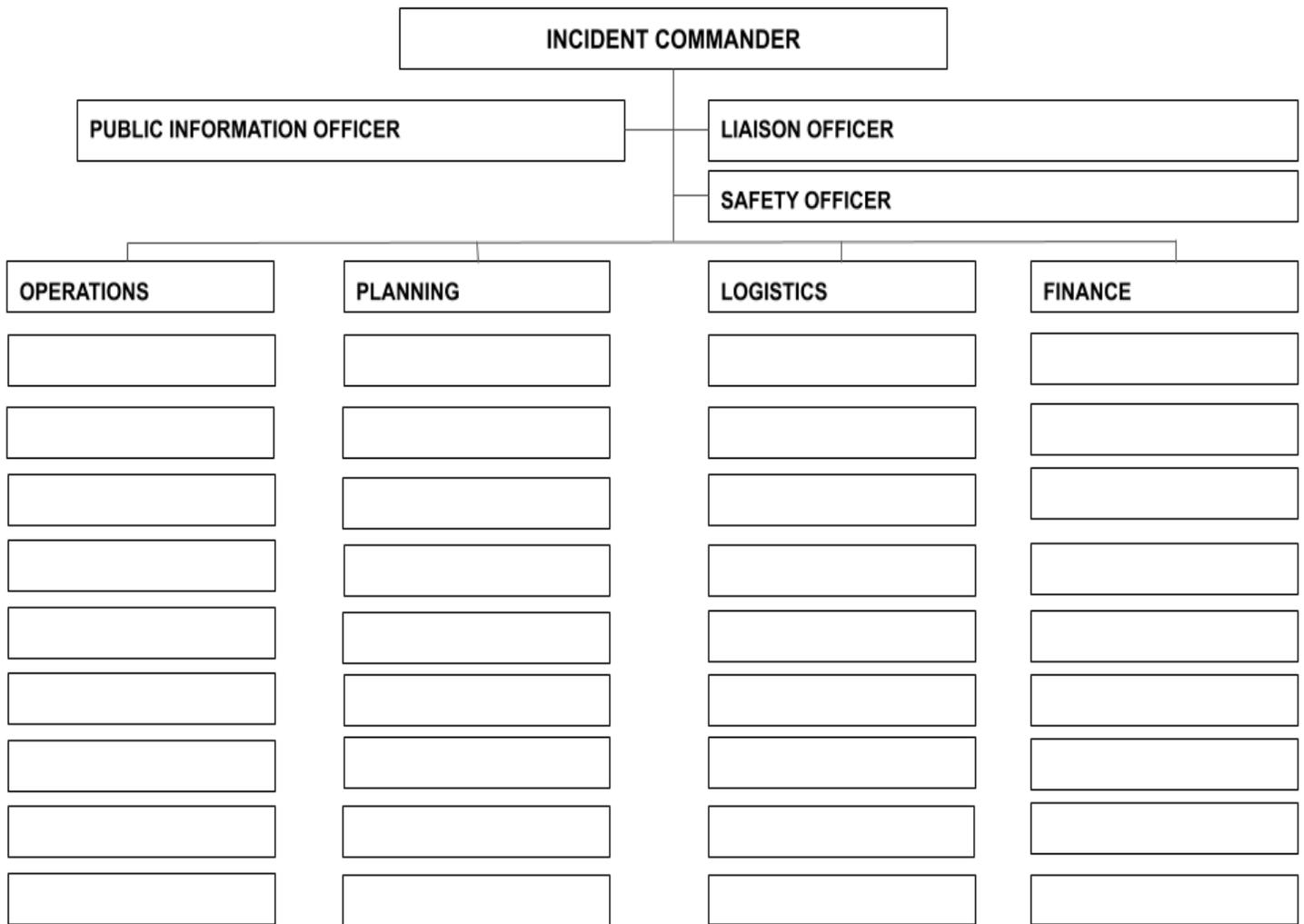
**Appendix D**  
**Company/Utilities Name and Phone Number**

<b>COMPANY/UTILITIES NAME</b>	<b>COMPANY PHONE NUMBER</b>
Black Hills Energy	800- 694-8989
City of Bayard	308-586-1121
Century Link	800-201-4099

# Appendix E1

## ICS Organizational Chart

Below you will see that there is an [ICS Organizational Chart](#) that your school should use. When you click on this link, you will be asked if you want to make a copy. This will allow you to make a copy on your Google drive.



**Appendix E 2**  
**ICS Contact List**

<b>TITLE/POSITION</b>	<b>NAME</b>	<b>CELL PHONE NUMBER</b>
SUPERINTENDENT	Rodney Olson	402-984-4193
Superintendent back up	Dr. Kelley Rice	308-631-6930
PRINCIPAL	Dr. Kelley Rice/Candace Ehler	308-631-6930/308-641-0584
Principal back up	Colton Ehler//Zach Nesbitt	308-641-0584/308-672-2411
PUBLIC INFORMATION OFFICER	Dana Korell	308-279-2922
PIO back up	Rodney Olson	402-984-4193
LIAISON OFFICER	Dana Korell	308-279-2922
Liaison Officer back up	Mike Simons	402-340-2823
SAFETY OFFICER	Bobbie Stuart	308-279-0899
Safety Officer back up	Mike Simons	402-340-2823
EMERGENCY MANAGER	Ron Leal	308-249-1310
Emergency Manager back up	Kay Anderson	308-279-0947
LAW ENFORCEMENT	Zak Douglass	308-262-0408
LAW ENFORCEMENT back up	Milo Cardenas	308-262-0408
FIRE & RESCUE	Mike Harimon	308-262-0408
FIRE & RESCUE back up	Stephanie Perkins	308-641-5577
OPERATIONS SECTION CHIEF	Candace Ehler	308-641-0584
Operations back up	Mike Simons	402-340-2823
PLANNING SECTION CHIEF	Bobbie Stuart	308-279-0899
Planning back up	Dana Korell	308-279-2922
LOGISTICS SECTION CHIEF	Lacee James	308-672-5554
Logistics back up	Mike Simons	402-340-2823
FINANCE SECTION CHIEF	Heather Oliverius	308-631-9339

Finance back up	Cindy Korell	308-279-1048
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**Appendix E 3**

**Finance/Administration Future School Budgets (District provides)**

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**APPENDIX G1**

**Samples: Memorandums of Understandings (Local Business)**

Bayard Public School District at 726 4th Ave Bayard , Nebraska 69334 hereby known as "District" enters into agreement with \_\_\_\_\_ at \_\_\_\_\_ for the purpose of partnering to preventing, responding and providing services to a threat/incident.

**Term of Contract and Termination**

This agreement shall begin \_\_\_\_\_, 20\_\_ and end on \_\_\_\_\_, 20\_\_. Either party may terminate this Agreement for any reason upon submission of written notice to the other party at least thirty (30) days prior to the effective date of termination. In addition, either party may terminate this Agreement immediately in the event that funding should be discontinued or be materially reduced.

**Responsibilities and Scope of Services**

1. Bayard Tiger Paws will provide up to 500 bottles of water to Bayard Public School District during and after an identified incident.
2. Bayard Tiger Paws will deliver and assist in handing out these supplies when called by the District.
3. Bayard Tiger Paws will be paid a one-time stipend of \$500 for the scope of services as agreed in this MOU.
4. District may ask for further needed supplies as requested. Depending on financial aid for the incident, Bayard Tiger Paws may be reimbursed for supplies provided.
5. \_\_\_\_\_

**Hold Harmless**

The District and Bayard Tiger Paws agrees to indemnify and hold harmless each other, its appointed and elected officers and employees, from and against all loss and expense, including attorney's fees and costs by reason of any and all claims and demands arising out of, or in consequence of, the negligence of either party, it's officers, employees or any other contractors associated with the work described in this agreement.

**Miscellaneous Provisions**

This Agreement shall not be modified unless such modification is reduced to writing and signed by both parties. This Agreement shall be governed by and construed in accordance with the laws of the State of Nebraska. Notices: Any and all notices referred to herein shall be in writing and shall be deemed to have been given when personally delivered or when mailed, registered or certified mail, or postage prepaid.

\_\_\_\_\_  
Provider/Agency Name & Address

\_\_\_\_\_  
Provider/Agency Name Signature & Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
School/Superintendent Name & Address

\_\_\_\_\_  
School/Superintendent Signature & Title

\_\_\_\_\_  
Date

**APPENDIX G2**  
**Samples: Memorandums of Understandings (Interlocal Agreement)**

INTERLOCAL AGREEMENT FOR COOPERATIVE PUBLIC SAFETY SERVICES BY AND AMONG THE COUNTIES OF \_\_\_\_\_, AND THE CITIES AND VILLAGES WITHIN SAID COUNTIES.

THIS AGREEMENT is made and entered into this \_\_\_\_ day of \_\_\_\_\_ 2020, by \_\_\_\_\_ and between the Counties of \_\_\_\_\_ and the participating cities and villages within said counties, all being a bodies political and corporate and political subdivisions of the state of Nebraska, hereinafter referred to collectively as the "Parties" and individually as a "Party."

WITNESSETH:

WHEREAS, the Parties desire to form a Planning, Exercise and Training Region among public safety agencies; and

WHEREAS, the Interlocal Cooperation Act, Nb. Rev. Steat. §13-801, et seq. provides that units of local government of the State of Nebraska and Nebraska state agencies may enter into agreement for the joint and cooperative exercise of powers, privileges, or authority capable of being exercised by either agency; and

WHEREAS, Neb. Rev. Stat. §13-801 provides that any one or more public agencies may contract with any one or more public agencies to perform any governmental service, activity, or other undertaking which each public agency entering into the contract is authorized by law to perform; and

WHEREAS, Counties and the Cities are public agencies as defined by Neb. Rev. Stat. §13-801; and

WHEREAS, Neb.Rev.Stat. §29-215 authorizes municipalities and counties to enter into contracts with any other municipality or county to form, operate and maintain a Planning, Exercise and Training Program"

NOW, THEREFORE, the parties mutually covenant and agree as follows:

Definition: \_\_\_\_\_ is the \_\_\_\_\_ Planning, Exercise and Training Regional group composed of the governmental agencies participating in this agreement.

Purpose: To establish, maintain and operate a public safety Training Exercise and Training Program within the jurisdictions of the participating agencies.

Term. This agreement shall have a term of ten (10) years commencing \_\_\_\_\_.

Termination. This agreement may be terminated at any time, with or without cause, upon the mutual consent of a majority of the member Parties.

Withdrawal. Any Party may withdraw from this agreement at any time, with or without cause, upon providing to the non-withdrawing Parties a written notice of such withdrawal given not less than Ninety (90) days prior to the effective date of the withdrawal.

Governance. The activities of the cooperative undertaking shall be governed by a board composed of one or more representatives from each of the Parties, hereinafter referred to as the "\_\_\_\_\_ Policy Board." The \_\_\_\_\_ Policy Board shall meet not less than (six) times each calendar year. The \_\_\_\_\_ Policy Board shall select as officers a Chairperson, Vice-Chairperson and a secretary who shall serve terms of one year. A

quorum necessary for conducting business at any \_\_\_\_\_ meeting shall consist of fifty (50) percent plus (1) of the membership of the governing board All questions before the \_\_\_\_\_ Policy Board shall be determined by majority vote of the members present. The \_\_\_\_\_ Policy Board may adopt such by-laws and rules of procedure as deemed appropriate by the \_\_\_\_\_ Policy Board.

Cooperative Powers and Authority. Each Party shall maintain their local PET program, and other operating components of the local Emergency Management Program. Each shall grant permission for any public safety agency to participate in any such program.

Claims and Indemnity. At all times while utilizing or participating in the PET program the employee of the Party shall remain an employee of the employing agency. Each Party shall provide liability insurance and indemnification for its own personnel as provided in Neb.Rev.Stat. §13-1802.

Modification. This Agreement may be modified by written agreement of the Parties.

No Separate Entity. There shall be no separate legal entity created through this Interlocal cooperation agreement. Said agreement shall be jointly administered by the \_\_\_\_\_ Policy Board as provided in section 6, above.

Property. Any property acquired or made available by any party to this agreement for the purposes of this agreement shall remain the property of the party acquiring or making such property available and shall be disposed of such party as provided by law, regulation, or ordinance governing the same.

Any property acquired jointly shall, upon termination, be equitably distributed among the Parties based upon the Parties' financial contributions toward the purchase and maintenance of any such property. In the event any Party withdraws from this agreement, an equitable distribution of the jointly held property, or the fair market value thereof, shall be made to the withdrawing party based upon the withdrawing Party's financial contributions toward the purchase and maintenance of any such jointly held property.

Any party can be elected or appointed by the \_\_\_\_\_ Policy Board to act as fiscal or purchasing agent in accordance with state law. Any property to be purchased and jointly held by the Parties shall be purchased pursuant to the purchasing rules or statutes applicable to the Party making the purchase on behalf of the Parties.

Any surplus or unusable jointly held property shall be disposed pursuant to the rules or statutes applicable to the Party making such disposition on behalf of the Parties. The proceeds of any sale or disposition of jointly held property shall be equitably distributed among the Parties based upon the Parties' financial contributions toward the purchase and maintenance of any such property.

An inventory of all property jointly held and a report on the disposition of any joint property sold, transferred or disposed of during the prior twelve months shall be provided to the City or County Clerk of each Party on or prior to April 1 of each year.

Finances. This agreement shall be financed by funds available to the parties hereto.

Provision of Assistance. Pursuant to the Interlocal Cooperation Act, any party to this agreement, in the party's sole discretion, may appropriate funds and may sell, lease, give, or otherwise provide assistance, including personnel and services, as may be within the party's legal power to furnish.

Additional Agreements.

This agreement shall become effective for each party when that party by ordinance, motion or resolution

adopts and approves this agreement and authorizes the proper official to execute this agreement. Additional cities or counties may become parties to this agreement upon acceptance and execution of this agreement, and upon approval by the governing bodies of the Parties already a party to this agreement or as directed by the Nebraska Emergency Management Agency.

Executed this\_ day of \_\_\_\_\_ , 2020.

County of \_\_\_\_\_ by:

\_\_\_\_\_  
Chairperson, County Board of Commissioners

[attest]

\_\_\_\_\_  
County Clerk Approved as to form:

\_\_\_\_\_  
County Attorney

## APPENDIX G3

### Samples: Memorandums of Understandings (Emergency Response Entities)

#### \_\_\_\_\_ (PET) REGION MEMORANDUM OF UNDERSTANDING

##### Overview

The \_\_\_\_\_ PET Region and \_\_\_\_\_ County recognize the need for coordination within the region for regional planning, exercise, and training (PET). Today's public safety realities have highlighted the need for counties to function regionally and establish the PET process for interoperability, mutual aid, and emergency response plans. This process not only goes beyond traditional jurisdictional boundaries but across disciplines as well.

To institute the regional PET process, the \_\_\_\_\_ and the participating cities and villages within said counties, emergency response agencies and public service agencies have worked cooperatively to develop a regional solution. This solution establishes the regional PET process for emergency response with procedures that are accessible and used by key public service officials, public safety officials, and public and private service executives.

##### Purpose

The regional PET process is the basis for formalizing the region. The purpose of the regional PET process is to provide structure for the \_\_\_\_\_ PET Region and create formalized governance in the form of a regional committee. This governance structure transcends traditional or mutual inter discipline aid in terms of purpose. The regional PET process along with interoperability ensures an organized method of planning, exercising, and training for coordination of resources to expedite efficient deployment of those resources regionally. This shall serve primarily as the function to unify the regional PET process. Moreover, the signees of this memorandum of understanding will be responsible for coordinating with the region regarding the use of grant funds for the regional PET process, and equipment.

##### Policy

It shall be the policy that the region will align with the State Homeland Security Strategy when requesting Homeland Security Funds. Another requirement of the region is to maintain a 5 year regional PET calendar. Local Emergency Operation Plans (LEOP) shall be maintained by the individual counties. The purpose of these requirements is to ensure collaboration between local jurisdictions. All signees will be responsible for coordinating with the region regarding the use of grant funds for PET and equipment, in accordance with the approved equipment list (AEL). Regional partners shall address the sustainability of the PET program and equipment acquired through the Homeland Security Grant Program.

This PET Memorandum of Understanding in no way supersedes, overrides or overrules any other MOU, Mutual Aid Agreement or Interlocal Agreement the Region or Counties might have in place prior to the implementation of this MOU. In addition any party may withdraw from this agreement at any time, with or without cause, upon providing to the non-withdrawing Parties a written notice of such withdrawal given not less than ninety (90) days prior to the effective date of the withdrawal.

##### Oversight

Each county participating in the use of the regional PET process will provide the Emergency Management Director and one Emergency Management alternate (Deputy) as deemed appropriate as a representative to the regional committee after entering into this MOU. Oversight of the regional PET process is administered through the South Central PET Region which will be chaired by a representative of that committee. Any issues affecting policy, recommendation, and/or subsequent change that alter the purpose of the MOU will be implemented only after a consensus is reached by the regional committee respectively. Accordingly, each county will be responsible for oversight authority of their jurisdiction. It is the responsibility of the county to

ensure that the regional SOPs are followed when necessary and to ensure that the National Incident Management System and the National Response Plan will be integrated into the regional PET process.

Executed this \_\_\_\_ day of \_\_\_\_\_, 2020.

\_\_\_\_\_ County

by:

\_\_\_\_\_  
Chairperson, County Board of Commissioners

**Appendix G4**  
**Memorandum of Understanding (County Sample)**

\_\_\_\_\_ COUNTY NEBRASKA  
COUNTY BOARD RECORD OF APPOINTMENT

Whereas the Nebraska Emergency Management Agency and the Nebraska Governor's Homeland Security Policy Group act as the State Administrative Agency for Homeland Security within the State of Nebraska,

Whereas \_\_\_\_\_ County has elected to participate in the Emergency Management and Homeland Security Programs set forth by Federal and State Agencies.

Whereas by participation in said Emergency Management and Homeland Security Programs \_\_\_\_\_ County is part of a (15) county emergency management region established by the State of Nebraska for purposes including but not limited to: Interoperable Planning and System Implementation, Disaster Planning, and the Emergency Management/Homeland Security/Interoperable Grant Program, and other programs as prescribed by State and Federal Authorities

\_\_\_\_\_ County by participating in the (15) county regional Emergency Management Group must appoint at minimum one person to serve as a member of and participate in the regional Emergency Management group to the full extent as permitted and required by the needs of the program. Authority of said appointee shall not exceed authority granted by State Statute and/or the policy and procedures of \_\_\_\_\_ County.

Such appointment shall be at the pleasure of the governing authority of the County and be perpetual for the duration of the Emergency Management group. Such appointment shall be reviewed each year at the annual organizational meeting of the County Board.

The \_\_\_\_\_ County Board of Supervisors does hereby appoint the \_\_\_\_\_ County Emergency Management Director and the \_\_\_\_\_ to the Emergency Management Regional group known as the \_\_\_\_\_ to fulfill all duties as required by the regional group.

This appointment is considered to be retroactive to the commencement of the region.

Approved and passed this \_\_\_\_\_ day of \_\_\_\_\_, 202\_\_ .

\_\_\_\_\_  
County Board of Supervisors

\_\_\_\_\_  
Clerk of County Court

(insert County seal)

## **Appendix H**

### **Media Templates**

The linked document contains several pre-developed messages that spokespeople can use for different events. Spokespeople 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.

<http://disastermh.nebraska.edu/files/archive/DHHS%20Disaster%20Behavioral%20Health%20Risk%20Messages%20-%20June%202019.pdf>

**Appendix I**

**Pre-negotiated Agreements, Contracts, and MOU's (District to insert here)**

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**Appendix J**  
**Recording and Distributing the EOP Plan**

TITLE/NAME OF PERSON RECEIVING PLAN	AGENCY	DELIVERY DATE	NUMBER OF COPIES DELIVERED
Kim Kildow	Bayard Schools		
Travis Miller	Bayard Schools		
Bobbie Stuart	Bayard Schools		
Greg Schmall	City of Bayard		
Ron Leal	Region 21 Emergency Management		
Tim Newman	Region 22 Emergency Management		
Nan Gould	Region 23 Emergency Management		
Zak Douglass	Bayard Police Dept		
Mike Harimon	Bayard Fire Dept.		
Milo Cardenas	Morrill County Sheriff		
Kay Anderson	Morrill County Emergency Management Deputy		
Kelley Rice	Principal		
Matt McLaughlin	Principal		
Kirk Von Minden	Nebraska State Patrol		



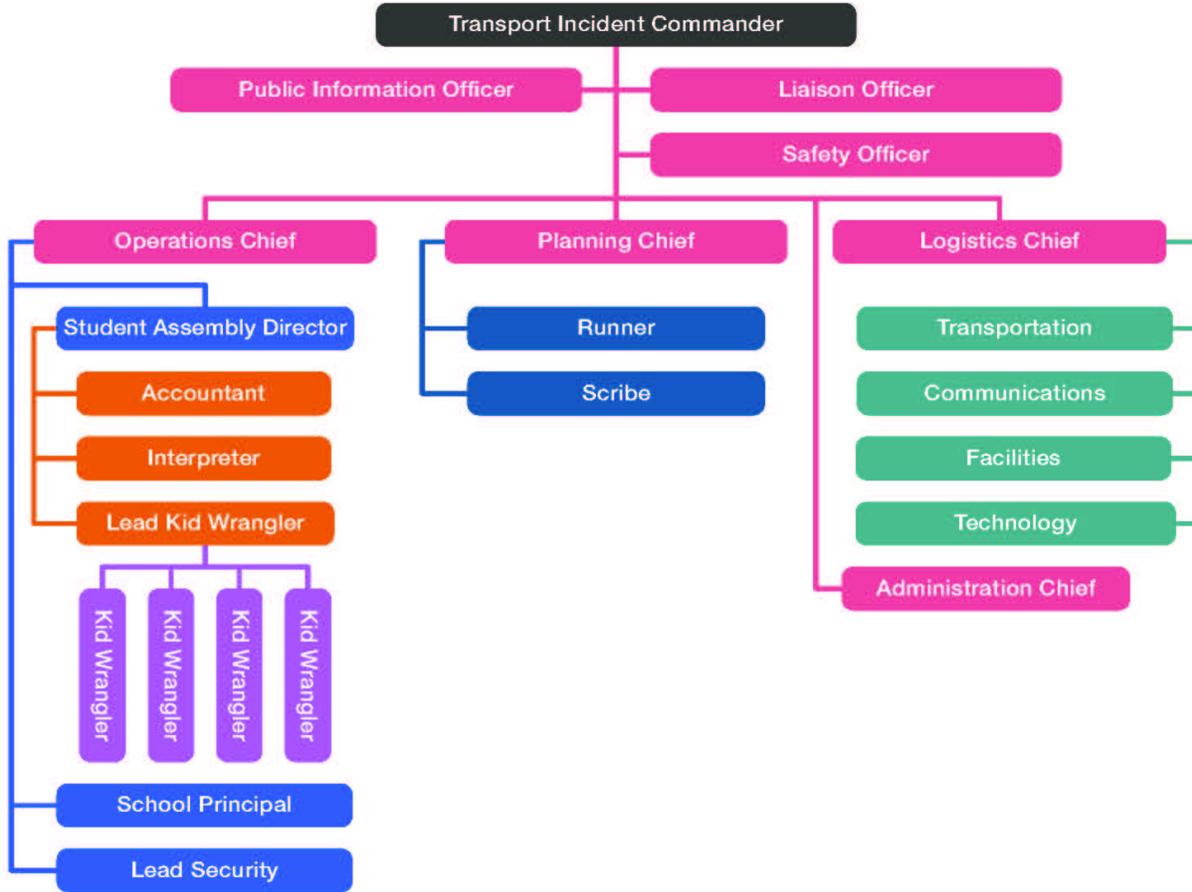
**Appendix K2  
Schedule/Record of Drills**

(\_\_\_\_\_YR)

			<b>Present:</b> ✓		<b>Name:</b>
<b>Date Sched</b>	<b>Date Complete</b>	<b>Type of Drill (Evacuate/fire) - Required Varying Scenario Conditions (e.g., blocked entrance)</b>	<b>EMS</b>	<b>LE</b>	<b>School Admin</b>
Aug					
Aug					
Sept					
Oct					
Nov					
Dec					
Jan					
Feb					
Mar					
Apr					
May					
		<b>Type of Drill (Shelter/Tornado) - Required</b>			
Aug					
Mar					
		<b>Type of Drill (Evacuate/Bus) - Required</b>			
Aug					
Jan					
		<b>Type of Drill (Hold in Classroom) - Encouraged</b>			
Aug					
		<b>Type of Drill (Secure) - Highly Encouraged</b>			
1st Sem					
2nd Sem					
		<b>Type of Drill (Lockdown) - Highly Encouraged</b>			
1st Sem					
2nd Sem					
		<b>Type of Drill (Reunification) - Highly Encouraged</b>			



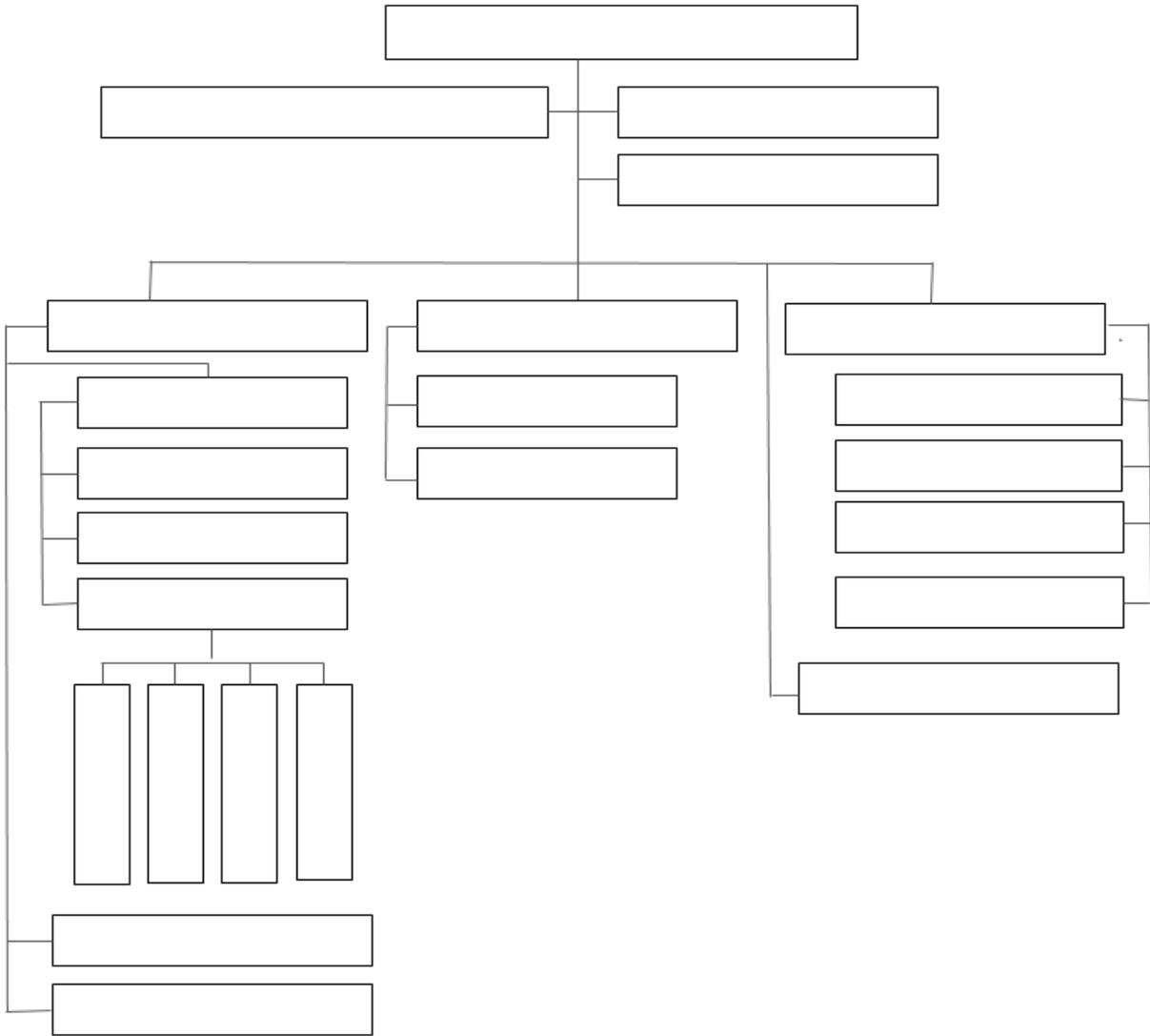
## SAMPLE TRANSPORT ORGANIZATION CHART



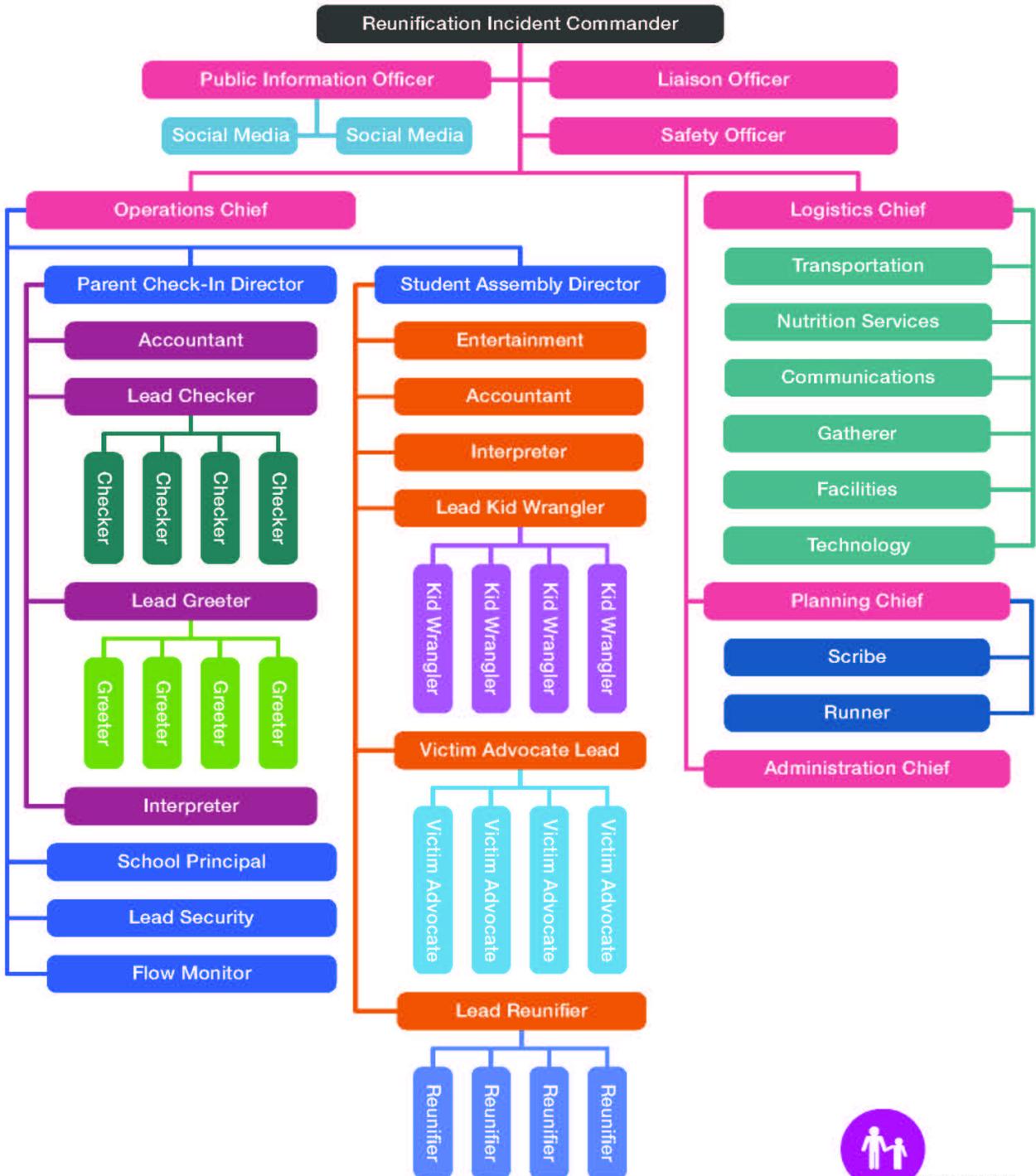
Appendix L1

Transport Organization Chart (Fillable)

Complete the following [Transport Organization Chart](#) for your district. When you click on this link, you will be asked if you want to make a copy. This will allow you to make a copy on your Google drive.



# SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART







<b>Continuity of Operations Plan</b>			
Goal:			
1) 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.			
Objectives:			
1.1 Define Essential Functions			
1.2 Create Orders of Succession			
1.3 Create Delegations of Authority			
1.4 Identify Facilities and Locations			
1.5 Establish Plans for Communications Continuity			
1.6 Create a Plan for Assessing Vital Records			
1.7 Establish a Plan for Human Capital Management			
1.8 Establish Plans for Devolution			
1.9 Establish a Plan for Reconstitution			
Before		During	
Prevention	Preparedness	Response	Recovery
Business Services (payroll, purchasing)			
• Business Office Staff	• Business Office Staff	• Business Office Staff	• Business Office Staff
Human Resources			
• Business Office Staff	• Business Office Staff	• Business Office Staff	• Business Office Staff
Communications			
• PIO	• PIO	• PIO	• PIO
Technology Support (hardware, systems)			
• Tech Coordinator	• Tech Coordinator	• Tech Coordinator	• ESU13
Facility Maintenance			
• Custodians	• Custodians	• Custodians	• Custodians
Building Safety & Security			
• Principals	• Principals	• Safety Officer	• Safety Officer
Safety & Well Being of Students			
• Principals	• Principals	• PFA Team	• PFA Team
Continuity of Learning			
• Superintendent	• Superintendent	• Principals	• Principals

Restoration of School Operations			
• Superintendent	• Superintendent	• All Staff	• All Staff

**Appendix M2  
COOP Form (Fillable)**

**Continuity of Operations Plan**

Goals:			
1)			
2)			
3)			
Objectives:			
1.1			
1.2			
1.3			
2.1			
2.2			
2.3			
3.1			
3.2			
3.3			
Before		During	
Prevention		Recovery	
Preparedness		Response	
Business Services (payroll, purchasing)			
•	•	•	•
Human Resources			
•	•	•	•
Communications			
•	•	•	•
Technology Support (hardware, systems)			
•	•	•	•
Facility Maintenance			
•	•	•	•
Building Safety & Security			
•	•	•	•
Safety & Well Being of Students			
•	•	•	•
Continuity of Learning			
•	•	•	•
Restoration of School Operations			
•	•	•	•

**Appendix N1**  
**Threats/Hazards List**

Protocols enacted	Threat/Hazard Examples	
	<ul style="list-style-type: none"> <li>● Explosions</li> <li>● Extreme Temperatures</li> <li>● Social Media Attack</li> <li>● Neighborhood Fire</li> <li>● Wind chill</li> <li>● Avalanches</li> <li>● Pipe Line breaks</li> <li>● Gas/Water breaks</li> <li>● Nuclear Power Plant</li> <li>● Nuclear Explosions</li> <li>● Snow storms</li> <li>● Planned warrant service in area</li> <li>● Political demonstration</li> <li>● Unknown or unauthorized person on grounds</li> </ul>	<ul style="list-style-type: none"> <li>● I.C.E. raids</li> <li>● Gangs</li> <li>● Sex Offender</li> <li>● Kidnapping</li> <li>● Behavioral crisis</li> <li>● Human trafficking</li> <li>● Hostage situation</li> <li>● Domestic violence</li> <li>● Racial matter</li> <li>● Civil unrest/Riot</li> <li>● Fight/assault</li> <li>● Dangerous animal on grounds</li> <li>● Terroristic threat</li> <li>● Thunder/lightning</li> <li>● Criminal activity in area</li> </ul>
	<ul style="list-style-type: none"> <li>● Gangs</li> <li>● Terroristic threats</li> <li>● Behavioral crisis</li> <li>● Pipeline breaks</li> <li>● Gas/water breaks</li> <li>● Homicide</li> <li>● Active killer</li> <li>● Intruder</li> <li>● Mass attack in crowded places in close proximity</li> <li>● Explosions</li> </ul>	<ul style="list-style-type: none"> <li>● Polling/voting places</li> <li>● Parent/custodial issues</li> <li>● Domestic violence</li> <li>● Fight/assault</li> <li>● Bioterrorism</li> <li>● Social media attack</li> <li>● Hostage situation</li> <li>● Riot</li> <li>● Racial matter</li> <li>● Concealed weapons</li> </ul>
	<ul style="list-style-type: none"> <li>● Bomb threat</li> <li>● Earthquake</li> <li>● Tsunamis</li> <li>● Floods</li> <li>● Flood debris flow</li> <li>● Explosion</li> <li>● Dam break</li> </ul>	<ul style="list-style-type: none"> <li>● Snow storms</li> <li>● Nuclear Power Plant</li> <li>● Nuclear explosion</li> <li>● Pipeline break</li> <li>● Gas/water breaks</li> <li>● Hostage situation</li> <li>● Terroristic threat</li> <li>● Chemical spills</li> </ul>
	<ul style="list-style-type: none"> <li>● Hurricanes</li> <li>● Earthquakes</li> <li>● Chemical spills</li> <li>● Nuclear Power Plant</li> </ul>	<ul style="list-style-type: none"> <li>● Nuclear explosion</li> <li>● Tornados</li> <li>● Severe weather</li> </ul>
	<ul style="list-style-type: none"> <li>● Auto/bus crashes</li> <li>● Missing students</li> <li>● Suicide (building or grounds)</li> <li>● Drug dog</li> <li>● Medical emergency</li> <li>● Fight/assault</li> </ul>	<ul style="list-style-type: none"> <li>● Suicide/Drowning</li> <li>● Student/staff death</li> <li>● Domestic violence</li> <li>● Pandemic</li> <li>● Epidemic</li> </ul>

**Appendix N2**

**Appendix N3**

**Risk Assessment Worksheet**

Threat/Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
<b>Social Media Attack</b>	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Utility Line Break</b>	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Behavior Crisis</b>	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Domestic Violence</b>	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Fight/Assault</b>	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Terroristic Threats</b>	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Severe Weather</b>	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Criminal Activity in Area</b>	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Unknown or unauthorized person on grounds</b>	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Parental/Custodial Issues</b>	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
<b>Chemical Spills/Hazmat Incident</b>	4) Highly likely 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical 2) Limited 1) Negligible	4) Minimal 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

Appendix N2  
Risk Assessment Worksheet



# Secure

## Potential Hazards/Threats (outside)

Explosions	Extreme Heat	Social Media Attack	Neighborhood Fire
Wind Chill	Avalanches	Pipe Line Breaks	Gas/Water Breaks
Nuclear Power Plant	Nuclear Explosions	Snow Storms	I.C.E. Raids
Gangs	Sex Offender	Kidnapping	Behavioral Crisis
Human Trafficking	Hostage Situation	Domestic Violence	Racial Matter
Civil Unrest	Fight/Assault	Riot	Terroristic Threat
Planned warrant service in the area	Mass Attacks in Crowded or Public Places - Distant Proximity	Unknown or unauthorized person on grounds	Dangerous Animal on grounds
Political Demonstration	Thunderstorm/ Lightning	Criminal Activity in Area	Bioterrorism
<ul style="list-style-type: none"> <li>● Secure the perimeter</li> <li>● Lock outside doors</li> <li>● Everyone inside the building</li> <li>● Emergency contact list parents/guardians</li> <li>● Develop EOP Plan prior</li> <li>● Accountability of students/staff</li> <li>● Assignment of staff at exterior doors</li> <li>● Educate parents on secure protocols</li> <li>● Educate students/staff on secure protocols</li> <li>● Disseminate parent letter</li> <li>● Public Information disseminated</li> <li>● Notify staff/students</li> <li>● Assignments made for notification coverage</li> <li>● Door signs removed from exterior doors</li> <li>● PIO update the all clear</li> <li>● Scripted announcement modified to situations</li> <li>● Modify routines according to time of situation (i.e., dismissal, lunch, end of day)</li> <li>● Open campus return needs to be supervised at one door</li> <li>● Ensure alignment with LEOP</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>		<ul style="list-style-type: none"> <li>● Drill Practice</li> <li>● List of students ready</li> <li>● Have 'go bags' ready</li> <li>● Identify perimeter access points</li> <li>● Ensure exterior doors lock</li> <li>● Review security procedures frequently</li> <li>● Copy &amp; Laminate signage</li> <li>● Display Signage on entrance/exit doors</li> <li>● Create annual schedule of teaching protocols for parents Create annual schedule of teaching protocols for staff/students</li> <li>● Create annual schedule for drilling</li> <li>● Announcement of end of threat</li> <li>● Checking in with staff/students who may have been affected</li> <li>● Watch for students/staff signs &amp; symptoms of distress</li> <li>● Determine if further action is needed</li> <li>● Educate students return from lunch, non-exit out of building protocol if in secure</li> <li>● First Aid Kit</li> <li>● Ensure medicine, food, etc. for medical purposes available</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>	

# Lockdown

## Potential Hazards/Threats (inside)

Gangs	Behavioral Crisis	Terroristic Threat	Pipe Line Breaks
Gas/Water Breaks	Homicide	Active Killer	Intruder
Mass Attacks in Crowded or Public Places - Close Proximity	Polling/Voting Places	Parental Custodial Issue	Domestic Violence
Fight/Assault	Bioterrorism	Explosions	Social Media Attack
Hostage Situation	Riot	Racial Matter	Concealed Weapon
<ul style="list-style-type: none"> <li>• Develop EOP Plan prior</li> <li>• Accountability of students/staff</li> <li>• Educate parents on lockdown protocols</li> <li>• Educate students/staff on lockdown protocols</li> <li>• Disseminate parent letter</li> <li>• Public Information disseminated</li> <li>• Notify staff/students</li> <li>• Assignments made for notification coverage</li> <li>• Administrator or law enforcement officer unlock each classroom door for the all clear</li> <li>• Scripted announcement modified to situations</li> <li>• Modify routines according to time of situation (i.e., dismissal, lunch, end of day)</li> <li>• Collaborating with community partners</li> <li>• Testing alarm and intercom systems</li> <li>• Establish strong visitor protocols</li> <li>• Educate all staff/students on visitor protocols</li> <li>• Exercise possible situations</li> <li>• Educate substitutes on protocols</li> <li>• Practice and test "out of sight"</li> <li>• Buses available for evacuation</li> <li>• Reunification sites identified</li> <li>• Reunification drilled and exercised</li> <li>• Set up the reunification site and process (PFA support, interview, notification rooms)</li> <li>• Establish media location</li> <li>• Establish Incident Command</li> <li>• Identify school representative to serve on ESU level SRM Team</li> <li>• Call 911 - regardless</li> <li>• First Aid Kit</li> <li>• Recovery - work under ICS Structure</li> <li>• Evacuation sites identified</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Drill Practice(Muscle memory)</li> <li>• List of students ready</li> <li>• Have 'go bags' ready</li> <li>• Review security procedures frequently</li> <li>• Copy &amp; Laminate signage</li> <li>• Display Signage in prominent places</li> <li>• Create annual schedule of teaching protocols for parents</li> <li>• Create annual schedule of teaching protocols for staff/students</li> <li>• Create annual schedule for drilling</li> <li>• Checking in with staff/students who may have been affected</li> <li>• Watch for students/staff signs &amp; symptoms of distress</li> <li>• Threat assessment team and process in place</li> <li>• Threat management process in place</li> <li>• Office Personnel attend Secretaries Safety Training</li> <li>• Doors/windows numbered (interior &amp; exterior)</li> <li>• Ensure all classroom door locks in working condition (from inside if possible)</li> <li>• Evacuation sites tested for functionality</li> <li>• ROK KIT prepared and ready to go</li> <li>• Third party identified to answer student call when self evacuating</li> <li>• Third party trained how to answer call</li> <li>• Assign personnel to, set and mark perimeter at school</li> <li>• Assign personnel to, set and mark perimeter at reunification site</li> <li>• Ensure medicine, food, etc. for medical purposes available</li> <li>• Ensure alignment with LEOP</li> </ul>	

# Evacuate

## Potential Hazards/Threats

Bomb Threat	Earthquake	Tsunamis	Floods
Explosions (inside)	Flood Debris Flow	Dam Break	Snow Storms
Nuclear Power Plant	Nuclear Explosions	Pipe Line Breaks	Gas/Water Breaks
Hostage Situation	Terroristic Threat	Wildfires	Chemical Spills

<ul style="list-style-type: none"> <li>● Everyone outside the building</li> <li>● Emergency contact list parents/guardians</li> <li>● Develop EOP Plan prior</li> <li>● Accountability of students/staff</li> <li>● Educate parents on evacuate protocols</li> <li>● Educate students/staff on evacuate protocols</li> <li>● Disseminate parent letter</li> <li>● Notify staff/students</li> <li>● Assignments made for notification coverage</li> <li>● PIO notification</li> <li>● Scripted announcement modified to situations</li> <li>● Notification from an entity about a pending community hazard off school property</li> <li>● Identify Evacuation Site - backup site identified</li> <li>● Ensure accessibility at all times to evacuation site</li> <li>● Assigned staff for safe street crossing</li> <li>● Call 911 - regardless</li> <li>● Reunification with parents following SRM</li> <li>● If deemed all clear, school resumes and student movement back to building</li> <li>● First Aid Kit</li> <li>● Threat Assessment team assess validity and credibility of Bomb/Terroristic Threat</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Drill Practice</li> <li>● List of students ready</li> <li>● Have 'go bags' ready</li> <li>● Review security procedures frequently</li> <li>● Copy &amp; Laminate signage</li> <li>● Display SRP Posters around building</li> <li>● Create annual schedule of teaching protocols for parents</li> <li>● Create annual schedule of teaching protocols for staff/students</li> <li>● Create annual schedule for drilling</li> <li>● Checking in with staff/students who may have been affected</li> <li>● Watch for students/staff signs &amp; symptoms of distress</li> <li>● Determine if further action is needed</li> <li>● Procedures for early dismissal due to evacuate situation</li> <li>● Ensure medicine, food, etc. for medical purposes available</li> <li>● Transportation plan</li> <li>● Supervision of student movement to location (backup plan if teacher/staff incapacitated)</li> <li>● PIO notification regarding next school day</li> <li>● Ensure alignment with LEOP</li> <li>●</li> </ul>
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# Incidental

## Potential Hazard/Threat

Suicide (in building/on grounds)	Drug Dog	Medical Emergency	Fight/Assault
Domestic Violence	Pandemic	Epidemic	
<ul style="list-style-type: none"> <li>● Emergency contact list parents/guardians</li> <li>● Develop EOP Plan prior</li> <li>● Accountability of students/staff</li> <li>● Assignment of staff at exterior doors</li> <li>● Educate parents on protocols</li> <li>● Educate students/staff on protocols</li> <li>● Disseminate parent letter</li> <li>● Public Information disseminated</li> <li>● Notify staff/students</li> <li>● Scripted announcement modified to situations</li> <li>● Educate students about seatbelts</li> <li>● Educate students about texting and driving</li> <li>● Educate students about defensive driving</li> <li>● Align memorials with PFA</li> <li>● Contact suicide partners (i.e., LOSS teams)</li> <li>● Follow ICS Structure for Auto/Bus Crashes</li> <li>● Identify support rooms for PFA team</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>		<ul style="list-style-type: none"> <li>● Review security procedures frequently</li> <li>● Checking in with staff/students who may have been affected</li> <li>● Watch for students/staff signs &amp; symptoms of distress</li> <li>● Determine if further action is needed</li> <li>● Ensure alignment with LEOP</li> <li>● First Aid Kit</li> <li>● Suicide Prevention Training</li> <li>● Practice protocols for bus safety</li> <li>● Bus evacuation drills</li> <li>● Team has been trained in PFA</li> <li>● Support team has PFA process in place</li> <li>● Contact ESU for PFA assistance</li> <li>● Good Supervision of all students in all settings</li> <li>● Follow through with Bully/Cyberbullying reports</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>	

# HOLD

## Situation

Auto/Bus Crashes	Suicide	Drowning	Staff/Student Death
Missing Student			
<ul style="list-style-type: none"> <li>● Develop EOP Plan prior</li> <li>● Accountability of students/staff</li> <li>● Educate parents on HOLD protocols</li> <li>● Educate students/staff on HOLD protocols</li> <li>● Disseminate parent letter</li> <li>● Public Information disseminated</li> <li>● Notify staff/students</li> <li>● Assignments made for notification coverage</li> <li>● PIO update the all clear</li> <li>● Scripted announcement modified to situations</li> <li>● Modify routines according to time of situation (i.e., dismissal, lunch, end of day)</li> <li>● Open campus return needs to be supervised at one door</li> <li>● Exterior/Interior Doors and Windows numbered</li> <li>● Call 911</li> <li>● Move affected students away from line of sight of the incident</li> <li>●</li> </ul>		<ul style="list-style-type: none"> <li>● Drill Practice</li> <li>● Identify perimeter access points</li> <li>● Ensure exterior doors lock</li> <li>● Review security procedures frequently</li> <li>● Create annual schedule of teaching protocols for staff/students</li> <li>● Create annual schedule for drilling</li> <li>● Announcement of end of threat</li> <li>● Checking in with staff/students who may have been affected</li> <li>● Watch for students/staff signs &amp; symptoms of distress</li> <li>● Determine if further action is needed</li> <li>● Educate students return from lunch, non-exit out of building protocol if in HOLD</li> <li>● Ensure alignment with LEOP</li> <li>● First Aid Kit</li> <li>● Ensure medicine, food, etc. for medical purposes available</li> <li>●</li> </ul>	

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

<b>Hazard: SevereWeather/ Tornado</b>			
<p>Goal:</p> <p>1) (BEFORE) Lessen effects of a weather by strengthening/securing building(s) and property to prevent loss or injury to life.</p> <p>2)(DURING) Protect life and property from damage by the weather.</p> <p>3)(AFTER) Provide necessary medical attention to those in need.</p>			
<p>Objectives:</p> <p>1.1 Conduct shelter/tornado training and drills.</p> <p>1.2 Identify location for shelter.</p> <p>1.3 Ensure shelter location(s) are structurally sound.</p> <p>2.1 Shelter all persons in the designated areas of the building.</p> <p>2.2 Ensure building structure is secure without unsecure objects</p> <p>2.3 Account for all persons and their safety.</p> <p>3.1 Assess all persons' safety.</p> <p>3.2 Call EMS to respond.</p> <p>3.3 Immediately begin to provide first aid. (medical/PFA)</p> <p>3.4 Evacuate from building.</p>			
Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
<ul style="list-style-type: none"> <li>Develop EOP Plan prior</li> </ul>		<ul style="list-style-type: none"> <li>Notify staff/students</li> </ul>	<ul style="list-style-type: none"> <li>Recovery - work under ICS Structure</li> <li>Announcement of end of threat</li> <li>Determine if further action is needed</li> </ul>
Public Information Officer			
<ul style="list-style-type: none"> <li>Public Information disseminated</li> </ul>	<ul style="list-style-type: none"> <li>Public Information disseminated</li> <li>Disseminate parent letter</li> </ul>	<ul style="list-style-type: none"> <li>Public Information disseminated</li> <li>Scripted announcement modified to situations</li> </ul>	<ul style="list-style-type: none"> <li>Public Information disseminated</li> <li>PIO update the all clear</li> </ul>
Liaison Officer			
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Ensure alignment with LEOP</li> </ul>	<ul style="list-style-type: none"> <li>Call 911 - to inform of Sheltering</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Safety Officer			
<ul style="list-style-type: none"> <li>Ensure building are structurally sound</li> <li>Ensure exterior doors lock</li> </ul>	<ul style="list-style-type: none"> <li>Check local weather conditions on a regular basis</li> <li>Access to weather alert radio</li> </ul>	<ul style="list-style-type: none"> <li>Everyone inside the building</li> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> <li></li> </ul>

	<ul style="list-style-type: none"> <li>● Ensure alignment with LEOP</li> </ul>		
Operations			
<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Assignments made for notification coverage</li> <li>● Assignment of staff at exterior doors</li> <li>● Practice drills</li> </ul>	<ul style="list-style-type: none"> <li>● Modify routines according to time of situation (i.e., dismissal, lunch, end of day)</li> </ul>	<ul style="list-style-type: none"> <li>● Identify students that need immediate physical/emotional support</li> <li>● Watch for students/staff signs &amp; symptoms of distress</li> </ul>
Planning			
<ul style="list-style-type: none"> <li>● Develop EOP Plan prior</li> </ul>	<ul style="list-style-type: none"> <li>● Have protocols developed for when school is weather watch/warnings</li> <li>● Determine needs of special ed/physically challenged</li> <li>● Review security procedures frequently</li> <li>● Copy &amp; Laminate signage</li> <li>● Display Signage on areas of shelter</li> <li>● Create annual schedule of teaching protocols for parents</li> <li>● Create annual schedule of teaching protocols for staff/students</li> <li>● Create annual schedule for drilling</li> <li>● Educate students return from lunch, non-exit out of building protocol if in Hold</li> <li>● Trainings/Drills are conducted</li> <li>● Educate students/staff on Hold protocols</li> <li>● Create annual schedule of teaching protocols for parents</li> <li>● Educate parents on Hold protocols</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
Logistics			
<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● If feasible, hand held radios</li> <li>● Ensure medicine, food, etc. for medical purposes available for those in need during Hold</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

Finance/Administration			
•	<ul style="list-style-type: none"> <li>• List of students ready</li> <li>• Emergency contact list parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>• Accountability of students/staff</li> <li>• Place correct signage on entrance doors</li> </ul>	<ul style="list-style-type: none"> <li>• Accountability of students/staff</li> </ul>

## Goals/Objectives and Action Plan

### Hold (if occurring indoors)or Secure(if occurring outdoors): Behavior Crisis

**Goal:**

- 1) (BEFORE) Prevent behavior from disrupting student learning.
- 2) (DURING) Mitigate injury to students/staff and property and try to de-escalate the incident
- 3)( AFTER) Get the individual proper treatment and assesment to lessen future escalations

**Objectives:**

- 1.1 Train staff and students in hold/secure drills
- 1.2 Practice de-escalation techniques
- 1.3 Identify student concerns in PLC/MTSS meetings
  
- 2.1 Remove all audience by calling a Hold and place individual in a safe location without hazards if able
- 2.2 Call Law Enforcement for assistance if warranted
  
- 3.1 Call EMS if injuries occur.
- 3.2 Complete Threat Assessment to identify if student is on the pathway to violence
- 3.3 Determine if the individual needs any psychological/behavioral services with referral to the mental health team

Before		During	After
Prevention	Preparedness	Response	Recovery
<b>Incident Commander</b>			
<ul style="list-style-type: none"> <li>• Develop EOP Plan prior</li> <li>• Establish PLC/MTSS teams</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Notify Law Enforcement</li> <li>• Notify staff/students</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Recovery - work under ICS Structure</li> <li>• Announcement of end of threat</li> <li>• Determine if further action is needed</li> </ul>
<b>Public Information Officer</b>			
<ul style="list-style-type: none"> <li>• Public Information disseminated</li> </ul>	<ul style="list-style-type: none"> <li>• Public Information disseminated</li> <li>• Disseminate parent letter</li> </ul>	<ul style="list-style-type: none"> <li>• Public Information disseminated</li> <li>• Scripted announcement modified to situations</li> </ul>	<ul style="list-style-type: none"> <li>• Public Information disseminated</li> <li>• PIO update the all clear</li> </ul>
<b>Liaison Officer</b>			
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure alignment with LEOP</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Safety Officer</b>			
<ul style="list-style-type: none"> <li>• Ensure building are structurally sound</li> <li>• Ensure exterior doors lock</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• Ensure alignment with LEOP</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
<b>Operations</b>			

•	<ul style="list-style-type: none"> <li>• Regularly schedule PLC/MTSS meetings</li> </ul>	Contact Mental Health team	<ul style="list-style-type: none"> <li>• Identify students that need immediate physical/emotional support</li> <li>• Watch for students/staff signs &amp; symptoms of distress</li> </ul>
Planning			
• Develop EOP Plan prior	<ul style="list-style-type: none"> <li>• Create annual schedule of teaching protocols for parents</li> <li>• Create annual schedule of teaching protocols for staff/students</li> <li>• Trainings/Drills are conducted</li> <li>• Establish Threat Assessment Team</li> </ul>	•	•
Logistics			
•	<ul style="list-style-type: none"> <li>• If feasible, hand held radios</li> <li>•</li> </ul>	•	•
Finance/Administration			
•	<ul style="list-style-type: none"> <li>• List of students ready</li> <li>• Emergency contact list parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>• Accountability of students/staff</li> <li>• Place correct signage on entrance doors</li> </ul>	• Accountability of students/staff

**Appendix N5**

**Goals/Objectives and Action Plan (Fillable)**

<b>Hold/Incidental: Medical Emergency</b>			
<p>Goal:</p> <p>1) (BEFORE) Provide a safe/ healthy learning environment</p> <p>2)(DURING) Render first aid to individual experiencing a medical emergency with the least disruption to learning.</p> <p>3)(AFTER) Debrief with staff/students involved. If due to an accident correct hazard that created the medical emergency</p>			
<p>Objectives:</p> <p>1.1 Promote wellness and safety culture</p> <p>1.2 Conduct CPR/AED/Seizure/First Aid/ Blood Bourne Pathogen training to staff</p> <p>1.3 Upkeep of safe facilities and maintenance</p> <p>2.1 Ensure safety of self and others</p> <p>2.2 Identify when to call EMS and report on needed information for emergency responders. <b>When in doubt call them out!</b></p> <p>2.3 Hold- Decrease the audience and have halls cleared</p> <p>.</p> <p>3.1 Immediately begin to provide PFA to those in need.</p> <p>3.2 Inspect area for hazards and ensures cleanliness</p> <p>3.3 Complete an After Action review</p>			
Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
<ul style="list-style-type: none"> <li>Develop EOP Plan prior</li> </ul>	<ul style="list-style-type: none"> <li>Training for staff in First Aid/AED/ CPR</li> </ul>	<ul style="list-style-type: none"> <li>Notify staff/students if deemed necessary while ensuring privacy</li> </ul>	<ul style="list-style-type: none"> <li>Recovery - work under ICS Structure</li> <li>Announcement of end of incident</li> <li>Determine if further action is needed</li> </ul>
Public Information Officer			
<ul style="list-style-type: none"> <li>Public Information disseminated</li> </ul>	<ul style="list-style-type: none"> <li>Public Information disseminated</li> <li>Disseminate parent letter</li> </ul>	<ul style="list-style-type: none"> <li>Public Information disseminated</li> <li>Scripted announcement modified to situations</li> </ul>	<ul style="list-style-type: none"> <li>Public Information disseminated</li> <li>PIO update the all clear</li> </ul>
Liaison Officer			
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Ensure alignment with LEOP</li> </ul>	<ul style="list-style-type: none"> <li>Call 911 - to inform of emergency</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Safety Officer			

<ul style="list-style-type: none"> <li>• Ensure building are structurally sound and safe</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• conditions on a regular basis <ul style="list-style-type: none"> <li>• All doors are in working order and free of clutter</li> <li>•</li> <li>•</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Everyone clear of halls</li> <li>• Meet emergency responders at the door and escort them to location</li> </ul>	<ul style="list-style-type: none"> <li>• Put in maintenance work order if needed</li> <li>•</li> </ul>
Operations			
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Modify routines according to time of situation (i.e., dismissal, lunch, end of day)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify students that need immediate physical/emotional support</li> <li>• Watch for students/staff signs &amp; symptoms of distress</li> </ul>
Planning			
<ul style="list-style-type: none"> <li>• Develop EOP Plan prior</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>• Determine needs of special ed/physically challenged</li> <li>• Review security procedures frequently</li> <li>• Copy &amp; Laminate signage</li> <li>• Display Signage on areas of shelter</li> <li>• Create annual schedule of teaching protocols for parents</li> <li>• Create annual schedule of CPR/ First Aid training</li> <li>• Create annual schedule for drilling</li> <li>• Educate students return from lunch, non-exit out of building protocol if inHold</li> <li>• Trainings/Drills are conducted</li> <li>• Educate students/staff on Hold protocols</li> <li>• Create annual schedule of teaching protocols for parents</li> <li>• Create annual schedule of teaching protocols for staff/students</li> <li>• Educate parents on Hold protocols</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Logistics			
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• If feasible, hand held radios</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<ul style="list-style-type: none"> <li>● Ensure Talako Safety box supplies are in needed location</li> <li>● Ensure medicine, food, etc. for medical purposes available in Hold</li> <li>● Supplies in Talako Safety boxes are not expired and stocked</li> <li>● Notify Nurse of any used supplies that need replaced</li> </ul>		
Finance/Administration			
<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● List of students ready</li> <li>● Emergency contact list parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>● Accountability of students/staff</li> <li>● Place signage on entrance doors</li> </ul>	<ul style="list-style-type: none"> <li>● Accountability of students/staff</li> </ul>

## Incidental - Suicide

### Goal:

- 1) (BEFORE) Prevent a suicide from occurring. (especially on school grounds)
- 2) (DURING) Protect all persons and loss of life.
- 3) (AFTER) Provide medical and psychological support to staff/students.

### Objectives:

- 1.1 Provide comprehensive multi-level suicide prevention training to staff/students.
- 1.2 Make available a report line to share concerns of reference suicidal staff/students.
- 1.3 Develop strong relationships with all students/staff.
  
- 2.1 Secure all persons in the building.
- 2.2 Account for all persons.
- 2.3 Call law enforcement/EMS.
  
- 3.1 Provide first aid to those in need.
- 3.2 Provide PFA to those in need.

Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
<ul style="list-style-type: none"> <li>● Develop EOP Plan prior</li> <li>● Comprehensive Supervision of all staff/students in all settings</li> </ul>		<ul style="list-style-type: none"> <li>● Align memorials with PFA</li> <li>● Notify staff/students</li> </ul>	<ul style="list-style-type: none"> <li>● Align memorials with PFA</li> <li>● Recovery - work under ICS Structure</li> <li>● Announcement of end of threat</li> <li>● Determine if further action is needed</li> </ul>
Public Information Officer			
<ul style="list-style-type: none"> <li>● Public Information disseminated</li> </ul>	<ul style="list-style-type: none"> <li>● Scripted announcement ready to be modified</li> <li>● Public Information disseminated</li> <li>● Disseminate parent letter</li> </ul>	<ul style="list-style-type: none"> <li>● Public Information disseminated</li> <li>● Scripted announcement modified to situations</li> </ul>	<ul style="list-style-type: none"> <li>● Scripted announcement modified to situations</li> <li>● Public Information disseminated</li> <li>● PIO update the all clear</li> </ul>
Liaison Officer			
<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure alignment with LEOP</li> </ul>	<ul style="list-style-type: none"> <li>● Contact ESU for PFA assistance</li> <li>● Call 911 - to inform of Sheltering</li> </ul>	<ul style="list-style-type: none"> <li>● Contact ESU for PFA assistance</li> <li>● Contact suicide partners (i.e., LOSS teams)</li> </ul>
Safety Officer			
<ul style="list-style-type: none"> <li>● Ensure buildings are structurally sound</li> <li>● Ensure exterior doors lock</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure alignment with LEOP</li> </ul>	<ul style="list-style-type: none"> <li>● Everyone inside the building</li> </ul>	<ul style="list-style-type: none"> <li>● Follow through with Bully/Cyberbullying reports</li> </ul>
Operations			

•	<ul style="list-style-type: none"> <li>• Assignment of staff at exterior doors</li> <li>• Identify PFA support rooms for PFA team</li> <li>• Assignments made for notification coverage</li> </ul>	<ul style="list-style-type: none"> <li>• Align memorials with PFA</li> <li>• Modify routines according to time of situation (i.e., dismissal, lunch, end of day)</li> </ul>	<ul style="list-style-type: none"> <li>• Checking in with staff/students who may have been affected</li> <li>• Watch for students/staff signs &amp; symptoms of distress</li> <li>• Identify students that need immediate physical/emotional support</li> </ul>
Planning			
<ul style="list-style-type: none"> <li>• Develop EOP Plan prior</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Suicide Prevention Training</li> <li>• Team has been trained in PFA</li> <li>• Support team has PFA process in place</li> <li>• Review security procedures frequently</li> <li>• Educate students/staff on Suicide prevention</li> <li>• Educate students, staff, parents, and community in report line and how to report concerns</li> </ul>	•	•
Logistics			
•	<ul style="list-style-type: none"> <li>• Ensure medicine, food, etc. for PFA support rooms</li> </ul>	•	•
Finance/Administration			
•	<ul style="list-style-type: none"> <li>• Emergency contact list parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>• Accountability of students/staff</li> </ul>	<ul style="list-style-type: none"> <li>• Accountability of students/staff</li> </ul>

## Shelter/Evacuate: Chemical or Hazardous Material (in Community)

### Goal:

- 1) (BEFORE) To be as prepared as possible to respond to a chemical or hazardous materials spill.
- 2) (DURING) Protect all persons from injury or harm.
- 3) (AFTER) Determine the safety and quality of air/surroundings.

### Objectives:

- 1.1 Be prepared and have knowledge of what possible chemicals are in your community.
  - 1.2 To identify locations to shelter during a chemical spill.
  - 1.3 To have all necessary materials/supplies for room sealing.
  - 1.4 Ensure HVAC shut offs are in working condition.
  - 1.5 Provide training to staff and students how to shelter and seal an identified location.
- 
- 2.1 Notify and ensure all persons to shelter because of chemical spill.
  - 2.2 Account for all staff and students.
  - 2.3 All locations with people are sealed.
  - 2.4 Administer first aid.
- 
- 3.1 Connect with local fire/rescue for assistance to determine next steps.
  - 3.2 Prepare to evacuate or return to a learning environment.

Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
<ul style="list-style-type: none"> <li>● Develop EOP Plan prior</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Notify staff/students</li> </ul>	<ul style="list-style-type: none"> <li>● Recovery - work under ICS Structure</li> <li>● Announcement of end of threat</li> <li>● Determine if further action is needed</li> </ul>
Public Information Officer			
<ul style="list-style-type: none"> <li>● Public Information disseminated</li> </ul>	<ul style="list-style-type: none"> <li>● Scripted announcement ready to be modified</li> <li>● Public Information disseminated</li> <li>● Disseminate parent letter</li> </ul>	<ul style="list-style-type: none"> <li>● Disseminate parent letter</li> <li>● Public Information Disseminated</li> <li>● Scripted announcement modified to situations</li> </ul>	<ul style="list-style-type: none"> <li>● Announcement of end of threat</li> <li>● Disseminate parent letter</li> <li>● Public Information disseminated</li> <li>● PIO update the all clear</li> <li>●</li> </ul>
Liaison Officer			
<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure alignment with LEOP</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Call 911</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>
Safety Officer			
<ul style="list-style-type: none"> <li>● Review security procedures frequently</li> <li>● Ensure building are structurally sound</li> </ul>	<ul style="list-style-type: none"> <li>● Check local weather conditions on a regular basis</li> <li>● Access to weather alert</li> </ul>	<ul style="list-style-type: none"> <li>● Everyone inside the building</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>

<ul style="list-style-type: none"> <li>• Ensure exterior doors lock</li> </ul>	<ul style="list-style-type: none"> <li>radio</li> <li>• Ensure alignment with LEOP</li> <li>• Identify perimeter access points</li> </ul>		
Operations			
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments made for notification coverage</li> <li>• Assignment of staff at exterior doors</li> </ul>	<ul style="list-style-type: none"> <li>• Lock outside doors</li> <li>• Secure the perimeter</li> <li>• Modify routines according to time of situation (i.e., dismissal, lunch, end of day)</li> <li>• HVAC system turned off for chemical spill</li> <li>• Checking in with staff/students who may have been affected</li> </ul>	<ul style="list-style-type: none"> <li>• Identify students that need immediate physical/emotional support</li> <li>• Watch for students/staff signs &amp; symptoms of distress</li> <li>• Checking in with staff/students who may have been affected</li> </ul>
Planning			
<ul style="list-style-type: none"> <li>• Develop EOP Plan prior</li> </ul>	<ul style="list-style-type: none"> <li>• Educate parents on secure protocols</li> <li>• Educate students/staff on secure protocols</li> <li>• Create annual schedule of teaching protocols for parents</li> <li>• Create annual schedule of teaching protocols for staff/students</li> <li>• Create annual schedule for drilling</li> <li>• Determine needs of special ed/physically challenged</li> <li>• Review security procedures frequently</li> <li>• Copy &amp; Laminate signage</li> <li>• Display Signage on areas of shelter</li> <li>• Educate students return from lunch, non-exit out of building protocol</li> <li>• Trainings/Drills are conducted</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Logistics			
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly clean Shelter area</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<ul style="list-style-type: none"> <li>● If feasible, hand held radios</li> <li>● Display Signage on areas of shelter</li> <li>● All Shelter locations identified, appropriate for type of hazard</li> <li>● Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water)</li> <li>● Food and snacks</li> <li>● Ensure medicine, food, etc. for medical purposes available in Shelter</li> <li>● Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit, Weather Alert Radio)</li> <li>● Have 'go bags' ready</li> </ul>		
Finance/Administration			
<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● List of students ready</li> <li>● Emergency contact list parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>● Accountability of students/staff</li> <li>● Place signage on exterior doors</li> </ul>	<ul style="list-style-type: none"> <li>● Accountability of students/staff</li> </ul>

## Lockdown - Intruder in building

### Goal:

- 1) (BEFORE) Prevent an intruder on school grounds.
- 2) (DURING) Protect all persons from injury or loss of life.
- 3) (AFTER) Provide necessary medical/PFA attention to those in need

### Objectives:

- 1.1 Security measures in place.
- 1.2 Provide SRP training to all staff and students at least twice a year.
- 2.1 Implement lockdown: locks, lights, out of sight.
- 2.2 Account for all persons.
- 2.3 Call 911 for law enforcement and EMS to respond.
- 2.4 Begin first aid and PFA where feasible.
- 3.1 Continue first aid and PFA.

Before		During		After	
Prevention		Preparedness		Recovery	
Incident Commander					
<ul style="list-style-type: none"> <li>● Develop EOP Plan prior</li> <li>● Threat <i>management</i> process in place</li> </ul>		<ul style="list-style-type: none"> <li>● Threat <i>assessment</i> team and process in place</li> </ul>		<ul style="list-style-type: none"> <li>● Establish Incident Command</li> <li>● Not opening classrooms w/o law enforcement</li> <li>● Notify staff/students</li> </ul>	
<ul style="list-style-type: none"> <li>● Administrator or law enforcement officer unlock each classroom door for the all clear</li> <li>● Recovery - work under ICS Structure</li> <li>● Announcement of end of threat</li> <li>● Determine if further action is needed</li> </ul>					
Public Information Officer					
<ul style="list-style-type: none"> <li>● Public Information disseminated</li> </ul>		<ul style="list-style-type: none"> <li>● Public information disseminated</li> <li>● Disseminate parent letter</li> </ul>		<ul style="list-style-type: none"> <li>● Public Information disseminated</li> <li>● Scripted announcement modified to situations</li> </ul>	
<ul style="list-style-type: none"> <li>● Public Information disseminated</li> <li>● PIO update the all clear</li> </ul>					
Liaison Officer					
<ul style="list-style-type: none"> <li>●</li> </ul>		<ul style="list-style-type: none"> <li>● Ensure alignment with LEOP</li> <li>● Collaborating with community partners</li> </ul>		<ul style="list-style-type: none"> <li>● Call 911</li> <li>● Ensure alignment with LEOP</li> <li>● Communication with EMS and Law Enforcement</li> </ul>	
<ul style="list-style-type: none"> <li>● Ensure alignment with LEOP</li> </ul>					
Safety Officer					
<ul style="list-style-type: none"> <li>● Ensure building are structurally sound</li> <li>● Ensure exterior doors lock</li> <li>● Review security</li> </ul>		<ul style="list-style-type: none"> <li>● Ensure alignment with LEOP</li> </ul>		<ul style="list-style-type: none"> <li>● Everyone inside the building</li> <li>● Protect crime scene</li> <li>● "Don't touch anything"</li> </ul>	
<ul style="list-style-type: none"> <li>●</li> </ul>					

procedures frequently			
Operations			
•	<ul style="list-style-type: none"> <li>• Assignments made for notification coverage</li> <li>• Assignment of staff at exterior doors</li> <li>• Testing alarm and intercom systems</li> <li>• Buses available for evacuation</li> <li>• Evacuation sites tested for functionality</li> <li>• If feasible, hand held radios</li> </ul>	<ul style="list-style-type: none"> <li>• Modify routines according to time of situation (i.e., dismissal, lunch, end of day)</li> <li>• Assign personnel to, set and mark perimeter at school</li> <li>• Assign personnel to, set and mark perimeter at reunification site</li> </ul>	<ul style="list-style-type: none"> <li>• Identify students that need immediate physical/emotional support</li> <li>• Watch for students/staff signs &amp; symptoms of distress</li> <li>• Render First aid</li> <li>• Assign personnel to, set and mark perimeter at school</li> <li>• Assign personnel to, set and mark perimeter at reunification site</li> </ul>
Planning			
<ul style="list-style-type: none"> <li>• Develop EOP Plan prior</li> <li>• Office Personnel attend Secretaries Safety Training</li> </ul>	<ul style="list-style-type: none"> <li>• Establish media location</li> <li>• Evacuation sites identified</li> <li>• Third party identified to answer student call when self evacuating</li> <li>• Third party trained how to answer call</li> <li>• Determine needs of special ed/physically challenged</li> <li>• Copy &amp; Laminated signage</li> <li>• Create annual schedule of teaching protocols for parents</li> <li>• Create annual schedule of teaching protocols for staff/students</li> <li>• Create annual schedule for drilling</li> <li>• Educate students return from lunch, non-exit out of building protocol</li> <li>• Trainings/Drills are conducted</li> <li>• Educate students/staff on protocols</li> <li>• Educate parents on protocols</li> <li>• Establish strong visitor protocols</li> <li>• Educate all</li> </ul>	•	•

	<ul style="list-style-type: none"> <li>staff/students on visitor protocols</li> <li>● Exercise possible situations</li> <li>● Educate substitutes on protocols</li> <li>● Practice and test “out of sight”</li> <li>● Reunification sites identified</li> <li>● Reunification drilled and exercised</li> <li>● Set up the reunification site and process (PFA support, interview, notification rooms)</li> </ul>		
Logistics			
●	<ul style="list-style-type: none"> <li>● Doors/windows numbered (interior &amp; exterior)</li> <li>● Have ‘go bags’ ready</li> <li>● ROK KIT prepared and ready</li> <li>● Ensure medicine, food, etc. for medical purposes available in Shelter</li> <li>● Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit)</li> <li>● If feasible, hand held radios</li> </ul>	●	●
Finance/Administration			
●	<ul style="list-style-type: none"> <li>● List of students ready</li> <li>● Emergency contact list parents/guardians</li> <li>● Key control for all staff</li> </ul>	<ul style="list-style-type: none"> <li>● Accountability of students/staff</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Accountability of students/staff</li> </ul>

## Evacuate - Fire

Goal:

- 1) (BEFORE) Prevent a fire from occurring on school grounds.
- 2) (DURING) Protect Students/Staff from injury or loss of life.
- 3) (AFTER) Provide necessary medical attention to those in need.

Objectives:

- 1.1 Provide fire prevention training to all students and staff especially those who use combustible materials or equipment.
- 1.2 Store combustible materials in fire safe containers or rooms.
- 2.1 Evacuate everyone leaves the building immediately in an orderly and safe manner.
- 2.2 Account for all persons.
- 3.1 Notify 911 and EMS.
- 3.2 Immediately begin first aid.

Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
<ul style="list-style-type: none"> <li>• Develop EOP Plan prior</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Notify staff/students</li> </ul>	<ul style="list-style-type: none"> <li>• Recovery - work under ICS Structure</li> <li>• Announcement of end of threat</li> <li>• Determine if further action is needed</li> </ul>
Public Information Officer			
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Scripted announcement to be modified for situations</li> <li>• Disseminate SRP parent letter</li> <li>• Public Information disseminated</li> </ul>	<ul style="list-style-type: none"> <li>• Disseminate parent letter</li> <li>• Public Information disseminated</li> <li>• Scripted announcement modified to situations</li> </ul>	<ul style="list-style-type: none"> <li>• Disseminate parent letter</li> <li>• Public Information disseminated</li> <li>• PIO update the all clear</li> <li>• PIO notification regarding next school day</li> </ul>
Liaison Officer			
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure alignment with LEOP</li> </ul>	<ul style="list-style-type: none"> <li>• Call 911 - regardless (pacitated)</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Safety Officer			
<ul style="list-style-type: none"> <li>• Ensure buildings are structurally sound</li> <li>• Ensure exterior doors lock</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision of student movement to location (backup plan if teacher/staff incapacitated)</li> <li>• Review security procedures frequently</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Everyone outside the building</li> <li>• Supervision of student movement to location (backup plan if teacher/staff incapacitated)</li> <li>• Ensure accessibility at all times to evacuation site</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision of student movement to location (backup plan if teacher/staff incapacitated)</li> <li>• Ensure accessibility at all times to evacuation site</li> </ul>

Operations			
<ul style="list-style-type: none"> <li>• Ensure buildings are structurally sound</li> <li>• Ensure exterior doors lock</li> </ul>	<ul style="list-style-type: none"> <li>• Reunification with parents following SRM</li> <li>• Assignments made for notification coverage</li> <li>• Assignment of staff at exterior doors</li> <li>• Assigned staff for safe street crossing</li> <li>• Ensure accessibility at all times to evacuation site <ul style="list-style-type: none"> <li>• Fire route plans posted in all locations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reunification with parents following SRM</li> <li>• Display SRP Signs on building doors</li> <li>• Modify routines according to time of situation (i.e., dismissal, lunch, end of day)</li> <li>• Assigned staff for safe street crossing</li> </ul>	<ul style="list-style-type: none"> <li>• Reunification with parents following SRM</li> <li>• Assigned staff for safe street crossing</li> <li>• Identify students that need immediate physical/emotional support</li> <li>• Watch for students/staff signs &amp; symptoms of distress</li> <li>• Carry out procedures for early dismissal due to evacuate situation</li> </ul>
Planning			
<ul style="list-style-type: none"> <li>• Display SRP Posters around building</li> </ul>	<ul style="list-style-type: none"> <li>• Identify Evacuation Site - backup site identified</li> <li>• Determine procedures for early dismissal due to evacuate situation</li> <li>• Determine needs of special ed/physically challenged</li> <li>• Copy &amp; Laminate signage</li> <li>• Display SRP Posters around building</li> <li>• Create annual schedule of teaching evacuate protocols for parents</li> <li>• Create annual schedule of teaching evacuate protocols for staff/students</li> <li>• Create annual schedule for drilling</li> <li>• Educate students return from lunch, non-exit out of building protocol if in Evacuation</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<ul style="list-style-type: none"> <li>• Trainings/Drills are conducted</li> <li>• Educate students/staff on Evacuation protocols</li> <li>• All Evacuation locations identified, appropriate for type of hazard type</li> </ul>		
Logistics			
<ul style="list-style-type: none"> <li>• Develop a Transportation plan</li> </ul>	<ul style="list-style-type: none"> <li>• Transportation plan</li> <li>• If feasible, hand held radios</li> <li>• Appropriate supplies (i.e., bottled water)</li> <li>• Have 'to go' bags ready</li> <li>• Food and snacks</li> <li>• Ensure medicine, food, etc, for medical purposes available</li> <li>• Coordinate supplies in Evacuate (alternative supplies - flashlights, First Aid Kit, bottled water)</li> </ul>	<ul style="list-style-type: none"> <li>• Transportation plan</li> </ul>	<ul style="list-style-type: none"> <li>• Transportation plan</li> </ul>
Finance/Administration			
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• List of students ready</li> <li>• Emergency contact list parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>• Accountability of students/staff</li> </ul>	<ul style="list-style-type: none"> <li>• Accountability of students/staff</li> </ul>

Incidental: Pandemic/Illness			
Goal: 1) Support a healthy/ safe learning environment 2) Minimize disruption to learning 3) Mitigate spread of illness			
Objectives: 1.1 Encourage healthy lifestyle to students and staff 1.2 Teach basic hygiene skills 1.3 Create positive culture  2.1 Create Continuity of Learning Plan 2.2 Evaluate/Identify needs for learning 2.3 Provide training opportunities for resources used  3.1 Maintain clean/sanitized facilities 3.2 Allow staff and students to wear PPE 3.3 Encourage social distancing when able to			
Before		During	
Prevention	Preparedness	Response	Recovery
Incident Commander			
<ul style="list-style-type: none"> <li>Develop EOP</li> </ul>	<ul style="list-style-type: none"> <li>Develop Continuity of Learning Plan</li> </ul>	<ul style="list-style-type: none"> <li>Modify Continuity of Learning plan to fit the current situation</li> <li>Provide Staff Training</li> <li>Evaluate and identify needs for learning</li> </ul>	<ul style="list-style-type: none"> <li>Recovery - work under ICS Structure</li> <li>Announcement of end of threat</li> <li>Determine if further action is needed</li> </ul>
Public Information Officer			
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Scripted announcement to be modified for situations</li> <li>Disseminate SRP parent letter</li> <li>Public Information disseminated</li> </ul>	<ul style="list-style-type: none"> <li>Disseminate parent letter</li> <li>Public Information disseminated</li> <li>Scripted announcement modified to situations</li> </ul>	<ul style="list-style-type: none"> <li>Disseminate parent letter</li> <li>Public Information disseminated</li> <li>PIO update the all clear</li> <li>PIO notification regarding next school day</li> </ul>
Liaison Officer			
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Ensure alignment with LEOP</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

Safety Officer			
•	<ul style="list-style-type: none"> <li>• Review current medical guidance frequently</li> <li>• Review security procedures frequently</li> </ul>	•	•
Operations			
•	<ul style="list-style-type: none"> <li>• Ensure windows are in working order</li> <li>• Air quality monitors are active</li> <li>• Ensure clean facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Modify routines according to time of situation (i.e., dismissal, lunch, end of day)</li> <li>• Follow recommended CDC cleaning requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Check in with Staff/Students that may have been affected</li> <li>• Identify students in need of mental health supports</li> </ul>
Planning			
•	<ul style="list-style-type: none"> <li>• Educate parents on protocols</li> <li>• Educate Staff/Students on protocols</li> </ul>	•	•
Logistics			
•	<ul style="list-style-type: none"> <li>• Inventory PPE and other necessary supplies</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor Supply of PPE and other necessary supplies</li> <li>• Transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Restock of PPE</li> <li>• Transportation</li> </ul>
Finance/Administration			
•	<ul style="list-style-type: none"> <li>• List of students ready</li> <li>• Emergency contact list parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>• Accountability of students/staff</li> <li>• Screen and track visitors</li> </ul>	<ul style="list-style-type: none"> <li>• Accountability of students/staff</li> </ul>

**Type of Hazard/Threat: Social Media Attack/Cybersecurity Threat**

Goal:  
 1) Keep student, staff, and school data secure  
 4) Prevent disruption from learning  
 5) Secure record keeping

Objectives:  
 1.1 Promote and educate safe online usage  
 1.2 Secure building  
 1.3  
 2.1 Have alternative ways to learn that do not require technology  
 2.2  
 2.3  
 3.1 Keep records on the cloud and minimize what is stored on the server  
 3.2  
 3.3

Before		During		After	
Prevention	Preparedness	Response	Recovery		
Incident Commander					
<ul style="list-style-type: none"> <li>Develop EOP Plan</li> </ul>	<ul style="list-style-type: none"> <li>Keep records backed up</li> </ul>	<ul style="list-style-type: none"> <li>Notify Alicap</li> </ul>		<ul style="list-style-type: none"> <li>Determine if further action is needed</li> </ul>	
Public Information Officer					
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Scripted announcement to be modified for situations</li> <li>Disseminate SRP parent letter</li> <li>Public Information disseminated</li> </ul>	<ul style="list-style-type: none"> <li>Disseminate parent letter</li> <li>Public Information disseminated</li> <li>Scripted announcement modified to situations</li> </ul>		<ul style="list-style-type: none"> <li>Disseminate parent letter</li> <li>Public Information disseminated</li> <li>PIO update the all clear</li> <li>PIO notification regarding next school day</li> </ul>	
Liaison Officer					
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Ensure alignment with LEOP</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	
Safety Officer					
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Review security</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>		<ul style="list-style-type: none"> <li></li> </ul>	

	procedures frequently		
Operations			
•	<ul style="list-style-type: none"> <li>• Keep records backed up</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all computer systems are shut down and unplugged</li> <li>• Modify routines according to time of situation (i.e., dismissal, lunch, end of day)</li> </ul>	<ul style="list-style-type: none"> <li>• Checking in with staff/students who may have been affected</li> </ul>
Planning			
•	<ul style="list-style-type: none"> <li>• Keep records backed up</li> <li>• Create annual schedule of teaching protocols for parents</li> <li>• Create annual schedule of teaching protocols for staff/students</li> <li>•</li> </ul>	•	•
Logistics			
•	<ul style="list-style-type: none"> <li>• Ensure vital medical information is available</li> </ul>	•	•
Finance/Administration			
•	<ul style="list-style-type: none"> <li>• List of students ready</li> <li>• Emergency contact list parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>• Accountability of students/staff</li> <li>• Screen and track visitors</li> </ul>	<ul style="list-style-type: none"> <li>• Accountability of students/staff</li> </ul>

**Type of Hazard/Threat: Accident/Fatality/Bus Accident**

**Goal:**

- 1) (BEFORE) School Crisis Team in place
- 2) (DURING) Notification, take a minute to process before moving forward.
- 3) (AFTER) Providing necessary condolences to those in need. Review how the situation was handled.

**Objectives:**

- 1.1 Reach out to community resources
- 1.2 Plan to notify staff and student set in place
- 1.3 Create a template of a statement to be shared with staff and students.
  
- 2.1 Crisis Team meets to create the statement that will be used to communicate to staff and students
- 2.2 Crisis Team creates a plan on how to handle the current situation
- 2.3 Statements are released to the staff and students
- 2.4 Have counselors available on site
  
- 3.1 Get information out about viewing and funeral
- 3.2 Post catastrophe feedback session done by Crisis Team
- 3.3 Reach out to the family on behalf of the school

Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
<ul style="list-style-type: none"> <li>• Develop an EOP prior</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Notify staff/students</li> <li>• Align memorials with PFA</li> </ul>	<ul style="list-style-type: none"> <li>• Determine if further action is needed</li> <li>• Align memorials with PFA</li> </ul>
Public Information Officer			
<ul style="list-style-type: none"> <li>• Information disseminated</li> </ul>	<ul style="list-style-type: none"> <li>• Scripted announcement ready to be modified</li> <li>• Disseminate parent letter</li> <li>• Public information disseminated</li> </ul>	<ul style="list-style-type: none"> <li>• Public Information disseminated</li> <li>• Scripted announcement modified to situations</li> </ul>	<ul style="list-style-type: none"> <li>• Public information disseminated</li> <li>• Scripted announcement modified to situations</li> </ul>
Liaison Officer			
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure alignment with LEOP</li> </ul>	<ul style="list-style-type: none"> <li>• Contact ESU for PFA assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Contact ESU for PFA assistance</li> <li>• Contact other partners to assist with counseling</li> </ul>
Safety Officer			
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Operations			
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Identify PFA support rooms for PFA team</li> <li>• Assignments made for notification coverage</li> </ul>	<ul style="list-style-type: none"> <li>• Align memorials with PFA</li> <li>• Modify routines according to time of situation (dismissal,</li> </ul>	<ul style="list-style-type: none"> <li>• Checking in with staff/students who may have been affected</li> <li>• Watch for student/staff signs &amp; symptoms of</li> </ul>

		lunch, end of day)	distress ● Identify students that need immediate physical/emotional support
Planning			
● Develop EOP prior	<ul style="list-style-type: none"> <li>● Team has been trained in PFA</li> <li>● Support team has PFA</li> <li>● Training</li> </ul>	●	●
Logistics			
●	● Ensure PFA support rooms have necessary equipment	●	●
Finance/Administration			
●	<ul style="list-style-type: none"> <li>● List of students ready</li> <li>● Emergency contact list parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>● Accountability of students/staff</li> <li>● Screen and track visitors</li> </ul>	● Accountability of students/staff

**Incidental: Domestic Violence**

Goal:

- 1) (BEFORE) Prevent domestic violence on school grounds.
- 2) (DURING) Protect all persons from injury or loss of life.
- 3) (AFTER) Provide necessary medical/PFA attention to those in need

Objectives:

- 1.1 Security measures in place.
- 1.2 Provide SRP training to all staff and students at least twice a year.
- 1.3
  
- 2.1 Implement lockdown: locks, lights, out of sight.
- 2.2 Call 911 for law enforcement and EMS to respond.
- 2.3 Begin first aid and PFA where feasible.
  
- 3.1 Continue first aid and PFA.

Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
<ul style="list-style-type: none"> <li>• Develop EOP Plan prior</li> <li>• Threat <i>management</i> process in place</li> </ul>	<ul style="list-style-type: none"> <li>• Threat <i>assessment</i> team and process in place</li> </ul>	<ul style="list-style-type: none"> <li>• Establish Incident Command</li> <li>• Not opening classrooms w/o law enforcement</li> <li>• Notify staff/students</li> </ul>	<ul style="list-style-type: none"> <li>• Administrator or law enforcement officer unlock each classroom door for the all clear</li> <li>• Recovery - work under ICS Structure</li> <li>• Announcement of end of threat</li> <li>• Determine if further action is needed</li> </ul>
Public Information Officer			
<ul style="list-style-type: none"> <li>• Public Information disseminated</li> </ul>	<ul style="list-style-type: none"> <li>• Public information disseminated</li> <li>• Disseminate parent letter</li> </ul>	<ul style="list-style-type: none"> <li>• Public Information disseminated</li> <li>• Scripted announcement modified to situations</li> </ul>	<ul style="list-style-type: none"> <li>• Public Information disseminated</li> <li>• PIO update the all clear</li> </ul>

Liaison Officer			
•	<ul style="list-style-type: none"> <li>• Ensure alignment with LEOP</li> <li>• Collaborating with community partners</li> </ul>	<ul style="list-style-type: none"> <li>• Call 911</li> <li>• Ensure alignment with LEOP</li> <li>• Communication with EMS and Law Enforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure alignment with LEOP</li> </ul>
Safety Officer			
<ul style="list-style-type: none"> <li>• Ensure building are structurally sound</li> <li>• Ensure exterior doors lock</li> <li>• Review security procedures frequently</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure alignment with LEOP</li> </ul>	<ul style="list-style-type: none"> <li>• Everyone inside the building</li> <li>• Protect crime scene</li> <li>• "Don't touch anything"</li> </ul>	•
Operations			
•	<ul style="list-style-type: none"> <li>• Assignments made for notification coverage</li> <li>• Assignment of staff at exterior doors</li> <li>• Testing alarm and intercom systems</li> <li>• If feasible, hand held radios</li> </ul>	<ul style="list-style-type: none"> <li>• Modify routines according to time of situation (i.e., dismissal, lunch, end of day)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify students that need immediate physical/emotional support</li> <li>• Watch for students/staff signs &amp; symptoms of distress</li> <li>• Render First aid</li> </ul>
Planning			
<ul style="list-style-type: none"> <li>• Develop EOP Plan prior</li> <li>• Office Personnel attend Secretaries Safety Training</li> </ul>	<ul style="list-style-type: none"> <li>• Determine needs of special ed/physically challenged</li> <li>• Copy &amp; Laminate signage</li> <li>• Create annual schedule of teaching protocols for parents</li> <li>• Create annual schedule of teaching protocols for staff/students</li> <li>• Create annual schedule for drilling</li> </ul>	•	•

	<ul style="list-style-type: none"> <li>• Educate students return from lunch, non-exit out of building protocol</li> <li>• Trainings/Drills are conducted</li> <li>• Educate students/staff on protocols</li> <li>• Educate parents on protocols</li> <li>• Establish strong visitor protocols</li> <li>• Educate all staff/students on visitor protocols</li> <li>• Exercise possible situations</li> <li>• Educate substitutes on protocols</li> <li>• Practice and test “out of sight”</li> </ul>		
Logistics			
•	<ul style="list-style-type: none"> <li>• Doors/windows numbered (interior &amp; exterior)</li> <li>• If feasible, hand held radios</li> </ul>	•	•
Finance/Administration			
•	<ul style="list-style-type: none"> <li>• List of students ready</li> <li>• Emergency contact list parents/guardians</li> <li>• Key control for all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Accountability of students/staff</li> <li>• Place signage on entrance doors</li> </ul>	<ul style="list-style-type: none"> <li>• Accountability of students/staff</li> </ul>

**Type of Hazard/Threat: Utility Line Break**

**Goal:**

- 1) (BEFORE) Lessen effects of line break by maintaining building(s) and property to prevent loss or injury to life.
- 2)(DURING) Protect life and property from damage by the line break
- 3) (AFTER) Provide necessary medical attention to those in need.

**Objectives:**

- 1.1 Conduct shelter/evacuation training and drills.
- 1.2 Identify location for shelter/evacuation.
- 1.3 Ensure shelter/evacuation location(s) are structurally sound.
  
- 2.1 Shelter all persons in the designated areas of the building.
- 2.2 Ensure building structure is secure without unsecure objects
- 2.3 Account for all persons and their safety.
  
- 3.1 Assess all persons' safety.
- 3.2 Call EMS to respond.
- 3.3 Immediately begin to provide first aid. (medical/PFA)
- 3.4 Evacuate from building.

Before		During	After
Prevention	Preparedness	Response	Recovery
<b>Incident Commander</b>			
<ul style="list-style-type: none"> <li>• Develop EOP Plan prior</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Notify staff/students</li> </ul>	<ul style="list-style-type: none"> <li>• Recovery - work under ICS Structure</li> <li>• Announcement of end of threat</li> <li>• Determine if further action is needed</li> </ul>
<b>Public Information Officer</b>			
<ul style="list-style-type: none"> <li>• Public Information disseminated</li> </ul>	<ul style="list-style-type: none"> <li>• Public Information disseminated</li> <li>• Disseminate parent letter</li> </ul>	<ul style="list-style-type: none"> <li>• Public Information disseminated</li> <li>• Scripted announcement modified to situations</li> </ul>	<ul style="list-style-type: none"> <li>• Public Information disseminated</li> <li>• PIO update the all clear</li> </ul>
<b>Liaison Officer</b>			
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure alignment with LEOP</li> </ul>	<ul style="list-style-type: none"> <li>• Call 911 - to inform of Sheltering/Evacuation</li> <li>• Notify Utility Company</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Safety Officer			
<ul style="list-style-type: none"> <li>• Ensure building are structurally sound</li> <li>• Ensure exterior doors lock</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure alignment with LEOP</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Operations			
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments made for notification coverage</li> <li>• Assignment of staff at exterior doors</li> </ul>	<ul style="list-style-type: none"> <li>• Modify routines according to time of situation (i.e., dismissal, lunch, end of day)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify students that need immediate physical/emotional support</li> <li>• Watch for students/staff signs &amp; symptoms of distress</li> </ul>
Planning			
<ul style="list-style-type: none"> <li>• Develop EOP Plan prior</li> </ul>	<ul style="list-style-type: none"> <li>• Determine needs of special ed/physically challenged</li> <li>• Review security procedures frequently</li> <li>• Copy &amp; Laminate signage</li> <li>• Display Signage on areas of shelter</li> <li>• Create annual schedule of teaching protocols for parents</li> <li>• Create annual schedule of teaching protocols for staff/students</li> <li>• Create annual schedule for drilling</li> <li>• Educate students return from lunch, non-exit out of building protocol if in Hold</li> <li>• Trainings/Drills are conducted</li> <li>• Educate students/staff on Hold protocols</li> <li>• Create annual schedule of teaching protocols for parents</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<ul style="list-style-type: none"> <li>Educate parents on Hold protocols</li> </ul>		
Logistics			
•	<ul style="list-style-type: none"> <li>If feasible, hand held radios</li> <li>Ensure medicine, food, etc. for medical purposes available for those in need during Hold</li> </ul>	•	•
Finance/Administration			
•	<ul style="list-style-type: none"> <li>List of students ready</li> <li>Emergency contact list parents/guardians</li> </ul>	<ul style="list-style-type: none"> <li>Accountability of students/staff</li> <li>Place correct signage on entrance doors</li> </ul>	<ul style="list-style-type: none"> <li>Accountability of students/staff</li> </ul>

**Incidental: Terroristic Threats**

Goal:

- 1)(BEFORE) Prevent terroristic threats on school grounds.
- 2) (DURING) Protect all persons from injury or loss of life.
- 3) (AFTER) Provide necessary medical/PFA attention to those in need

Objectives:

- 1.1 Security measures in place.
- 1.2 Provide SRP training to all staff and students at least twice a year.
  
- 2.1 Implement lockdown or secure
- 2.2 Call 911 for law enforcement and EMS to respond.
- 2.3 Begin first aid and PFA where feasible.
- 2.4 Start a Threat Assessment
  
- 3.1 Continue first aid and PFA.

Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
<ul style="list-style-type: none"> <li>• Develop EOP Plan prior</li> <li>• Threat <i>management</i> process in place</li> </ul>	<ul style="list-style-type: none"> <li>• Threat <i>assessment</i> team and process in place</li> </ul>	<ul style="list-style-type: none"> <li>• Establish Incident Command</li> <li>• Notify staff/students</li> </ul>	<ul style="list-style-type: none"> <li>• Recovery - work under ICS Structure</li> <li>• Announcement of end of threat</li> <li>• Determine if further action is needed</li> </ul>
Public Information Officer			
<ul style="list-style-type: none"> <li>• Public Information disseminated</li> </ul>	<ul style="list-style-type: none"> <li>• Public information disseminated</li> <li>• Disseminate parent letter</li> </ul>	<ul style="list-style-type: none"> <li>• Public Information disseminated</li> <li>• Scripted announcement modified to situations</li> </ul>	<ul style="list-style-type: none"> <li>• Public Information disseminated</li> <li>• PIO update the all clear</li> </ul>
Liaison Officer			
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure alignment with LEOP</li> <li>• Collaborating with community partners</li> </ul>	<ul style="list-style-type: none"> <li>• Call 911</li> <li>• Ensure alignment with LEOP</li> <li>• Communication with EMS and</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure alignment with LEOP</li> </ul>

		Law Enforcement	
Safety Officer			
<ul style="list-style-type: none"> <li>• Ensure building are structurally sound</li> <li>• Ensure exterior doors lock</li> <li>• Review security procedures frequently</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure alignment with LEOP</li> </ul>	<ul style="list-style-type: none"> <li>• Protect crime scene</li> <li>• “Don’t touch anything</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
Operations			
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments made for notification coverage</li> <li>• Assignment of staff at exterior doors</li> <li>• Testing alarm and intercom systems</li> <li>• If feasible, hand held radios</li> </ul>	<ul style="list-style-type: none"> <li>• Modify routines according to time of situation (i.e., dismissal, lunch, end of day)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify students that need immediate physical/emotional support</li> <li>• Watch for students/staff signs &amp; symptoms of distress</li> <li>• Render First aid</li> </ul>
Planning			
<ul style="list-style-type: none"> <li>• Develop EOP Plan prior</li> <li>• Office Personnel attend Secretaries Safety Training</li> </ul>	<ul style="list-style-type: none"> <li>• Determine needs of special ed/physically challenged</li> <li>• Copy &amp; Laminate signage</li> <li>• Create annual schedule of teaching protocols for parents</li> <li>• Create annual schedule of teaching protocols for staff/students</li> <li>• Create annual schedule for drilling</li> <li>• Educate students return from lunch, non-exit out of building protocol</li> <li>• Trainings/Drills are conducted</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<ul style="list-style-type: none"> <li>• Educate students/staff on protocols</li> <li>• Educate parents on protocols</li> <li>• Establish strong visitor protocols</li> <li>• Educate all staff/students on visitor protocols</li> <li>• Exercise possible situations</li> <li>• Educate substitutes on protocols</li> <li>• Practice and test “out of sight”</li> </ul>		
Logistics			
•	<ul style="list-style-type: none"> <li>• Doors/windows numbered (interior &amp; exterior)</li> <li>• If feasible, hand held radios</li> </ul>	•	•
Finance/Administration			
•	<ul style="list-style-type: none"> <li>• List of students ready</li> <li>• Emergency contact list parents/guardians</li> <li>• Key control for all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Accountability of students/staff</li> <li>• Place signage on entrance doors</li> </ul>	<ul style="list-style-type: none"> <li>• Accountability of students/staff</li> </ul>

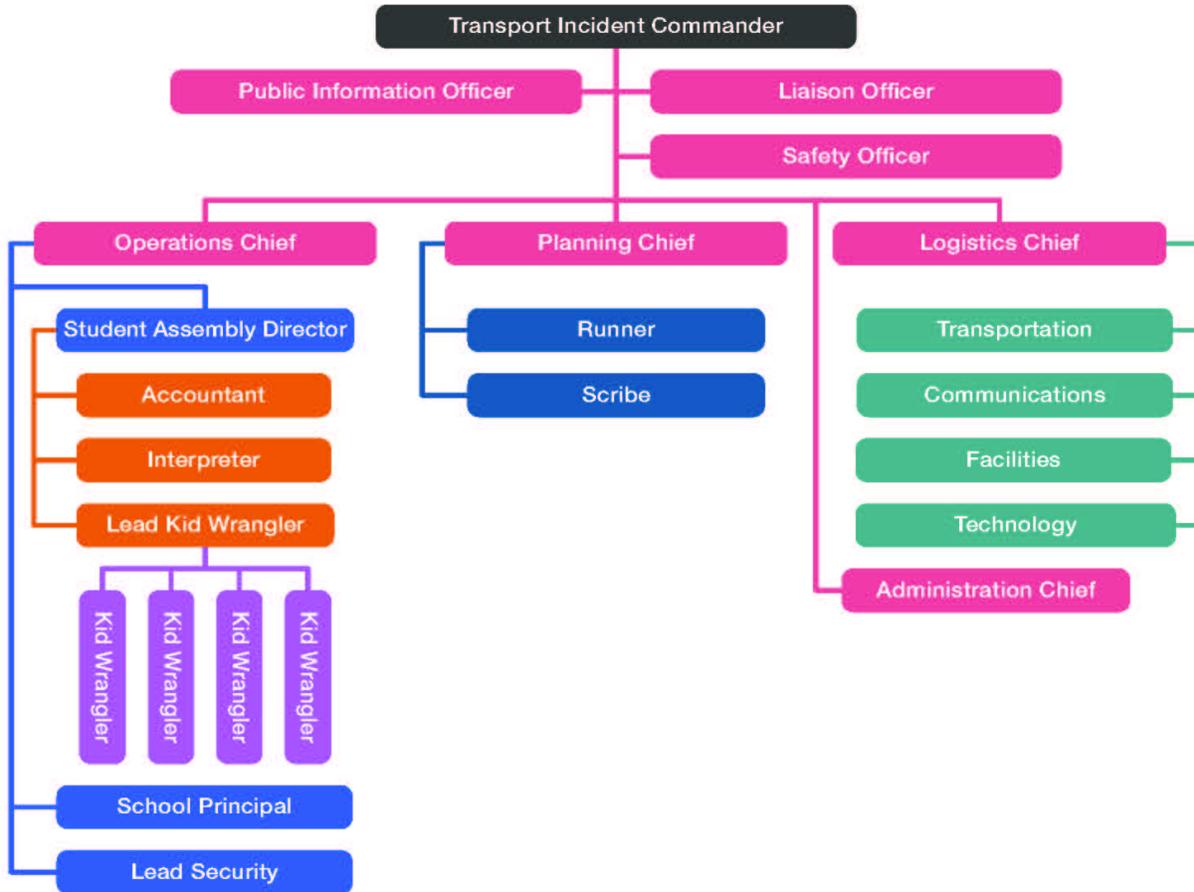
Sample Offsite Reunification Organization Chart  
For Appendix L2

# SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



Sample Transport Organization Chart  
For Appendix L1

**SAMPLE TRANSPORT ORGANIZATION CHART**



**Adult Meals:**

- USDA requires schools to ensure that reimbursement, student payments and the value of donated foods are not used to subsidize meals served to adults. In order to meet this requirement, schools are required to sign an agreement that contains the following statement:

“Each School Food Authority shall, with respect to participating schools under its jurisdiction, charge adults, at a minimum, an amount equal to the total reimbursement received for a free lunch under Section 4 and 11 of the National School Lunch Act plus the per-meal value of donated foods plus the certified menu reimbursement. For breakfast, adults should be charged the rate established for free breakfasts under Section 4 of the Child Nutrition Act. No reimbursement or donated food is provided for adult meals.”

- School districts do not receive reimbursement nor do they get donated foods for the adult meals served. Therefore, the adult meal price is based on portion sizes equivalent to a student tray. Although portion sizes are left up to the discretion of the school district, to serve “extras” or even “double portions” to an adult adds to the cost of the meal.

- For the 2022-23 school year, the adult meal prices should be set as follows:

Lunch: Free reimbursement: \$3.93 (does not include  
KKFA \$0.40) Donated food value: 0.30  
Certified menu reimbursement: + 0.08  
Adult lunch price: \$4.31 (price set at \$4.25)

Breakfast: Severe Need Free reimbursement: \$2.52 (does not include KKFA  
\$0.15) State reimbursement: + 0.05  
Adult breakfast price: \$2.57 (price set at \$2.60)

- A school that does not set adult meal prices at or above the amount specified above or demonstrate that all costs of the adult meal have been covered must document each year that school district general funds are used to support the difference in what should be charged and what is actually charged.



1960 Depot Street / PO Box 455  
 Gering, NE 69341  
 308-765-8945

Contract #4505-REVISED

Date: 7/18/2022

Customer: Bayard High School

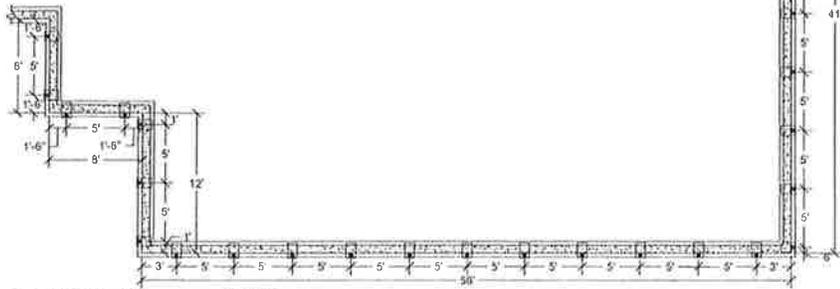
Address: 726 4th Ave.

Project Location: Bayard, NE

Description and Pier Location Count	Product
<p><u>(27) Total Exterior Pier Locations (South Side Entrance, South &amp; East Side of Choir Room)</u>            *Stabilize with attempted lift            *Includes excavation of soil and concrete where pier locations will be            *Backfill and compacting            *Re-pouring of new concrete            *Re-pour of new (exterior - south side steps) concrete / no brick</p> <p>NOTE: Northeast corner to southwest corner of choir room has settled 3"</p> <p>Install Push Piers to 60 LF @ a minimum of 3,120 PSI to stabilize structure.</p> <p>****As Per Attached Competitor Engineered Plan****</p> <p>Piers will be billed @\$30.00 per LF for anything over 60' per pier</p> <p>Total Contract Price for Piering, with material and labor:</p>	<p>Brackets, Starters, Piers</p> <p><b>\$107,900.00</b></p>

<p><u>Poly Stabilization of Stage</u>            *Inject polyurethane foam, structural / void fill under interior slab            *Attempt to lift            *Appox. 1,080 (Square Feet)</p> <p>NOTE: Stage has independently settle from wall 2.5"</p> <p>Total Contract Price for Poly Foam Stabilization, with material and labor:</p>	<p>Poly Stabilization Foam</p> <p><b>\$9,100.00</b></p>
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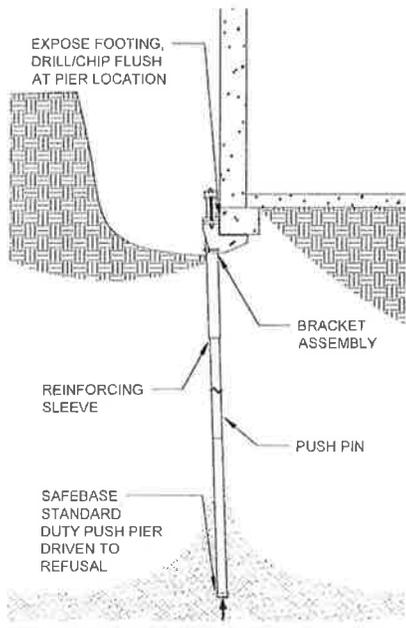
THE MAXIMUM ESTIMATED COMBINED LIVE AND DEAD LOAD IS 3,000 PLF. THIS SPACING RESULTS IN APPROXIMATELY 15 KIPS PER PIER. THE 2.875" OD SAFEBASE PUSH PIER HAS AN ALLOWABLE CAPACITY OF 34.3 KIPS. EACH PIER MUST BE INSTALLED TO A MINIMUM PRESSURE OF 3,120 PSI, SUCH THAT THE BEARING CAPACITY IS 30 KIPS. RESULTING IN THE BEARING CAPACITY HAVING A MINIMUM FACTOR OF SAFETY OF 2.



**1 FOUNDATION REPAIR PLAN**

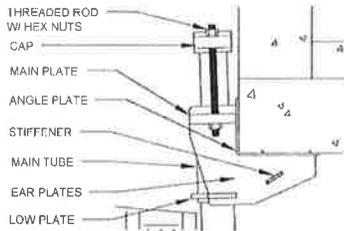
Scale: N.A.

PROJECT LOCATION 720 4th Ave Bayard, NE 69334	<b>FRONTIER</b> E-CLIMATE SOLUTIONS	FRONTIER BASEMENT SOLUTIONS 1980 DEPOT ST., PO BOX 455 GERING, NE 69341 308-785-8945	<b>SafeBasements</b>
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**2 PUSH PIER SECTION**

Scale: N.A.



**3 BRACKET DETAIL**

Scale: N.A.

SABERTOOTH ASSEMBLY		
COMPONENT	DIMENSION (IN)	MATERIAL
THREADED ROD	0.75-10 x 12	B7 YZ
HEX NUTS	0.75-10	HH YZ
CAP	0.5 x 4 x 1.25	A36
PUSH PIN	2.075 OD x 0.188 l x 36	A500 BC
LOCKING WEDGE	2.25 x 0.219 x 0.120	HARDENED STEEL
MAIN PLATE	0.75 x 5 x 1	A36
ANGLE (BACK)*	6.25 x 10 x 0.24	GR 50
ANGLE (BOTTOM)*	9 x 10 x 0.24	GR 50
MAIN TUBE	4 OD x 0.188 l x 10	A500 BC
STIFFENER	8.5 x 4.25 x 0.24	GR 50
EAR PLATES	10.8 x 13.9 x 0.24	GR 50
LOW PLATE	7.2 x 5.3 x 0.5	A36
REINFORCING SLEEVE	3.5 OD x 0.220 l x 36	A500 BC
COUPLER	2.5 OD x 0.188 l x 6	A500 BC
FRICTION REDUCER	3.5 OD x 0.300 l x 1	A500 BC

\* Back and bottom angle are a single bent plate

**Pipe Works Plumbing, LLC**

**710 Broadway  
Scottsbluff, NE 69361**

# Estimate

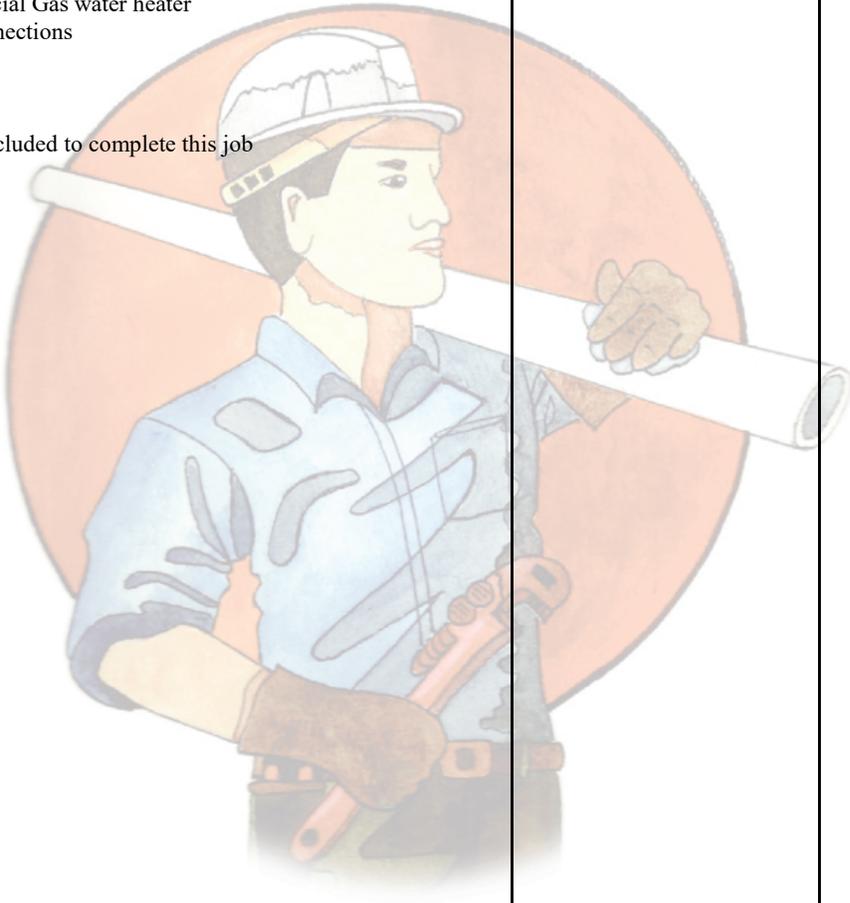
**Phone: 308-641-0481  
Email: Pipeworks308@gmail.com**

Name / Address

Bayard Public Schools  
ATT: Accounting Bobbie Stuart  
PO Box 607  
Bayard, NE 69334

Date

8/4/2022

Description	Qty	Total
<p>Water Heater estimate for the Grade School Building</p> <ul style="list-style-type: none"><li>- Included Items</li><li>- Rheem G100-200G Commercial Gas water heater</li><li>- New hot and cold piping connections</li><li>- New gas line connections</li><li>- New draft hood damper</li><li>- Disposal of the existing unit</li><li>- All labor and materials are included to complete this job</li></ul> <p>Total Estimate Sales Tax</p>		<p>10,850.00 0.00</p>
Thank you for choosing Pipe Works Plumbing LLC		<b>Total</b> \$10,850.00

POLICY NO. 5118 - CHANGE OF EDUCATIONAL PLACEMENT

A principal, with approval from the Superintendent of Schools, may change the educational placement or program of any student, if the principal feels that a change would benefit the educational process of the student or prevent the disruption of the educational program for an entire class.

Adopted: 8-9-99

Reviewed: 7-12-10

POLICY NO. 5119 - EVIDENCE OF BIRTH DATE

Upon enrollment of a student in the Bayard Public Schools, the parent or legal guardian of any child in pre-school to grade 12 shall furnish:

A certified copy of the student's birth certificate issued by the state in which the child was born, prior to admission of a child for the first time. Other reliable proof of the child's identity and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced.

The administration shall notify the person enrolling the student of the requirement that state law further requires that such proof of identity and age be given to the school within thirty days of enrollment (if enrollment without such has been allowed). If this requirement is not met; the administration shall give another notice to the person enrolling the student that unless he or she complies within ten days, the matter shall be referred to the local law enforcement agency for investigation. Any affidavit received as proof of the child's identity and age that appears inaccurate or suspicious in form or content shall be reported immediately to the local law enforcement agency by the school.

Legal Reference: Neb. Rev. Stat. 79-214  
Neb. Rev. Stat. 43-2007

Adopted 8-13-01

Reviewed: 7-12-10

POLICY NO. 5120 - ENROLLMENT OF EXPELLED STUDENTS

If a student has been expelled from any public school district in any state, or from a private, denominational, or parochial school in any state, and the student has not completed the terms or time period of the expulsion, the student shall not be permitted to enroll in the School District until the expulsion period from such other school has expired, unless the School Board of this School District in its sole and absolute discretion upon a proper application approves by a majority vote, the enrollment of such student prior to expiration of the expulsion period. As a condition of enrollment, the School Board may require attendance in an alternative school, class or educational program pursuant to Nebraska law until the terms or time period of the original underlying expulsion are completed. A student expelled from a private, denominational, or parochial school or from any public school in another state, will not be prohibited from enrolling in the public school district in which the student resides or in which the student has been accepted pursuant to the enrollment option program for any period of time beyond the time limits placed on expulsion, pursuant to the Student Discipline Act of Nebraska, or for any expulsion for an offense for which expulsion is not authorized for a public school student under such Nebraska Act. For purposes of this policy, the term expulsion or expelled includes any removal from any school for a period in excess of twenty (20) school days.

Legal Reference: Neb. Rev. Stat. 79-266.01

Adopted 8-13-01

Reviewed: 7-12-10

POLICY NO. 5121 - STUDENT FEES

The Board of Education adopts the following student fees policy in accordance with the Nebraska Public Elementary and Secondary Student Fee Authorization Act.

The District's general policy is to provide for free instruction in accordance with the Nebraska State Constitution. The District also provides activities; programs and services that extend beyond the minimum level of constitutionally required free instruction. Under the Public Elementary and Secondary Student Fee Authorization Act, the District is permitted to charge students fees for these activities or to require students to provide specialized equipment and attire for certain purposes. This policy is subject to further interpretation or guidance by administrative or Board regulations. Students are encouraged to contact their building administration, their teachers or their coaches and sponsors for further specifics.

A. Definitions.

1. "Students" shall mean students, their parents, guardians or other legal representatives.
2. "Extracurricular activities" shall mean student activities or organizations that (1) are supervised or administered by the District; (2) do not count toward graduation or advancement between grades; and (3) are not otherwise required by the District.
3. "Post-secondary education costs" shall mean tuition and other fees associated with obtaining credit from a post-secondary educational institution.

B. Listing of Fees Charged by this District.

1. *Guidelines for Clothing Required for Specified Courses and Activities.*

Students are responsible for complying with the District's grooming and attire guidelines. They are also responsible for furnishing all clothing required for any special programs, courses or activities in which they participate. The teacher, coach or sponsor of the activity will provide students with written guidelines that will detail any special clothing requirements and explain why the special clothing is required for the specific program, course or activity.

2. *Safety Equipment and Attire.*

The District will provide students with all safety equipment and attire that is required by law. Building administrators will assure that (a) such

equipment is available in the appropriate classes and areas of the school buildings, (b) teachers are directed to instruct students in the use of such devices, and (c) students use the devices as required. Students are responsible for using the devices safely and as instructed.

3. *Personal or Consumable Items.*

Teachers may not require students to supply various personal or consumable items for use in courses. However, they may state that students are requested but not required to bring the following items for use in school. The school must supply any items required for course work but not brought by students. The district may set reasonable general guidelines on the use of consumables to avoid abuse and unnecessary waste of district resources. The district may require students to provide such personal and consumable items for extra curricular activities such as reeds for musical instruments, protective mouthpieces, and blank audio or video tapes.

4. *Materials Required for Course Projects.*

Students in some courses produce a project that becomes their property at the end of the course. In those circumstances, students must either furnish or pay for the reasonable cost of any materials required for the course project; otherwise the project remains in the ownership of the school district.

5. *Extracurricular Activities.*

The District may charge students a fee to participate in extracurricular activities to cover the District's reasonable costs in offering such activities. The District may require students to furnish specialized equipment and clothing that is required for participation in extracurricular activities, or may charge a reasonable fee for the use of District owned equipment or attire. The coach or sponsor will provide students with written guidelines detailing the fees charged, the equipment and/or clothing required, or the usage fee charged. The guidelines will explain the reasons that fees, equipment and/or clothing are required for the activity.

6. *Post-secondary Education Costs.*

Some students enroll in post-secondary courses while still enrolled in the District's high school. As a general rule, students must pay all costs associated with such post-secondary courses. However, for a course in which students receive both high school and post-secondary education credit or a course being taken as part of an approved accelerated or differentiated curriculum program, the District shall offer the course without charge for tuition, transportation, books or other fees, except tuition and other fees associated with obtaining credits from a post-secondary educational institution.

7. *Transportation Costs.*

The District will charge students reasonable fees for transportation services provided by the District to the extent permitted by federal and state statutes and regulations.

8. *Copies of Student Files or Reports.*

The District will charge a fee for making copies of a student's files or records for the parents or guardians of such students. The Superintendent or the Superintendent's designee shall establish a schedule of student record fees. Parents of students have the right to inspect and review the student's files or records without the payment of a fee, and no fee shall be charged to search for or retrieve any student's files or records.

9. *Participation in Before-and-After-School or Pre-kindergarten Services.*

The District will charge reasonable fees for participation in before-and-after-school or pre-kindergarten services offered by the District pursuant to statute.

10. *Participation in Summer School or Night School.*

The District will charge reasonable fees for participation in summer school or night school, and may charge reasonable fees for correspondence courses.

11. *Charges for Food Consumed by Students.*

The District will charge for items that students purchase from the District's breakfast and lunch programs. The fees charges for these items will be set according to applicable federal and state statutes and regulations. The District will charge students for the cost of food, beverages, and the like that students purchase from a school store, a vending machine, a booster club or from similar sources. Students may be required to bring money or food for field trip lunches and similar activities.

C. *Waiver Policy.*

Students who qualify for free or reduced-price lunches under United States Department of Agriculture child nutrition programs shall be provided a fee waiver or be provided the necessary materials or equipment without charge for (1) participation in extracurricular activities and (2) the use of a musical instrument in optional music courses that are not extracurricular activities. Actual participation in the free or reduced-price lunch program is not required to qualify for the waiver provided in this section. The District is not obligated to provide any particular type or quality of equipment or other materials to eligible students.

D. *Distribution of Policy.*

This policy will be published in the Student Handbook or its equivalent that will be provided to students at no cost.

Adopted: 6-10-02

Revised: 2-14-05; 8-8-11

Reviewed: 8-8-05; 8-14-06; 8-13-07; 8-11-08; 7-12-10

**CERTIFICATION**

On the 9th day of June, 2003, the Board of Education of Bayard Public Schools held a public hearing on a proposed student fee policy. The hearing followed a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the 2002-2003 school year. This student fee policy was then adopted by a majority vote of the school board at an open public meeting conducted in compliance with the Public Meetings Law.

Adopted: 6-10-02

Revised: 2-14-05

Reviewed: 8-8-05; 8-14-06; 8-13-07; 8-11-08; 7-12-10; 8-8-11

**STUDENT FEE WAIVER PROCEDURES**

The Board recognizes that while certain fees, specialized equipment, specialized attire, or project materials are appropriate and authorized, some students and their families are not financially able to afford them. The school district will grant waivers upon request to the students of families eligible for free or reduced priced meals under the federal Child Nutrition program.

Waivers must be requested prior to the waiver deadlines as listed below. Waivers will not be approved retroactively for fees previously paid or specialized items, attire or project materials purchased by students. Only those fees and items eligible for waivers as required by state statute shall be waived.

The following deadlines will apply to requests for waivers:

1. Extracurricular Activity Participating Fees – The end of the first week of practice for a particular sport or activity.
2. Extracurricular Activity Specialized Equipment and Attire – The end of the first week of practice for a particular sport or activity.

Parents or students eligible for waivers shall make an application on the form provided by the school district. Applications may be made at any time but must be renewed annually. Denial of a waiver may be appealed to the superintendent, but eligibility is strictly dependent upon meeting financial guidelines established by the Child Nutrition program.

The school district will treat the application and waiver process, as any other student record and student confidentiality and access provisions will be followed.

The school district will annually notify parents and students of the waiver. The student fee policy and guidelines will be published annually in the Student Handbook

**REGULATIONS FOR PROVIDING REQUIRED SPECIALIZED EQUIPMENT OR ATTIRE IN EXTRACURRICULAR ACTIVITIES**

The following extracurricular activities require specialized equipment or specialized attire to be provided by participating students. Students qualifying for free or reduced price meals are eligible to apply for waivers under school policy.

**ACTIVITY**

**DESCRIPTION**

All Classes No class dues will be assessed. All class money for class activities will be earned through fundraising activities. If you want to take part in the class activities you must work the fundraising projects.

Band Instruments; meals during competition; band uniform cleaning fee; registrations fees (All-State, High Plains, etc.).

Choir Registration fees (All-State, High Plains, etc.); meals at contests; folder for music (2-pocket); choir trip.

Elementary Music Miscellaneous costumes and props for Elementary shows.

Magic Rhythm Performance outfit (girls – dresses, briefs, shoes and nylons. boys – shirt, pants, vest, tie, cummerbund, socks and shoes); meals on competition days.

21<sup>st</sup> Century Performance outfit (girls – dresses, briefs, shoes and nylons. boys – shirt, pants, vest, black socks and shoes); white shirts for caroling; meals on competition days; miscellaneous costumes and props for annual show; 21<sup>st</sup> trip.

JR. High Swing Choir T-shirt; meals for competitions.

FFA Meals for trips, FFA jackets.

Jr. Class Play Costumes.

Library OVER DUE charge \$.25 per item per day starting the second week material is over due. They have a one-week grace period to return or renew material. LOST library material – pay the replacement cost of the item. If item is found money is refunded. DAMAGED library material – if material is severely damaged there will be a replacement cost charge. REPAIR of textbooks will be charged by the instructor.

National Honor Society Each member is required to collect 5 pledges or donations for the bowl-a-thon fundraiser. Each member pays for the games they bowl (2-3 games).

One-Act Plays Costumes.

Quiz Bowl Meals at competition.

Senior Class Class t-shirt; donating items for concessions, prom, etc.; flower for graduation if class funds are not available.

Spanish Club \$3 fee for annual dinner; Spanish Dictionary is optional – some are provided in class for the students' use. In the event of a Foreign Language Fair at Chadron State College, student may be required to pay an enrollment fee (usually only charged, if needed to pay for materials) – sack lunches will be provided by the school.

Speech Meals at competition.

Cheerleading Cheerleading uniform – cheerleader will conduct fundraisers to help with the cost of uniform. You must help with these activities in order to be a cheerleader.

Basketball (Boys/Girls) Basketball shoes (JH/High School).

Football Football shoes.

Golf (Boys/Girls) Golf clubs, bag, tees, balls.

Track (Boys/Girls) Track shoes (running spikes, field event shoes, jumping event shoes, etc.); t-shirts/sweatshirts; gloves and cap; and meals on competition days.

Volleyball Meals on competition days and black spandex shorts.

Wrestling Shoes.

X-Country T-shirt (optional), jacket (optional), shoes- spikes (optional), socks, running tights, one size fits all gloves, head bands (ear covers) and meals on competition days.

JR High Football Football shoes (optional) may wear tennis shoes.

JR High Track (Boys/Girls) Track shoes and meals on competition days.

This list is not all inclusive. Activities and items may be added during the year.

### **STUDENT FEE ASSESSMENTS**

The following fees, charges or fines will be assessed during the school year for students

involved in the activities described.

Students may apply for waivers of some fees under district waiver guidelines. The student fee policy and guidelines will be published annually in the Student Handbook.

<u>ACTIVITY</u>	<u>COST</u>
Lunch	Price established for the year.
Band Uniform Cleaning Fees	\$10.00
FFA, FCCLA	As set by the organization.
Cheerleading Clinic	As set by sponsoring group.
Miscellaneous Fees:	
Lost textbooks and library books.	Cost to replace.
Damaged textbooks and library books.	Cost to repair or replace.
Lost school or athletic equipment.	Cost to replace.
Broken or destroyed school or athletic equipment.	Cost to repair or replace.

**SUGGESTED PERSONAL OR CONSUMABLE ITEMS**

Teachers may suggest students to supply various personal or consumable items for use in school. The following list provides an example of the types of items that may be considered personal or consumable. Teachers shall furnish the principal with a list of all items suggested prior to the beginning of the school year. This will allow students and parent's time to purchase them.

Pencils	Markers (no neon or glitter)
Colored Pencils	Highlighters
Pens	Activity Calendars
Paper	Compass
Graph Paper	Protractor
Tablets	Calculator (Tillman's class TI-36X or 30X IIS)

Notebooks	Blank Computer Disks
White Out	Blank Audio or Video Tapes
Organizers	Reeds for Musical Instruments
Planners	Make-up kits for Drama
Scissors	Protective Mouthpiece for Sports
Erasers	Elmer's Glue (other types may create usage
Glue Stick	difficulties)

**BAYARD PUBLIC SCHOOLS**

**STUDENT FEE WAIVER APPLICATION**

Students whose families meet the income guidelines for free and reduced price lunches are eligible to have expenses of certain fees, specialized equipment, and specialized attire and project materials waived as provided by district policy. All information provided in connection with this application will be kept confidential. This waiver does not carry over from year to year and must be completed annually.

ALL INFORMATION REQUESTED ON THIS FORM MUST BE COMPLETED FOR THE FEE WAIVER APPLICATION TO BE PROCESSED

PLEASE PRINT

Date Completed: \_\_\_\_\_

Name of Parent or Guardian: \_\_\_\_\_

Street Address: \_\_\_\_\_

City, State, Zip Code: \_\_\_\_\_

Student Name(s)	School Attending	Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____

Your signature below is required for the release of information regarding the student or students' family financial eligibility for the programs checked above. Without your signature, this application cannot be processed.

Signature of parent or guardian: \_\_\_\_\_

\*\*\*\*\*

Specific fees, equipment, attire or materials to which this waiver applies: \_\_\_\_\_

\_\_\_\_\_

Administrator's Signature: \_\_\_\_\_

Submit this form to Mr. Dennis Dubry at the Elementary Principals Office

**STUDENT COURSE PROJECT PURCHASE FORM**

Amendments to the Public Elementary and Secondary Student Fee Authorization Act prohibit the district from requiring students to furnish materials for standard course projects. In general, all course projects will remain the property of the district. However, it is the district's policy to allow students to purchase their projects provided they have agreed to such a purchase prior to beginning work on the project.

**ALL INFORMATION REQUESTED ON THIS FORM MUST BE COMPLETED PRIOR TO BEGINNING THE PROJECT TO ALLOW PURCHASE BY THE STUDENT.**

**PLEASE PRINT**

To be completed by the instructor:

Course: \_\_\_\_\_

Expected Completion Date \_\_\_\_\_

Project

\_\_\_\_\_

Estimated Cost: \_\_\_\_\_

Instructor's Signature: \_\_\_\_\_

I, \_\_\_\_\_ agree to purchase this project and/or all project

Student's Name

Materials following the project's expected completion date:

Student's Signature: \_\_\_\_\_

I permit my student to purchase this project and/or all project materials following the project's expected completion date:

Parent/Guardian's Signature \_\_\_\_\_

Adopted: 6-10-02

Revised: 2-14-05

Reviewed: 8-8-05, 8-14-06, 8-13-07, 8-11-08; 7-12-10; 8-8-11

POLICY NO. 5121-A - STUDENT TRANSFERS OUT OR WITHDRAWALS

If the student's parents wish to withdraw or transfer the student from school prior to completing and graduating from the education program, they shall notify the principal in writing as soon as possible of the decision to withdraw or transfer the student from the education program. The student or parent should present this written notice at the office and receive instructions regarding the return of textbooks, library books, locker equipment, hot lunch tickets and completion of grade records.

The notice shall state the student's final day of attendance. If the student is not enrolling in another school district, the school district shall maintain the student's records in the same manner as the records of students who have graduated from the school district.

If the parents wish to have the student's cumulative record sent to the new school district, the parents shall notify the superintendent in writing. This notice shall include the name of the school district and the person at the new school district to whom the student's cumulative records should be sent. If the new school district requests the student's cumulative records, the school district will forward the cumulative records and notify the parents the records have been sent.

**Withdrawal and Transfer Procedure**

The procedure for withdrawal or transferring is as follows:

1. Secure authorization withdrawal or transfer not from the parent or guardian.
2. Obtain appropriate forms from the guidance office or principal's office.
3. Have the forms filled out by teacher, return all schoolbooks and property, and make sure all fees are paid.

4. Take completed forms to the guidance or principal's office for final clearance.

Approved 8-12-02; 7-12-10

POLICY NO. 5122 - STUDENT ATTENDANCE RECORDS

As part of the school district's records, the daily attendance of each student shall be recorded and maintained on file with the permanent records of the district.

It shall be the responsibility of the principals to ensure that such reports contain all information required by law and are filed with the administrative office.

Legal Reference: Neb. Statute 79-205 to 207

Cross Reference: 203.01 Compulsory Attendance  
507 Student Records

Approved 8-12-02

Reviewed: 7-12-10

POLICY NO. 5123 - STUDENTS OF LEGAL AGE

Students who have attained legal age (19) may continue the education program without payment of tuition as long as they have not graduated from high school, are eligible to attend a Nebraska public school and are residents of the school district.

Parents will be allowed to access and view the student's records without written permission from the student if the student is still a dependent for tax purposes. In most cases, with the discretion of the principal or the superintendent, the student will be able to make decisions and sign documents rather than requiring parental permission or signature.

Legal Reference: Neb. Statue 43-2101  
79-1126  
20 U.S.C. \* 1232g (1994).

Approved 8-12-02

Reviewed: 7-12-10

POLICY NUMBER 5120 - STUDENT CONDUCT

The board believes inappropriate student conduct causes serious disruption to the learning environment, interferes with the rights of others, and threatens the health and safety of students, employees and the public. The Superintendent and staff will develop and implement age-appropriate student codes of conduct to facilitate the educational process.

Students shall conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on school district property or on property within the jurisdiction of the school district. This policy will also apply while on school owned, operated or chartered transportation; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and educational processes of the school district.

Students who violate this policy and the administrative regulations supporting it will be subject to disciplinary measures including, but not limited to, removal from the classroom, detention, suspension, probation and expulsion. The codes of conduct will include measures to prevent or discourage behavior which interferes with the educational program, behavior which disrupts the orderly and efficient operation of the school or the functioning of school activities, behavior which interferes with the maintenance of a learning environment, behavior that is violent or destructive, or behavior which interferes with the rights of other students to pursue their education. Procedures will be available to allow rights of due process for all students.

This disciplinary process is designed to create the expectation that the degree of discipline imposed by the school will be proportionate to the severity of the behavior of the particular

student, the previous discipline history of the student and other relevant factors. It will also include parental involvement processes designed to enable parents, guardians, teachers and school administrators to work together to improve and enhance appropriate student behavior and academic performance. All student codes of conduct shall be submitted to the board for approval or review.

The code of conduct will be included in the student handbook, and a parent/guardian will sign and promptly return an acknowledgement of receipt of the handbook which specifically mentions the student code of conduct.

Legal Reference: Goss v. Lopez, 419 U.S. 565 (1975)

Neb. Statute 79-2,114 et seq. (NE Equal Opportunity in Education Act)  
79-254 et seq. (Student Discipline Act)

Approved: 8-12-02

Reviewed: 7-12-10

POLICY NO. 5125 STUDENT CONDUCT ON BUSES

The privilege of riding a school bus is contingent upon a student's good behavior and observance of established regulations for student conduct both at bus stops and onboard buses. Since bus transportation is provided to assist the education program, the board shall require students to conduct themselves on the bus in a manner consistent with established standards for classroom behavior.

The driver of a school bus shall be responsible for safety of the students on the bus, both during the ride and while students are entering or leaving the vehicle. Therefore, it is the bus driver's duty to notify the supervisor of transportation or the principal of the school involved if any student persists in violating the established rules of conduct.

After due warning has been given to the student and to parents/guardians, the principal may withhold from the student the privilege of riding the school bus. In such cases, the parents of the children involved will be responsible for seeing that their children get to and from school safely.

The student may also face detention, suspension or expulsion, in accordance with established policies, for flagrant violation of school bus rider conduct regulations or conduct detrimental to the safe operation of the bus.

Approved 8-12-02

Reviewed: 7-12-10

POLICY NO. 5126 - REGULATED DEVICES-BEEPERS, CELL PHONES AND LASER POINTERS

Any prohibited items or devices brought to school or school events may be confiscated by district staff. Prohibited items will be turned over to the student's parents or guardian on request unless the object seized is dangerous, contrary to law, or has been turned over to legal authorities. Students violating this policy shall be subject to the district's disciplinary rules.

Prohibited devices shall include any item, which is sufficiently annoying, offensive, unpleasant, or obnoxious that it substantially interferes with or materially disrupts the educational process. Students shall be advised annually through the Student Handbook of items that are prohibited on school grounds or at school activities.

Approved 8-12-02

Revised: 4-10-06

Reviewed: 7-12-10

POLICY NO. 5127 - SEARCH, SEIZURE AND ARRESTS-USE OF DRUG DETECTION DOGS

As part of the district's effort to keep the secondary school safe and free from illegal drugs, the secondary school principal may authorize the use of law enforcement drug detection dogs to search school lockers and cars parked in the school parking lot under the following guidelines.

1. The dogs will be brought into the secondary school both during and after school hours. The Secondary Principal shall determine when the drug detection dogs will be used. Sniff searches will be conducted at random times throughout the school year.
2. The dogs will search lockers and cars parked in the school parking lot only. Students will not be searched by drug detection dogs. During the school day sniff searches, students will be in classrooms.
3. If the drug detection dog identifies a locker or car, then school officials and law enforcement personnel will search the area and conduct an investigation. Parents/guardians will be notified if illegal drugs or contraband are discovered in a student's locker or car. School penalties for possession of an illegal substance are governed by the school discipline code and may range from suspension to expulsion.
4. If an illegal drug is found, law enforcement will conduct a criminal investigation. If, during this investigation, probable cause exists to warrant an arrest, an arrest will be made.
5. If a student refuses to unlock a vehicle identified by a drug detection dog, the student will be subject to school sanctions for refusing to submit to a search. Law enforcement personnel will take appropriate action based on departmental policies.

6. Drug detection dog searches in the Bayard Public Schools may involve the Bayard Police Department, Morrill County Sheriff and/or the Nebraska State Patrol.

Adopted: 3-10-08

Reviewed: 7-12-10

POLICY NO 512R - QUESTIONING OF STUDENTS BY OUTSIDE AGENCIES

Generally, students may not be interviewed during the school day by persons other than parents and school district officials and employees.

Requests from law enforcement officers and from persons other than parents, school district officials, and employees to interview students shall be made through the principal's office. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. Generally, prior to granting a request, the principal shall attempt to contact the parents to inform them of the request and to ask them to be present.

If a child abuse investigator wishes to interview a student, the principal will defer to the investigator's judgment as to whether the student should be interviewed independently from the student's parents, whether the school is the most appropriate setting for the interview, and who will be present during the interview.

Students will not be taken from school without the consent of the principal and without proper warrant when applicable.

Legal Reference: Neb, Statue 79-294

Approved: 8-12-02

Reviewed: 7-12-10

POLICY NO. 5129 - STUDENT RECORDS ACCESS

The board recognizes the importance of maintaining student records and preserving their confidentiality. Student records shall be maintained so as to separate academic and disciplinary matters. Student records may be maintained in the central administration office or administrative office of the student's attendance center. This policy does not apply to student directory information.

The following records shall be maintained as permanent records of the students:

- \* The student's social security number;
- \* The record of dates of attendance;
- \* Highest grade level completed;
- \* A transcript of classes taken with grades and credits received;
- \* The records of inoculations and health examinations which are given to the class or student body as a whole;
- \* The record of participation in extracurricular school activities and sports;
- \* The signatures of people who are required to sign for access to student records and the statement of purpose for such access;
- \* The student's or student's parents' written consent of release of student records.

All other student records shall be removed and destroyed after a student's continuous absence from the school for three years.

Any student, his or her parents/guardians, teachers, counselors or school administrators

shall have access to the student's records during the regular business hours of the district. In addition, authorized representative of the State or Federal government, and state educational authorities connected with the enforcement of requirements of certain educational programs as prescribed by law shall have access to student records within the limitations of state statutes. No one else shall have access to the records and the records shall not be divulged to any person.

The Superintendent shall establish reasonable fees for providing copies of the student's records to a parent or guardian. No fees shall be charged for the right to inspect and review the records.

Legal Reference: 20 U.S.C. \* 1232g (FERPA)  
34 C.F.R. Pt. 99. 300.560 - .574 (1996)  
45 C.F.R. Part 99 (Privacy Rights of Parents and Students)  
NE Statute 79-2,104 and 2,105  
79-2539  
79-4,157 and 4,158  
84-1,212.01 et seq.

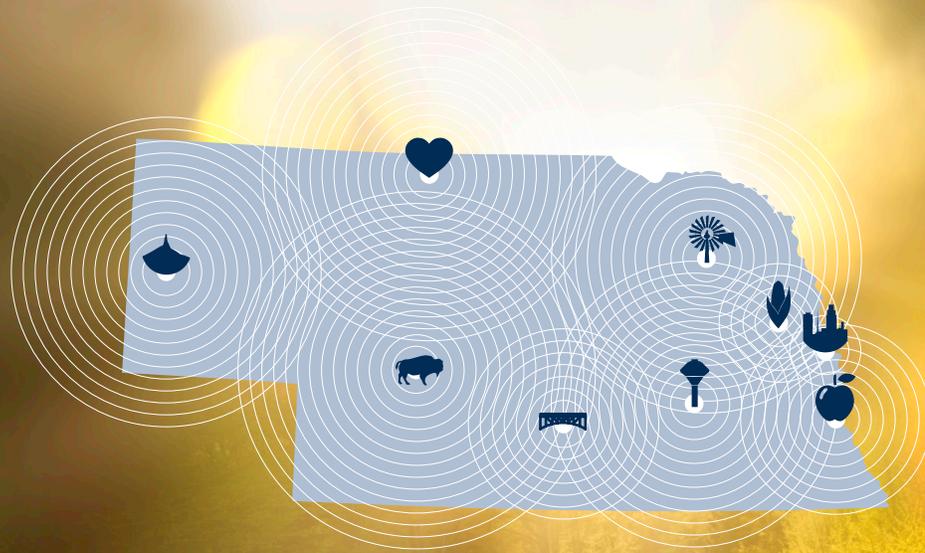
Approved: 8-12-02

Reviewed: 7-12-10

# 2022 AREA MEMBERSHIP MEETINGS

Training - Recognition - Networking - Engagement

Nebraska City - Fremont - Gering - Valentine - Norfolk - La Vista - York - North Platte - Kearney



## LEADERSHIP AT THE LOCAL LEVEL



[www.NASBonline.org](http://www.NASBonline.org)

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# 2022 REGISTRATION

## REGISTER NOW FOR THE MEETING NEAREST YOU

Tuesday, August 23	Nebraska City	Register by August 18
Wednesday, August 24	Fremont	Register by August 18
Monday, August 29	Gering	Register by August 24
Tuesday, August 30	Valentine	Register by August 24
Wednesday, August 31	Norfolk	Register by August 24
Thursday, September 1	La Vista	Register by August 24
Wednesday, September 7	York	Register by September 1
Tuesday, September 20	North Platte	Register by September 14
Wednesday, September 21	Kearney	Register by September 14

### TO REGISTER

Go to [www.NASBonline.org](http://www.NASBonline.org), and log in using your email and password. If you do not have an email and password to log in or have forgotten it, please contact NASB at 800-422-4572 for assistance.

Registration fees for each meeting and dinner are as follows:

NASB Member Registration	\$77
Cancellation Fee	\$25

*No refunds after the deadlines.*

# 2022 AGENDA

4:30 PM - REGISTRATION, NETWORKING & EXHIBITORS

5:00 PM - OPENING SESSION

5:45 PM - BREAK & EXHIBITORS

6:00 PM - TRAINING SESSIONS #1

6:35 PM - BREAK & EXHIBITORS

6:45 PM - TRAINING SESSIONS #2

7:25 PM - NETWORKING DINNER & AWARDS/RECOGNITION

15 AWARDS OF ACHIEVEMENT POINTS WILL BE EARNED FOR ATTENDING



# 2022 VISION & TRAINING SESSIONS

## 5:00 PM - AN NASB UPDATE: WHAT IT DOES. WHAT IT CAN DO FOR YOU. AND WHAT ALL YOU NEED TO KNOW

From the people to the programs, services and advocacy efforts at the Capitol, NASB continues to offer all Nebraska school districts and ESUs the resources and expertise to strengthen public education across the state. Our goal is to empower you, as locally elected school board members, to be leaders in your communities. Here we'll discuss the National association, making sure your minutes are up to the latest standards, how you can best utilize NASB to share all of the incredible things you and your district do each and every day to strengthen public education in Nebraska!

## 6:00 PM - TRAINING SESSIONS 1

### THE BOARD'S ROLE IN THE EMPLOYEE SHORTAGE

This session will provide an update on the statewide education workforce shortage efforts and the challenge of retaining staff. You will network with peers on various topics relevant to employee shortage and retention. Discussion topics will include board self-assessment and the NASB well-being survey which covers social-emotional/mental health well-being of staff, communication, and the climate and culture within the district. - *Shari Becker, Director of Education Leadership Search Service*

### WHAT PASSED, COULDN'T LAST, & IS CHANGING FAST: A LEGISLATIVE UPDATE

After a quick look back on the 2022 legislative session to go over what passed, what did not, and what's to come, get familiar with this year's crop of Legislative candidates. With the potential of 26 new faces come January, see who we may be working with in 2023 and beyond. - *Colby Coash, Associate E.D./Director of Government Relations*

### PARENT ENGAGEMENT - INVOLVEMENT IN THEIR CHILD(REN)'S EDUCATION

Boards throughout the state are experiencing increased attendance at their meetings. While definitely welcomed, providing additional opportunities to explore how the district is working to improve instruction and learning is key to growing parent engagement. This session will include public comment protocol and methods to engage and include parents in the discussion of the skills and knowledge we believe every graduate must possess. *Marcia Herring, Director of Board Leadership*

## 6:45 PM - TRAINING SESSIONS 2

### SOCIAL MEDIA FOR BOARD MEMBERS

Hashtag, you're it! It's no secret, school board members are community leaders. Learn tips and see examples from your peers on how to become a strong communication leader as well by sharing your districts story & successes through social media. Even a little can go a long way. *Matt Belka, Director of Marketing, Communications & Advocacy*

### ALL THINGS ALICAP AND LOSS CONTROL

This session will share recent ALICAP claims stories, while stressing the importance of policies, protocols, and written agreements. Schools' exposures continue to change, and so must we. *Megan Boldt, Associate E.D./Director of ALICAP/Insurance*

### PREPARING FOR BOARD AND DISTRICT/ESU LEADERSHIP TRANSITION

Transition is not an event, but a process that evolves and prepares all involved for success. It is especially important to engage non-incumbents and to prepare for the transition of leadership which may be the board president or superintendent/ESU Administrator. Define a purposeful orientation and transition process for each role. Participants in this session will discuss current best practice and receive resources that outline measures to ensure a cohesive transition. *Marcia Herring, Director of Board Leadership*





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RETURN SERVICE REQUESTED

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# LEADERSHIP AT THE LOCAL LEVEL

