BOX BUTTE COUNTY SCHOOL DISTRICT #07-0010

HEMINGFORD PUBLIC SCHOOLS

BOARD OF EDUCATION MEETING AGENDA

Monday, March 11, 2024

South Campus

The Board of Education of School District 07-0010 will meet on Monday, March 11, 2024 in the South Campus as duly advertised in the Hemingford Ledger.

I.   Pledge of Allegiance
II.   Notices
III.   Call Meeting to Order
    III.A.   Roll Call
    III.B.   Excuse Absent Board Member(s)
IV.   Approval of Agenda
V.   Report from Board Committee(s)
VI.   Regular Meeting Agenda
    VI.A.   Recognition of Student Achievement (Bobcat Excellence) (Approximately 6:30 PM)
    VI.B.   Public Participation (Maximum of 30 Minutes Allotted for this Portion of the Meeting)
    VI.C.   Correspondence
    VI.D.   Consent Agenda
        Approve minutes for February 12, 2024 meeting
        Approve minutes for February 26, 2024 special meeting
        Approve Treasurer's Report
        Approve School Activity Fund Report
        Approve Control Budget
        Report Required by State Statute 79-506
    VI.E.   Payment of Claims
    VI.F.   Discuss, Consider, and Take All Necessary Action Regarding a Proposal to Partner with Nebraska Bank to Create a Bobcat In-School Savings Bank Program for Hemingford Elementary Students
    VI.G.   Discuss, Consider, and Take All Necessary Action Regarding A Proposal to Authorize Opening a Business Credit Card Account with Nebraska Bank and to Authorize Closing the District's Current Business Credit Card Account Once the New Account is Operational.
    VI.H.   Discuss, Consider, and Take All Necessary Action Regarding A Proposal by April Delsing to Develop a Plan for Senior Signing Ceremonies

VI.I.   Discuss, Consider, and Take All Necessary Action Regarding Approval of the Following Policies on Second Reading: 102.01 - MISSION STATEMENT, OBJECTIVES AND BELIEFS, 508.20 - HEAD LICE AND OTHER PARASITIC INSECTS, 1006.01E1 - COMMUNITY USAGE APPLICATION AND AGREEMENT, 1006.01E2 - GENERAL FACILITY USE APPLICATION AND AGREEMENT

VI.J.   Discuss, Consider, and Take All Necessary Action Regarding Approval of the Following Policy on First Reading: 204.01 - REGULAR BOARD MEETINGS

VI.K.   Discuss, Consider, and Take All Necessary Action Regarding Approval of Resignation(s) of Certificated Staff

VI.L.   Discuss, Consider, and Take All Necessary Action Regarding Approval of Employment of Certificated Staff

VI.M.   Discuss, Consider, and Take All Necessary Action Regarding Approval of Emergency Operations Plan

VI.N.   Discuss, Consider, and Take All Necessary Action Regarding Issuance of a Request for Proposals for Photocopy Machine Service

VI.O.   Discuss, Consider, and Take All Necessary Action Regarding the Proposed 2024-2025 Technology Budget

VII.   Discussion/Possible Action Items

VII.A.   Discussion and Review of State Aid Certification

VIII.   Student Board Representative Report

IX.   Administration Reports

X.   Superintendent Report

XI.   Policy Review

XII.   Items For Next Board Meeting

XIII. Adjournment

Welcome to the Hemingford Public Schools Board of Education Meeting.
The board welcomes citizens to attend board meetings to become acquainted with the programs and operations of the district. Members of the public are also encouraged to share their ideas and opinions with the Board during the agenda item labeled **"Public Comment"**. Comments or questions from the audience at any other time during the meeting except for the agenda item "Public Comment" will be declared out of order.

School board meetings are a meeting held in public; however, the meetings are not public meetings.

TALKING POINTS FOR BOARD MEETING
3 MINUTES PER INDIVIDUAL/30 MINUTES ON TOPIC The board chair will recognize these individuals to make their comments at the appropriate time. Only those speakers recognized by the board chair shall be allowed to speak. Comments by others are out of order. If disruptive, the individual making the comments, or other individuals causing disruption may be asked to leave the board meeting.

The purpose of public participation is a forum for the public to provide information and be heard by the members of the board. By law, the board is not allowed to respond, discuss, or take action on items that are not included in the published agenda.

Any written or printed materials to be circulated for a meeting of the school board must be submitted to the superintendent by the **Thursday** preceding a Monday night meeting. (Per policy # 0204.12)

*If you want to speak, you must fill out a Public Comment Request Card. When you have completed this, please submit the card to the superintendent. The cards will be numbered as they are received by the superintendent. You will be called on, by the board president, according to the number on your completed Public Comment Request Card. The board president will signal when the speaker has 30 seconds remaining.

*By law, you must state your name, address, and we ask that you state the topic you are addressing, before you begin.

*If you are planning to speak about personnel or student matters involving an individual, please understand that our policies require that such concerns initially be directed to the administration for consideration. Board members *may not* respond to any questions you ask or comments you make about individual staff members or students.

++++++++++++++++++++tear off+++++++++++++tear off+++++++++++++tear off++++++++++++++++++++

Number	

Hemingford School District—Board of Education
Public Comment Request Card
Name:
District resident: _____Yes _____No
Address:
City/State/Zip Code:
Agenda Item or Topic to address:
Signature:

Column

INTERIM AD DRAFT

This is the proof of your ad scheduled to run in **Hemingford Ledger** on the dates indicated below. If changes are needed, please contact us prior to deadline at help@column.us

Notice ID: fPtQY2NHBUi7ZXl91cRB | **Proof Updated: Feb. 14, 2024 at 12:43pm MST**
Notice Name: Public Notice Hemingford Minutes and Claims

See Proof on Next Page

This is not an invoice. Below is an estimated price, and it is subject to change. You will receive an invoice with the final price upon invoice creation by the publisher.

FILER	FILING FOR
Travis Miller	Hemingford Ledger
tmiller@gubn.org	
(308) 487-3328	

Columns Wide: 2   **Ad Class:** Legals

02/22/2024: General Legal	192.67
Total	**$192.67**

PUBLIC NOTICE
BOX BUTTE COUNTY SCHOOL DISTRICT 07-0010 HEMINGFORD PUBLIC SCHOOLS
HEMINGFORD, NEBRASKA

February 12, 2024

Board of Education Regular Meeting Minutes

A regular meeting of the Board of Education of School District 07-0010 was called to order at 5:02 PM at South Campus by Justin Ansley. Notice of the meeting was given in advance through the Hemingford Ledger. Board members were notified in advance of the meeting.

Justin Ansley: Present, Brett Cullan: Present, Rick Horstman: Absent, Blanche Randolph: Present, Trish Schumacher: Present, Micki Votruba: Present.

Motion by Trish Schumacher to excuse absent board member Rick Horstman Seconded by Brett Cullan Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Absent, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0 Motion carried.

Motion by Blanche Randolph that the Agenda be approved as presented Seconded by Brett Cullan Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Absent, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0 Motion carried.

Motion by Brett Cullan to approve the Consent Agenda Seconded by Blanche Randolph Roll Call:
Ansley: Aye, Cullan: Aye, Horstman: Absent, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0 Motion carried.

Motion by Brett Cullan claims for February be approved as presented in the amount of $78,488.12 from the General Fund. Seconded by Trish Schumacher Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Absent, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0 Motion carried.

Motion by Blanche Randolph to select Baker and Associates for the facilities audit/ assessment and planning work and authorize Justin Ansley to sign an agreement for completion of the work upon review by legal counsel. Seconded by Micki Votruba Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Absent, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0 Motion carried.

Motion by Brett Cullan approve the 2024-2025 school calendar as presented Seconded by Justin Ansley Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Absent, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0 Motion carried.

Motion by Blanche Randolph Approve the following policies on second reading Policy 204.12 Public Comment in Board Meetings, Policy 205.02 Policy Adoption, and Policy 302.02 Superintendent Contract and Contract Nonrenewal, and removal of Removal of Policy 706.02 - Petty Cash on first reading Seconded by Trish Schumacher Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Absent, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0 Motion carried

Motion by Micki Votruba Motion to approve the following Policies on First Reading: 102.01 - MISSION STATEMENT, OBJECTIVES AND BELIEFS, 508.20 - HEAD LICE AND OTHER PARASITIC INSECTS, 1006.01E1 - COMMUNITY USAGE APPLICATION AND AGREEMENT, 1006.01E2 - GENERAL FACILITY USE APPLICATION AND AGREEMENT Seconded by Justin Ansley Role Call: Ansley: Aye, Cullan: Aye, Horstman: Absent, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0 Motion carried.

Motion by Brett Cullan Motion to accept the resignation of Tamara Bila Seconded by Trish Schumacher Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Absent, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0 Motion carried.

Motion by Brett Cullan Motion to accept the resignation of Mrs. Osmotherly with regrets and thank her for her 19 years of excellent service to the district Seconded by Justin Ansley Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Absent, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0 Motion carried.

Motion by Micki Votruba Authorize an additional school counselor position for the 2024-2025 school year Seconded by Blanche Randolph Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Absent, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0 Motion carried.

Motion by Brett Cullan to approve the proposed contract with the superintendent of schools Seconded by Blanche Randolph Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Absent, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0 Motion carried.

A Student Board Representative Report was provided by Carlye Kresl.

Administrative Reports were provided by Mr. Arneson, Mrs. Curtis, Mrs. Plog, Mrs. Hanks, and Dr. Miller.

Policy review for the month was conducted for policies 200.0 through 204.01. The board will review policies 204.02 through 206.05 or next month.

Meeting was adjourned at 6:07 PM.

The next regular meeting of the Hemingford Board of Education will be held on March 11th at 5:00 PM at South Campus.

Dr. Travis Miller   Blanche Randolph
Superintendent   Board Secretary

GENERAL FUND INVOICES

ACR GLASS	127.16
AMAZON	2,421.73
B & C STEEL CORP.	218.18
BLACK HILLS ENERGY	7,015.20
BLOEDORN'S LUMBER CO.	195.28
BLUFFS PHYSICAL THERAPY	225.00
CAPITAL BUSINESS SYSTEMS, INC	201.17
CHADRON PUBLIC SCHOOLS	144.40
COLUMN SOFTWARE PBC	200.06
COMFORT INN - KEARNEY	247.90
COUNTRY PRINTER, THE	215.00
CRICUT	95.88
CROSSROADS MUSIC	2,364.60
CULLIGAN WATER CONDITIONING	221.22
CURTIS, MISTY	495.80
DARREN'S CARQUEST AUTO PARTS	195.35
DAVE'S PHARMACY CENTRAL OFFICE	136.86
ED PUZZLE	11.50
EDUCATIONAL SERVICE UNIT #13	6,398.96
FARMERS COOP	241.93
FIX IT FROSTY, LLC	155.00
FUEL TRIPS- ELAN	329.08
GIMKIT (REFUND)	(59.88)
H & H SANITATION	150.00
HEMINGFORD CHAMBER OF COMMERCE	100.00
HEMINGFORD CO-OP TELEPHONE CO	890.53
HEMINGFORD LEDGER	326.97
HEMINGFORD MUNICIPAL UTILITIE	8,506.26
HEMINGFORD PUBLIC SCHOOLS COOPERATIVE FD	7,386.72
HEMINGFORD PUBLIC SCHOOLS	65.62
HERNANDEZ, ALISHA	97.38
HOBBY LOBBY	31.46
HUSS AUTO REPAIR	586.58
IDEAL LINEN AND UNIFORM	284.10
IDEAL/BLUFFS FACILITY SOLUTIONS	2,884.31
INNOVATIVE OFFICE SOLUTIONS, LLC	861.96
JACKS REFRIGERATION SERVICE	3,550.02
JW PEPPER & SON, INC	268.35
KEATING & ASSOCIATES, INC.	162.50
KRESL, SAMANTHA	234.20
KSB School Law PC, LLO	280.00
LIFEGUARD MD, INC.	89.00
LINCOLN JOURNAL STAR	21.99
LINCOLN MARRIOT CORNHUSKER	112.00
LISA BRIGGS, OT, LLC	2,437.00
MAILCHIMP	13.00
MINNESOTA COUNCIL FOR THE GIFTED AND TALENTED	60.00
MOBIUS COMMUNICATIONS CO	175.00
MORFORD'S DECORATING CENTER	1,458.00
NASB	5,467.00
NASCO EDUCATION	146.95
NCECBVI	4,900.00
NE SAFETY CENTER	250.00
NEGIFTED	667.24
PERIPOLE, INC.	95.75
QUILL CORPORATION	658.79
RABEN'S MARKET	406.51
RASMUSSEN MECHANICAL SERVICES, INC.	542.28
RED LOBSTER	73.55
ROCKY MOUNTAIN AIR SOLUTIONS	47.62
ROTH, MIKAELA	84.00
SOAR PEDIATRIC THERAPY, LLC	3,591.86
STAR HERALD	472.99
START 2 SEW	262.78
SUPER DUPER PUBLICATIONS	99.95
SURBECK, TRESA	60.00
VALOR GENERAL STORE	298.91
VISTAPRINT	1,063.32
WALL STREET JOURNAL	41.72
WALMART	72.31
WESTCO	6,316.26
WPCI	38.00
GENERAL FUND TOTAL	**78,488.12**

Column

This is not an invoice. Below is an estimated price, and it is subject to change. You will receive an invoice with the final price upon invoice creation by the publisher.

FILER

Travis Miller

tmiller@gubn.org

(308) 487-3328

FILING FOR

Hemingford Ledger

Columns Wide: 1

Ad Class: Legals

02/22/2024: General Legal	17.69
Total	**$17.69**

Regular Board Meeting at 5:00 pm on March 11th at South Campus

Notice is hereby given that a regular meeting of the Board of Education of the School District of Hemingford, in the Counties of Box Butte, Dawes, and Sheridan in the State of Nebraska, A/K/A School District #10 of Box Butte County, Nebraska, will be held at 5:00 p.m. on Monday the 11th day of March 2024, at South Campus (816 Niobrara Avenue, Hemingford, Nebraska), which meeting shall be open to the public. An agenda for such meeting, kept continuously current, is available for public inspection at the office of the Superintendent, located at 913 Niobrara Avenue, Hemingford, Nebraska 63948.
Published in the Hemingford Ledger Hemingford, NE
February 22, 2024 ZNEZ

Hemingford Public Schools
Annual Board of Education Calendar

Month	Budget	Curriculum	Personnel	Policy	Board Development	Other
January 5:00 PM			● Approve Negotiated Agreement with HEA (Upon Mutual Acceptance) ● Appoint Superintendent as Authorized Representative for Federal, State, and Local Matters.	● Adopt Board and Superintendent Goals ● Review Board Member Code of Ethics ● Review/Revise Policies	● Discussion and/or Appointment of Board Committees ● NASB Legislative Issues Conference	● Oath of Office ● Board Officer Elections ● Designate Depository ● Designate Legal Firm ● Designate Treasurer ● Designate Auditor for the District ● Review Report Required by State Statute 79-506
February 5:00 PM		● Review Report on Multicultural Education	● Approve Negotiated Agreement with HEA (Upon Mutual Acceptance)	● Review/Revise Policies	● NASB Presidents' Retreat	● Monitor Proposed Legislation
March 5:00 PM	● Review State Aid Certification (When Available) ● Establish Technology Budget for Following Year	● Curriculum Committee Review of Curriculum Materials Proposed for Adoption (as needed) ● Committee on American Civics Meeting	● Establish Salaries for Administrators ● Approve Negotiated Agreement with HEA (Upon Mutual Acceptance)	● Adopt Resolution Pertaining to Non-Resident Students ● Review/Revise Policies	● NRCSA Spring Conference	● Discuss School Calendar ● Monitor Proposed Legislation
April 7:00 PM	● Review State Aid Certification (When Available)	● Consider Adoption of Curriculum and/or Textbooks for Subsequent Year		● Review/Revise Policies		● Adopt School Calendar ● Review Report Required by State Statute 79-506
May 7:00 PM	● Review State Aid Certification (When Available)	● Review Statewide Assessment Results (Writing)		● Review/Revise Policies	● Attend Graduation Ceremony	
June 7:00 PM		● Year End Assessment and Curriculum Review ● Review School Improvement Plan ● Committee on American Civics Meeting	● Superintendent Evaluation (first year)	● Review Bullying Prevention Policy ● Approve Student, Athletic, and Staff Handbooks	● Board Self-Assessment and Goal Planning ● NASB School Law Seminar	

Hemingford Public Schools
Annual Board of Education Calendar

Month	Budget	Curriculum	Personnel	Policy	Board Development	Other
July 7:00 PM	• Budget Committee Work Session • Review Budget Authority and Allowable Reserve Percentage Certification	• Review Summer School Program Report		• Student Fees Policy • Parent Involvement Policy	• NASB School Finance Workshop • Review NASB Board Awards of Achievement • NASB School Law Workshop	• Adopt Board Goals • Review Report Required by State Statute 79-506
August 7:00 PM	• Review Proposed Budget • Review Certifications of District's Assessed Valuation				• NASB Area Membership Meeting	• Facilities Tour
September 7:00 PM	• Budget Hearing • Adopt Budget • Tax Request Hearing • Approve Tax Request for Fund Levies	• Review ACT Results • Review School Improvement Plan • Review Statewide Assessment Results (Reading, Math, Science)	• Consider HEA Request for Recognition as Bargaining Agent (if delivered to Board)		• NASA/NASB Labor Relations Conference	• Review Statewide Assessment Results (when available)
October 7:00 PM	• Review Fall Enrollment Figures • Prepare for Negotiations		• Consider HEA Request for Recognition as Bargaining Agent			• Review Annual Emergency Safety Plan • Review Report Required by State Statute 79-506
November 5:00 PM	• Audit Committee Review of Audit Report	• Review District Annual Report	• Distribute/Complete Superintendent Evaluation • Begin Negotiations		• NASB/NASA State Education Conference	
December 5:00 PM	• Approve Fiscal Year Audit Report (November or December)	• Review School Improvement Plan	• Approve Negotiated Agreement with HEA (Upon Mutual Acceptance) • Superintendent Evaluation		)	• Host Board/Staff Recognition Dinner

Revised February 2023

2024

American Civics/Curriculum : Cullan, Randolph, Votruba
Finance :   Randolph, Ansley, Cullan
Negotiations :   Ansley, Schumacher, Votruba
Transportation :   Horstman, Cullan, Ansley
Building and Grounds :   Schumacher, Randolph, Horstman

Welcome to the Hemingford Public Schools Board of Education Meeting.
The board welcomes citizens to attend board meetings to become acquainted with the programs and operations of the district. Members of the public are also encouraged to share their ideas and opinions with the Board during the agenda item labeled **"Public Comment"**. Comments or questions from the audience at any other time during the meeting except for the agenda item "Public Comment" will be declared out of order.

School board meetings are a meeting held in public; however, the meetings are not public meetings.

TALKING POINTS FOR BOARD MEETING
3 MINUTES PER INDIVIDUAL/30 MINUTES ON TOPIC The board chair will recognize these individuals to make their comments at the appropriate time. Only those speakers recognized by the board chair shall be allowed to speak. Comments by others are out of order. If disruptive, the individual making the comments, or other individuals causing disruption may be asked to leave the board meeting.

The purpose of public participation is a forum for the public to provide information and be heard by the members of the board. By law, the board is not allowed to respond, discuss, or take action on items that are not included in the published agenda.

Any written or printed materials to be circulated for a meeting of the school board must be submitted to the superintendent by the **Thursday** preceding a Monday night meeting. (Per policy # 0204.12)

*If you want to speak, you must fill out a Public Comment Request Card. When you have completed this, please submit the card to the superintendent. The cards will be numbered as they are received by the superintendent. You will be called on, by the board president, according to the number on your completed Public Comment Request Card. The board president will signal when the speaker has 30 seconds remaining.

*By law, you must state your name, address, and we ask that you state the topic you are addressing, before you begin.

*If you are planning to speak about personnel or student matters involving an individual, please understand that our policies require that such concerns initially be directed to the administration for consideration. Board members *may not* respond to any questions you ask or comments you make about individual staff members or students.

++++++++++++++++++tear off+++++++++++++tear off+++++++++++++tear off++++++++++++++++++++

Number	

Hemingford School District—Board of Education
Public Comment Request Card
Name:
District resident: _____Yes _____No
Address:
City/State/Zip Code:
Agenda Item or Topic to address:
Signature:

HEMINGFORD PUBLIC SCHOOLS

March 11, 2024

GENERAL FUND:

Statement Balance 02-29-2024	$1,144,951.77
G/F MM Statement Balance 02-29-2024	$ 220,573.41
3 Month CD - Mat. 03-29-24	$ 303,549.00
3 Month CD – Mat. 04-26-24	$ 303,588.00
3 Month CD – Mat. 05-29-24	$ 307,218.91
- Outstanding Checks	$ 4,589.82
Balance 02-29-2024	**$2,275,291.27**
+ March Tax Receipts:	$ 187,227.52
+ State Aid:	$ 122,792.00
Subtotal: General Fund	**$2,585,310.79**

March Bills:	$ 88,607.63	
March Payroll:	$ 519,959.82	
-Total March Expenses:		$ 608,567.45
Balance General Fund:		**$1,976,743.34**

BUILDING FUND:

Checking Balance 02-29-2024	$ 349,579.78
Liquid Asset Fund ($1,704.37 Dividend)	$ 429,917.34
4 CD's : 6 Month – Mat. 04-26-24	$ 317,337.03
3 Month – Mat. 03-27-24	$ 505,915.00
3 Month – Mat. 04-26-24	$ 505,980.00
3 Month – Mat. 05-29-24	$ 512,031.52
March Tax Receipts:	$ 8,182.95
Building Fund Balance	**$2,628,943.62**

Box Butte County School District #10
03/07/2024 4:05 PM

Activity Fund Balance Report - Summary - Exclude Encumbrances

09/2023 - 03/2024

Page: 1
User ID: KAH

Regular; Beginning Month 09/2023; Processing Month 03/2024; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05   ACTIVITY FUND

Chart of Account Number	Chart of Account Description	Beginning Balance	Expenses	Revenues	Balance Change	Balance
05 704	FUND BALANCE	438,037.00	0.00	0.00	(86,118.00)	351,919.00
05 704 1010	ATHLETICS / ACTIVITIES	(133,542.17)	36,248.73	32,606.37	(93,884.00)	(231,068.53)
05 704 1015	UNIFORMS	0.00	1,436.56	0.00	0.00	(1,436.56)
05 704 1020	ATHLETIC CLUB / CONCESSION STAND	(2,577.38)	18,524.99	25,974.07	3,675.00	8,546.70
05 704 1025	RANDOM DRUG TESTING	0.00	3,741.14	1,850.00	0.00	(1,891.14)
05 704 1030	CHEERLEADERS - FUNDRAISING	(1,616.39)	13,074.05	3,208.00	5,000.00	(6,482.44)
05 704 1035	FOOTBALL FUNDRAISING	(7,672.08)	19,200.39	947.00	32,516.00	6,590.53
05 704 1036	FOOTBALL	0.00	5,421.30	0.00	0.00	(5,421.30)
05 704 1040	VOLLEYBALL - FUNDRAISING	2,084.71	2,076.42	1,072.50	3,058.00	4,138.79
05 704 1041	VOLLEYBALL	0.00	1,270.00	0.00	0.00	(1,270.00)
05 704 1042	BASKETBALL FUNDRAISING	0.00	0.00	337.79	0.00	337.79
05 704 1044	WRESTLING	0.00	10,263.59	1,825.00	0.00	(8,438.59)
05 704 1045	BOYS WRESTLING FUNDRAISER	3,041.90	5,660.83	6,464.75	1,174.00	5,019.82
05 704 1046	GIRLS WRESTLING FUNDRAISER	0.00	0.00	1,125.55	0.00	1,125.55
05 704 1050	XC FUNDRAISER	1,529.79	0.00	726.92	2,354.00	4,610.71
05 704 1051	XC	0.00	3,453.56	0.00	0.00	(3,453.56)
05 704 1054	TRACK	0.00	1,036.68	0.00	0.00	(1,036.68)
05 704 1055	TRACK FUNDRAISING	260.46	0.00	0.00	241.00	501.46
05 704 1056	GIRLS ATH FUNDRAISING	4,265.92	9,027.00	11,745.00	0.00	6,983.92
05 704 1057	GIRLS ON THE RUN	0.00	0.00	360.19	0.00	360.19
05 704 1999	GRADUATED CLASSES	(0.34)	0.00	0.00	8,784.00	8,783.66
05 704 2022	CLASS OF 2022	281.00	0.00	0.00	(281.00)	0.00
05 704 2023	CLASS OF 2023	(1,937.19)	0.00	0.00	2,007.00	69.81
05 704 2024	CLASS OF 2024	520.29	1,275.64	830.00	1,600.00	1,674.65
05 704 2025	CLASS OF 2025	1,342.09	2,235.73	0.00	5,463.00	4,569.36
05 704 2026	CLASS OF 2026	790.00	0.00	1,192.47	405.00	2,387.47
05 704 2027	CLASS OF 2027	367.90	0.00	559.76	675.00	1,602.66
05 704 2028	CLASS OF 2028	80.00	0.00	90.00	100.00	270.00
05 704 2029	CLASS OF 2029	0.00	0.00	331.56	0.00	331.56
05 704 3010	WORLDSTRIDES	(12,474.82)	2,178.07	8,607.85	15,254.00	9,208.96
05 704 3012	ESPORTS	0.00	53.48	1,147.56	0.00	1,094.08
05 704 3015	SPEECH	0.00	3,678.63	1,500.00	0.00	(2,178.63)
05 704 3020	ONE ACT	12,453.00	4,178.03	1,036.00	(9,953.00)	(642.03)
05 704 3021	ONE ACT - FUNDRAISING	0.00	331.10	2,406.73	0.00	2,075.63
05 704 3030	FFA	(18,667.66)	20,425.05	20,057.40	40,677.00	21,641.69
05 704 3035	FFA - SHOP MATERIALS	920.88	598.71	300.00	5,921.00	6,543.17

Box Butte County School District #10
03/07/2024 4:05 PM

Activity Fund Balance Report - Summary - Exclude Encumbrances
09/2023 - 03/2024

Page: 2
User ID: KAH

Regular; Beginning Month 09/2023; Processing Month 03/2024; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05   ACTIVITY FUND

Chart of Account Number	Chart of Account Description	Beginning Balance	Expenses	Revenues	Balance Change	Balance
05 704 3040	FCCLA	(1,049.51)	2,823.69	3,155.87	1,482.00	764.67
05 704 3050	NHS - HONOR SOCIETY	2,650.00	341.62	560.29	(1,650.00)	1,218.67
05 704 3070	MUSIC	645.13	848.64	766.86	4,967.00	5,530.35
05 704 3080	SCHOLARSHIPS	1,284.00	0.00	222.00	968.00	2,474.00
05 704 3090	STUCO - MIDDLE SCHOOL	(144.02)	301.98	369.00	4,352.00	4,275.00
05 704 3100	STUDENT COUNCIL - HS	(188.48)	341.75	100.00	3,528.00	3,097.77
05 704 3110	HEALTH PROFESSIONS CLUB	0.17	0.00	0.00	989.00	989.17
05 704 3120	YEARBOOK	(6,052.67)	8,579.61	3,040.00	18,038.00	6,445.72
05 704 3150	4TH GRADE - JESPERSEN	0.00	0.00	3,750.00	0.00	3,750.00
05 704 3200	SCIENCE	350.07	0.00	350.00	556.00	1,256.07
05 704 4010	COURTESY FUND	454.02	160.00	80.00	1,812.00	2,186.02
05 704 4020	ELEMENTARY TEACHERS	17.30	0.00	0.00	8,915.00	8,932.30
05 704 4021	ELEM PRINCIPAL FUND	1,017.28	0.00	524.00	0.00	1,541.28
05 704 4025	HIGH SCHOOL TEACHERS	(0.19)	0.00	0.00	8,078.00	8,077.81
05 704 4026	HS PRINCIPAL FUND	2,276.01	113.94	0.00	0.00	2,162.07
05 704 4040	MISC/STUDENT OPPORTUNITIES	82.22	265.51	20.00	2,958.00	2,794.71
05 704 4045	BOOKFAIR	(37.46)	1,643.65	1,644.15	5,210.00	5,173.04
05 704 4050	FINE ARTS & CULTURE CLUB	276.82	627.00	401.00	901.00	951.82
05 704 4060	HOPE SQUAD	2,735.12	1,006.05	1,788.74	228.00	3,745.81
05 704 4070	BOBCAT CARES	1,050.00	224.75	115.00	0.00	940.25
	Fund Total: 05	292,852.72	182,667.87	143,189.38	0.00	253,374.23

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
01	GENERAL FUND								
1100	REGULAR INSTRUCTIONAL PROGRAMS	0.00	298,885.22	1,979,262.95	0.00	(1,979,262.95)	0.00	11,700.72	(1,990,963.67)
1130	1130	0.00	42.97	1,516.16	0.00	(1,516.16)	0.00	150.84	(1,667.00)
1140	1140	0.00	119.12	773.33	0.00	(773.33)	0.00	1,750.76	(2,524.09)
1150	VO AG PROGRAM	0.00	63.60	5,674.13	0.00	(5,674.13)	0.00	1,682.22	(7,356.35)
1170	1170	0.00	0.00	239.40	0.00	(239.40)	0.00	149.19	(388.59)
1180	1180	0.00	610.40	3,181.57	0.00	(3,181.57)	0.00	1,672.56	(4,854.13)
1190	EARLY CHILDHOOD ED PROGRAMS	0.00	12,575.16	91,564.86	0.00	(91,564.86)	0.00	944.50	(92,509.36)
1200	SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS	0.00	58,329.29	437,119.69	0.00	(437,119.69)	0.00	8,792.83	(445,912.52)
1291	SPED AGES 3-5	0.00	93.00	450.90	0.00	(450.90)	0.00	0.00	(450.90)
2120	GUIDANCE SERVICES	0.00	6,284.40	44,675.78	0.00	(44,675.78)	0.00	0.00	(44,675.78)
2130	HEALTH SERVICES	0.00	4,745.91	36,696.17	0.00	(36,696.17)	0.00	278.93	(36,975.10)
2141	PSYCHOLOGICAL SERVICES SPED SCHOOL AGE	0.00	2,989.80	17,938.80	0.00	(17,938.80)	0.00	0.00	(17,938.80)
2150	SPEECH & AUDIOLOGY SERVICES	0.00	121.50	567.00	0.00	(567.00)	0.00	0.00	(567.00)
2151	SPEECH & AUDIOLOGY SERV SPED SCHOOL AGE	0.00	4,801.37	28,808.22	0.00	(28,808.22)	0.00	0.00	(28,808.22)
2152	SPEECH & AUDIOLOGY SERV SPED AGE 3-5	0.00	2,939.60	17,637.60	0.00	(17,637.60)	0.00	0.00	(17,637.60)
2153	SPEECH & AUDIOLOGY SERV SPED AGE 0-2	0.00	1,469.81	8,818.86	0.00	(8,818.86)	0.00	0.00	(8,818.86)
2161	OT SERVICES SPED SCHOOL AGE	0.00	2,120.19	15,645.54	0.00	(15,645.54)	0.00	0.00	(15,645.54)
2162	OT SERVICES SPED AGE 3-5	0.00	152.49	846.67	0.00	(846.67)	0.00	0.00	(846.67)
2163	OT SERVICES SPED AGE 0-2	0.00	243.70	1,978.60	0.00	(1,978.60)	0.00	0.00	(1,978.60)
2171	PT SERVICES SPED SCHOOL AGE	0.00	0.00	8,750.88	0.00	(8,750.88)	0.00	0.00	(8,750.88)
2172	PT SERVICES SPED AGE 3-5	0.00	81.00	1,552.98	0.00	(1,552.98)	0.00	0.00	(1,552.98)
2173	PT SERVICES SPED AGE 0-2	0.00	0.00	1,978.71	0.00	(1,978.71)	0.00	0.00	(1,978.71)
2181	VISION SERVICES SPED SCHOOL AGE	0.00	1,272.65	7,328.97	0.00	(7,328.97)	0.00	0.00	(7,328.97)
2190	OTHER PUPIL SUPPORT SERVICES	0.00	333.30	9,410.80	0.00	(9,410.80)	0.00	0.00	(9,410.80)
2210	IMPROVEMENT OF INSTRUCTION	0.00	0.00	1,117.41	0.00	(1,117.41)	0.00	0.00	(1,117.41)
2211	SCHOOL IMPROVEMENT	0.00	0.00	4,363.25	0.00	(4,363.25)	0.00	21.80	(4,385.05)
2213	INST STAFF TRAINING	0.00	750.00	4,125.00	0.00	(4,125.00)	0.00	125.00	(4,250.00)
2214	IMPLEMENTATION OF STANDARDS	0.00	0.00	1,348.34	0.00	(1,348.34)	0.00	0.00	(1,348.34)
2220	LIBRARY/MEDIA SERVICES	0.00	2,986.21	25,061.69	0.00	(25,061.69)	0.00	0.00	(25,061.69)
2224	EDUCATIONAL TELEVISION SERVICES	0.00	2,051.96	14,040.09	0.00	(14,040.09)	0.00	0.00	(14,040.09)
2230	INSTRUCTION-RELATED TECHNOLOGY	0.00	7,007.39	43,374.08	0.00	(43,374.08)	0.00	1,533.89	(44,907.97)
2240	ACADEMIC STUDENT ASSESSMENT	0.00	0.00	8,165.45	0.00	(8,165.45)	0.00	163.98	(8,329.43)
2310	BOARD OF EDUCATION	0.00	4,497.45	26,038.23	0.00	(26,038.23)	0.00	5,507.61	(31,545.84)
2320	EXECUTIVE ADMINISTRATION	0.00	14,675.49	105,579.17	0.00	(105,579.17)	0.00	75.00	(105,654.17)
2330	DISTRICT LEGAL SERVICES	0.00	10,813.16	14,170.66	0.00	(14,170.66)	0.00	0.00	(14,170.66)
2410	OFFICE OF PRINCIPAL	0.00	33,828.76	245,611.79	0.00	(245,611.79)	0.00	1,545.27	(247,157.06)
2510	GENERAL ADMIN-BUSINESS SERVICE	0.00	7,445.82	81,485.18	0.00	(81,485.18)	0.00	62.26	(81,547.44)
2530	PRINT, PUB, DUP SERVICES	0.00	0.00	6,988.41	0.00	(6,988.41)	0.00	0.00	(6,988.41)
2560	PUBLIC INFO SERVICE	0.00	0.00	1,155.22	0.00	(1,155.22)	0.00	0.00	(1,155.22)
2570	PERSONNEL SERVICES	0.00	0.00	423.00	0.00	(423.00)	0.00	0.00	(423.00)
2580	ADMIN TECH SERVICES	0.00	0.00	2,364.60	0.00	(2,364.60)	0.00	0.00	(2,364.60)
2610	SUPPORT SERVICES OPERATION OF BUILDING	0.00	28,922.65	207,828.85	0.00	(207,828.85)	0.00	963.34	(208,792.19)
2620	SUPPORT SERVICES-MAINT OF BUILDING	0.00	13,391.30	116,369.06	0.00	(116,369.06)	0.00	10,776.47	(127,145.53)
2650	VEHICLE OPP, ACQUISITION AND MAINTENANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2670	SAFETY	0.00	1,182.00	11,990.96	0.00	(11,990.96)	0.00	9,337.66	(21,328.62)
2710	VEHICLE OPP & PURCH REG ED	0.00	36,189.81	400,869.20	0.00	(400,869.20)	0.00	510.44	(401,379.64)
2711	VEHICLE OPP & PURCH LCC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2712	VEHICLE OPP & PURCH SCHOOL AGE SPED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2713	VEHICLE OPP & PURCH AGE 0-5 SPED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2730	VEHICLE SERV & MAINT REG ED	0.00	2,660.31	48,134.06	0.00	(48,134.06)	0.00	0.00	(48,134.06)
2732	VEHICLE SERV & MAINT SCHOOL AGE SPED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2790	OTHER TRANS REG STUDENTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2792	OTHER TRANS SCHOOL AGE SPED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
3300	COMMUNITY SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3500	STATE CATEGORICAL PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3512	DISTANCE EDUCATION INCENTIVE PAYMENTS	0.00	2,504.34	14,314.30	0.00	(14,314.30)	0.00	0.00	(14,314.30)
3535	HIGH ABILITY LEARNERS	0.00	253.31	3,333.04	0.00	(3,333.04)	0.00	327.74	(3,660.78)
4700	BUILDING IMPROVEMENTS	0.00	0.00	0.00	0.00	0.00	0.00	3,385.50	(3,385.50)
6200	TITLE I, PART A ESSA IMP BASIC BY LOCAL	0.00	9,162.36	65,007.48	0.00	(65,007.48)	0.00	0.00	(65,007.48)
6210	TITLE I PART A ACCT ESSA IMPROV BASIC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6310	TITLE II, PART A ESSA SUPP EFF INSTUCT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6402	IDEA PART B(611) BASE ALLOC TRANS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6403	IDEA PART B(611) BASE ALLOC-SCHOOL AGE	0.00	0.00	15,587.59	0.00	(15,587.59)	0.00	0.00	(15,587.59)
6404	IDEA PART B(611) BASE ALLOC BIRTH TO 4	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6406	IDEA PRESCHOOL(619) BASE ALLOC	0.00	587.92	2,501.13	0.00	(2,501.13)	0.00	0.00	(2,501.13)
6410	IDEA ENROLLMENT/POVERTY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6421	IDEA PART-B ARP-BASE&ENROLLMENT POVERTY BIRTH-21	0.00	0.00	15,108.00	0.00	(15,108.00)	0.00	0.00	(15,108.00)
6422	IDEA PRESCHOOL (619) ARP-BASE/ENROLLMENT POVERTY (619)	0.00	0.00	1,313.00	0.00	(1,313.00)	0.00	0.00	(1,313.00)
6700	FED VOC & APP TECH ED (CARL PERKINS)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6990	OTHER FED CATEGORICAL RECEIPTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6992	REAP	0.00	0.00	27,092.00	0.00	(27,092.00)	0.00	0.00	(27,092.00)
6996	6996	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6997	ESSER II	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6998	ESSER III	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8000	TRANSFERS (OUTGOING)	0.00	0.00	30,000.00	0.00	(30,000.00)	0.00	0.00	(30,000.00)
8002	XFER FROM G/F TO DEPRECIATION FD	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8010	TRANSFER FROM G/F TO COOP FD	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9000	NON-PROGRAM EXPENDITURES	0.00	881.22	608,885.19	0.00	(608,885.19)	0.00	0.00	(608,885.19)
01	GENERAL FUND	0.00	578,065.94	4,876,164.00	0.00	(4,876,164.00)	0.00	61,458.51	(4,937,622.51)

BOX BUTTE COUNTY SCHOOL DISTRICT 07-0010
HEMINGFORD PUBLIC SCHOOLS
HEMINGFORD, NEBRASKA

February 12, 2024
Board of Education Regular Meeting Minutes

A regular meeting of the Board of Education of School District 07-0010 was called to order at 5:02 PM at South Campus by Justin Ansley. Notice of the meeting was given in advance through the Hemingford Ledger. Board members were notified in advance of the meeting.

Justin Ansley: Present, Brett Cullan: Present, Rick Horstman: Absent, Blanche Randolph: Present, Trish Schumacher: Present, Micki Votruba: Present.

Motion by Trish Schumacher to excuse absent board member Rick Horstman Seconded by Brett Cullan Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Absent, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0 Motion carried.

Motion by Blanche Randolph that the Agenda be approved as presented Seconded by Brett Cullan Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Absent, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0 Motion carried.

Motion by Brett Cullan to approve the Consent Agenda Seconded by Blanche Randolph Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Absent, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0 Motion carried.

Motion by Brett Cullan claims for February be approved as presented in the amount of $78,488.12 from the General Fund. Seconded by Trish Schumacher Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Absent, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0 Motion carried.

Motion by Blanche Randolph to select Baker and Associates for the facilities audit/assessment and planning work and authorize Justin Ansley to sign an agreement for completion of the work upon review by legal counsel. Seconded by Micki Votruba Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Absent, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0 Motion carried.

Motion by Brett Cullan approve the 2024-2025 school calendar as presented Seconded by Justin Ansley Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Absent, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0 Motion carried.

Motion by Blanche Randolph Approve the following policies on second reading Policy 204.12 Public Comment in Board Meetings, Policy 205.02 Policy Adoption, and Policy 302.02 Superintendent Contract and Contract Nonrenewal, and removal of Removal of Policy 706.02 - Petty Cash on first reading Seconded by Trish Schumacher Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Absent, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0 Motion carried

Motion by Micki Votruba Motion to approve the following Policies on First Reading: 102.01 - MISSION STATEMENT, OBJECTIVES AND BELIEFS, 508.20 - HEAD LICE AND OTHER PARASITIC INSECTS, 1006.01E1 - COMMUNITY USAGE APPLICATION AND AGREEMENT, 1006.01E2 - GENERAL FACILITY USE APPLICATION AND AGREEMENT Seconded by Justin Ansley Role Call: Ansley: Aye, Cullan: Aye, Horstman: Absent, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0 Motion carried.

Motion by Brett Cullan Motion to accept the resignation of Tamara Bila Seconded by Trish Schumacher Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Absent, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0 Motion carried.

Motion by Brett Cullan Motion to accept the resignation of Mrs. Osmotherly with regrets and thank her for her 19 years of excellent service to the district Seconded by Justin Ansley Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Absent, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0 Motion carried.

Motion by Micki Votruba Authorize an additional school counselor position for the 2024-2025 school year Seconded by Blanche Randolph Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Absent, Randolph: Aye, Schumacher: Aye, Votruba: Aye5-0 Motion carried.

Motion by Brett Cullan to approve the proposed contract with the superintendent of schools Seconded by Blanche Randolph Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Absent, Randolph: Aye, Schumacher: Aye, Votruba: Aye 5-0 Motion carried.

A Student Board Representative Report was provided by Carlye Kresl.

Administrative Reports were provided by Mr. Arneson, Mrs. Curtis, Mrs. Plog, Mrs. Hanks, and Dr. Miller.

Policy review for the month was conducted for policies 200.0 through 204.01. The board will review policies 204.02 through 206.05 or next month.

Meeting was adjourned at 6:07 PM.

The next regular meeting of the Hemingford Board of Education will be held on March 11th at 5:00 PM at South Campus.

Dr. Travis Miller   Blanche Randolph
Superintendent   Board Secretary

February 26, 2024
Board of Education Special Meeting Minutes

A special meeting of the Board of Education of School District 07-0010 was called to order at 5:08 PM at South Campus by Justin Ansley. Notice of the meeting was given in advance through the Hemingford Ledger. Board members were notified in advance of the meeting.

Justin Ansley: Present, Brett Cullan: Present, Rick Horstman: Present, Blanche Randolph: Present, Trish Schumacher: Absent, Micki Votruba: Present.

Motion by Micki Votruba to excuse absent board member Trish Schumacher Seconded by Blanche Randolph Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Absent, Votruba: Aye 5-0 Motion carried.

Board President Ansley asked if there is a motion to enter closed session to review and consider a grievance appeal in order to prevent needless injury to employees' reputations.

Motion by Blanche Randolph Motion to enter closed session to review and consider a grievance appeal to prevent the needless injury to employee's reputations Seconded by Rick Horstman Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Absent, Votruba: Aye 5-0 Motion carried.

The board of education entered closed session at 5:11 p.m.

The board reentered open session at 7:13 p.m.

Motion by Blanche Randolph to return to open session Seconded by Micki Votruba Role Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Absent, Votruba: Aye 5-0 Motion carried.

Motion by Micki Votruba that the Board direct the Board President to issue a written decision regarding the grievance appeal consistent with the closed session discussion and to deliver a copy of the written decision to all parties as soon as practical. Seconded by Brett Cullan Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Absent, Votruba: Aye 5-0 Motion carried.

Meeting was adjourned at 7:15 p.m.

The next regular meeting of the Hemingford Board of Education will be held on March 11th at 5:00 PM at South Campus.

Dr. Travis Miller   Blanche Randolph
Superintendent   Board Secretary

Report Required by State Statute 79-506

Regarding Board Member Purchase of Health Insurance

Hemingford Public Schools

One member of the Board of Education currently participates in the District's health insurance program. Trish Schumacher is a participant.

Trish Schumacher pays the full cost of the insurance in accordance with State Statute 79-506. There is no cost to the district associated with her participation in this program.

Vendor Name			Description	Amount
Checking Account ID 1		Fund Number 01	GENERAL FUND	
ACTION COMMUNICATIONS INC./DBA C&R ELETRONICS			FCC Radio License Renewal	300.00
Check Number	6583	Total	ACTION COMMUNICATIONS INC./DBA C&R ELETRONICS	300.00
ADAMSON AUTOMOTIVE			BUS SERVICE/REPAIR	8,521.76
ADAMSON AUTOMOTIVE			BUS REPAIR/MAINTENANCE	2,160.31
Check Number	6584	Total	ADAMSON AUTOMOTIVE	10,682.07
AMAZON			ELEM/HS LIBRARY BOOKS	1,488.98
AMAZON			VO AG SUPPLIES	270.41
AMAZON			Chromecast for Mr. Redden	36.97
AMAZON			heat trax accessories	219.70
AMAZON			Food science equipmen for Vision impaire	46.97
AMAZON			Larger monitor for Nurse Sam.	249.97
AMAZON			COPY PAPER	15.48
Check Number	6571	Total	AMAZON	2,328.48
AMERICAN LEGION			2023-24 RECOGNITION DINNER	3,332.50
Check Number	6585	Total	AMERICAN LEGION	3,332.50
BELL, VALERY			EVALUATION/INDEPENDENT LIVING -MK	651.38
Check Number	6586	Total	BELL, VALERY	651.38
BIBLIO ORDER			VO AG PLANT SOIL APP BOOK	49.59
Check Number	6571	Total	BIBLIO ORDER	49.59
BIO-RAD LABORATORIES			Lab activities for freshmen biology	97.56
Check Number	6587	Total	BIO-RAD LABORATORIES	97.56
BLACK HILLS ENERGY			GAS- SUPT HOUSE	122.04
BLACK HILLS ENERGY			GAS - SCHOOL BLDGS	5,332.13
Check Number	6588	Total	BLACK HILLS ENERGY	5,454.17
BLICK ART MATERIALS			Glue resupply.	119.12
Check Number	6589	Total	BLICK ART MATERIALS	119.12
BLOEDORN'S LUMBER CO.			MAINTENANCE SUPPLY	218.93
Check Number	6590	Total	BLOEDORN'S LUMBER CO.	218.93
BLUUM OF TEXAS LLC			Chromebox Replacements due to AUE	3,618.51
Check Number	6591	Total	BLUUM OF TEXAS LLC	3,618.51
BUD'S PEST CONTROL			PEST CONTROL	215.00
BUD'S PEST CONTROL			PEST CONTROL	175.00
Check Number	6592	Total	BUD'S PEST CONTROL	390.00
CAPITAL BUSINESS SYSTEMS, INC			COPIER LEASE PAYMENT	999.30
Check Number	6569	Total	CAPITAL BUSINESS SYSTEMS, INC	999.30
CHADRON PUBLIC SCHOOLS			OT/PT/SPEECH/RESOURCE SERVICES	374.88
Check Number	6593	Total	CHADRON PUBLIC SCHOOLS	374.88

Vendor Name			Description	Amount
COACH MASTERS			BODY REPAIR - BIG RED DEDUCTIBLE	500.00
Check Number	6594	Total	COACH MASTERS	500.00
COLUMN SOFTWARE PBC			GEN LEGAL NOTICE	192.67
COLUMN SOFTWARE PBC			BOARD MTG NOTICE	17.69
COLUMN SOFTWARE PBC			BOARD MTG NOTICE	12.04
COLUMN SOFTWARE PBC			GENERAL LEGAL NOTICE	14.55
COLUMN SOFTWARE PBC			GENERAL LEGAL NOTICE	14.55
Check Number	6595	Total	COLUMN SOFTWARE PBC	251.50
COMFORT INN - KEARNEY			LODGING - POWERSCHOOL WORKSHOP	135.25
Check Number	6596	Total	COMFORT INN - KEARNEY	135.25
CRISIS PREVENTION INSTITUTE, INC			2024-25 MEMBERSHIP	200.00
Check Number	6597	Total	CRISIS PREVENTION INSTITUTE, INC	200.00
CULLIGAN WATER CONDITIONING			REVERSE OSMOSIS DELIVERY	13.90
CULLIGAN WATER CONDITIONING			WATER/RENTAL	207.32
Check Number	6598	Total	CULLIGAN WATER CONDITIONING	221.22
CURTIS, MISTY			FEBR SUPERVISION MILEAGE REIMB.	545.38
Check Number	6599	Total	CURTIS, MISTY	545.38
DAS STATE ACCOUNTING - CENTRAL FINANCE			JAN PARTICIPATION FEE	267.63
Check Number	6600	Total	DAS STATE ACCOUNTING - CENTRAL FINANCE	267.63
DISCOVERY EDUCATION			Discovery Education Annual Renewal	2,600.00
Check Number	6601	Total	DISCOVERY EDUCATION	2,600.00
DOCUSHRED			SHREDDING	427.00
Check Number	6602	Total	DOCUSHRED	427.00
DRURY INN & SUITES			IAEL Conference	534.90
Check Number	6571	Total	DRURY INN & SUITES	534.90
ED PUZZLE			MONTHLY SUBSCRIPTION	11.50
Check Number	6571	Total	ED PUZZLE	11.50
EDUCATIONAL SERVICE UNIT #10			POWERSCHOOL WKSHOP REG. FEE	150.00
Check Number	6603	Total	EDUCATIONAL SERVICE UNIT #10	150.00
EDUCATIONAL SERVICE UNIT #13			DL/INTER/NEVA/PBDS/COUNSEL/PSYCH/VISION	6,351.27
EDUCATIONAL SERVICE UNIT #13			ASD TRAINING	10.00
Check Number	6604	Total	EDUCATIONAL SERVICE UNIT #13	6,361.27
EVENTBRITE			EARLY CHILDHOOD CONFERENCE REG.	45.00
Check Number	6571	Total	EVENTBRITE	45.00
FAIRFIELD BY MARRIOT			PRESIDENTS BOARD RETREAT	419.85
Check Number	6605	Total	FAIRFIELD BY MARRIOT	419.85
FARMERS COOP			STAIN	4.99
FARMERS COOP			MAINTENANCE SUPPLY	6.98

Vendor Name			Description	Amount
FARMERS COOP			HEX BOND	10.99
FARMERS COOP			THREAD ROD	11.17
FARMERS COOP			POTTING MIX	119.92
FARMERS COOP			MAINTENANCE SUPPLY	9.39
Check Number	6606	Total	FARMERS COOP	163.44
FUEL TRIPS- ELAN			FUEL	381.23
Check Number	6571	Total	FUEL TRIPS- ELAN	381.23
H & H SANITATION			MONTHLY RENTAL ROLL OFF BOX	150.00
Check Number	6607	Total	H & H SANITATION	150.00
HEMINGFORD CO-OP TELEPHONE CO			TELEPHONE/INTERNET SERVICE	1,556.97
Check Number	6608	Total	HEMINGFORD CO-OP TELEPHONE CO	1,556.97
HEMINGFORD MUNICIPAL UTILITIE			UTILITIES	6,622.93
Check Number	6609	Total	HEMINGFORD MUNICIPAL UTILITIE	6,622.93
HERNANDEZ, ALISHA			FEBR MILEAGE REIMBURSEMENT	80.20
Check Number	6610	Total	HERNANDEZ, ALISHA	80.20
IDEAL LINEN AND UNIFORM			CUSTODIAL SUPPLY	94.70
IDEAL LINEN AND UNIFORM			CUSTODIAL SUPPLIES	94.70
Check Number	6611	Total	IDEAL LINEN AND UNIFORM	189.40
IDEAL/BLUFFS FACILITY SOLUTIONS			CUSTODIAL SUPPLIES	125.46
IDEAL/BLUFFS FACILITY SOLUTIONS			CUSTODIAL SUPPLIES	1,202.64
IDEAL/BLUFFS FACILITY SOLUTIONS			CUSTODIAL SUPPLIES	1,090.93
Check Number	6612	Total	IDEAL/BLUFFS FACILITY SOLUTIONS	2,419.03
INNOVATIVE OFFICE SOLUTIONS, LLC			Toner	475.32
INNOVATIVE OFFICE SOLUTIONS, LLC			Toner	313.56
Check Number	6613	Total	INNOVATIVE OFFICE SOLUTIONS, LLC	788.88
JACKS REFRIGERATION SERVICE			CIRCUIT BOARD REPLACED	259.58
Check Number	6614	Total	JACKS REFRIGERATION SERVICE	259.58
JW PEPPER & SON, INC			Music for Contest and mallets	42.97
Check Number	6615	Total	JW PEPPER & SON, INC	42.97
KEATING & ASSOCIATES, INC.			PARTICIPATION FEE	162.50
Check Number	6616	Total	KEATING & ASSOCIATES, INC.	162.50
KITTLEMAN, TRAVIS			MILEAGE REIMBURSEMENT	162.30
Check Number	6617	Total	KITTLEMAN, TRAVIS	162.30
KSB School Law PC, LLO			LEGAL SERVICES	10,813.16
Check Number	6618	Total	KSB School Law PC, LLO	10,813.16
LINCOLN JOURNAL STAR			SUBSCRIPTION	21.99
Check Number	6571	Total	LINCOLN JOURNAL STAR	21.99
LINCOLN MARRIOT CORNHUSKER			NASES MTG	234.00

Vendor Name			Description	Amount
Check Number	6619	Total	LINCOLN MARRIOT CORNHUSKER	234.00
LISA BRIGGS, OT, LLC			OT SERVICE/MILEAGE	2,437.00
Check Number	6620	Total	LISA BRIGGS, OT, LLC	2,437.00
MAILCHIMP			NEWSLETTER SUBSCRIPTION	13.00
Check Number	6571	Total	MAILCHIMP	13.00
NASB			NAEP STATE CONVENTION REGISTRATION	115.00
Check Number	6621	Total	NASB	115.00
NCECBVI			FEB PAYMENT - 7 OF 10	4,900.00
Check Number	6622	Total	NCECBVI	4,900.00
NE COUNCIL OF SCHOOL ADMINISTRATORS			2024 NASES LEGISLATIVE ADV & LEADERSHIP	165.00
Check Number	6623	Total	NE COUNCIL OF SCHOOL ADMINISTRATORS	165.00
NE SAFETY CENTER			LEVEL 2 COURSE	100.00
Check Number	6624	Total	NE SAFETY CENTER	100.00
NEGIFTED			DUPLICATE CONFERENCE REGISTR CREDIT	(333.62)
Check Number	6571	Total	NEGIFTED	(333.62)
ONE SOURCE BACKGROUND CHECK CO			BACKGROUND CHECK-SUB PARA	19.00
Check Number	6625	Total	ONE SOURCE BACKGROUND CHECK CO	19.00
PANHANDLE SALES & SERVICE LLC			KEYS, LOCKS REDONE	1,250.00
Check Number	6626	Total	PANHANDLE SALES & SERVICE LLC	1,250.00
PAT'S CREATIVE			SEWING MACHINE REPAIR	71.98
Check Number	6627	Total	PAT'S CREATIVE	71.98
PERKINS			PICK UP BUS - KEARNEY	42.20
Check Number	6571	Total	PERKINS	42.20
PITSCO EDUCATION			SO building supplies	94.94
Check Number	6628	Total	PITSCO EDUCATION	94.94
PROTEX CENTRAL INC.			BRIVO Access Software Fee - 1 year	882.00
Check Number	6629	Total	PROTEX CENTRAL INC.	882.00
RABEN'S MARKET			CUSTODIAL SUPPLIES	13.79
RABEN'S MARKET			GROCERIES FOR FCS CLASSES	538.42
Check Number	6630	Total	RABEN'S MARKET	552.21
ROCKY MOUNTAIN AIR SOLUTIONS			GAS RENTAL- AG ED	47.62
Check Number	6631	Total	ROCKY MOUNTAIN AIR SOLUTIONS	47.62
ROTH, MIKAELA			JAN MILEAGE REIMBURSEMENT	97.38
Check Number	6632	Total	ROTH, MIKAELA	97.38
SAFEWAY			VO AG LAB SUPPLIES	17.10

Vendor Name			Description	Amount
Check Number	6571	Total	SAFEWAY	17.10
SCREENCLOUD			ScreenCloud is signage service	612.00
Check Number	6571	Total	SCREENCLOUD	612.00
TEXTBOOKRUSH			VO AG - PLANT SOIL APP BOOK	59.56
Check Number	6571	Total	TEXTBOOKRUSH	59.56
THRIFTBOOKS			VO AG PLANT SOIL APP BOOK	46.53
Check Number	6571	Total	THRIFTBOOKS	46.53
TRITLE PLUMBING			VALVES/SENSOR KITS FOR TOILETS	4,092.40
Check Number	6633	Total	TRITLE PLUMBING	4,092.40
U.S. POSTAL SERVICE			CERTIFIED LETTERS POSTAGE	19.41
Check Number	6571	Total	U.S. POSTAL SERVICE	19.41
VALOR GENERAL STORE			CUSTODIAL SUPPLY	4.58
VALOR GENERAL STORE			MAINTENANCE SUPPLY	13.99
VALOR GENERAL STORE			MAINTENANCE SUPPLY	3.29
VALOR GENERAL STORE			MAINTENANCE SUPPLY	5.18
Check Number	6634	Total	VALOR GENERAL STORE	27.04
VANDERBILT UNIVERSITY -ATTN: FUCHS RESEARCH GROUP			READING/MATH MATERIALS - ELEM SPED	370.00
Check Number	6635	Total	VANDERBILT UNIVERSITY -ATTN: FUCHS RESEARCH GROUP	370.00
VITALSOURCE			VO AG SUPPLIES	27.81
Check Number	6571	Total	VITALSOURCE	27.81
VOYAGER SOPRIS LEARNING			Math workbooks for students.	489.50
Check Number	6636	Total	VOYAGER SOPRIS LEARNING	489.50
WALL STREET JOURNAL			SUBSCRIPTION	41.72
Check Number	6571	Total	WALL STREET JOURNAL	41.72
WALMART			Humidifier	26.98
Check Number	6571	Total	WALMART	26.98
WEST NEBRASKA ADMINISTRATORS			2023-24 WNA DUES	125.00
Check Number	6637	Total	WEST NEBRASKA ADMINISTRATORS	125.00
WESTCO			FUEL	5,613.20
Check Number	6638	Total	WESTCO	5,613.20
WESTERN NE NEWSPAPERS			ADVERTISEMENT - OPENING	312.10
Check Number	6639	Total	WESTERN NE NEWSPAPERS	312.10
WOOD, NATALIE			TUITION REIMBURSEMENT	750.00
Check Number	6640	Total	WOOD, NATALIE	750.00
WOOLY LEARNING, INC			Subscription to senorwooly.com	150.00
Check Number	6641	Total	WOOLY LEARNING, INC	150.00

Vendor Name		Description	Amount
WPCI		DOT TESTING	38.00
Check Number	6642 Total WPCI		38.00
Fund Number 01			88,607.63
Checking Account ID 1			88,607.63

Vendor Name			Description	Amount
Checking Account ID 6			Fund Number 06 NUTRITION FUND	
CASH-WA DISTRIBUTING			FOOD SUPPLIES	1,675.03
CASH-WA DISTRIBUTING			FOOD SUPPLIES	1,313.27
CASH-WA DISTRIBUTING			FOOD SUPPLIES	3,071.99
CASH-WA DISTRIBUTING			FOOD SUPPLIES	1,507.38
CASH-WA DISTRIBUTING			FOOD SUPPLIES	41.99
Check Number	7130	Total	CASH-WA DISTRIBUTING	7,609.66
HEMINGFORD PUBLIC SCHOOLS ACTIVITY FUND			REIMB CONCESSIONS FOR L/F ITEMS ON ACCT	1,219.62
Check Number	7131	Total	HEMINGFORD PUBLIC SCHOOLS ACTIVITY FUND	1,219.62
HILAND DAIRY			MILK	321.41
HILAND DAIRY			CREDIT	(9.96)
HILAND DAIRY			MILK	385.51
HILAND DAIRY			MILK	384.85
HILAND DAIRY			MILK	213.92
HILAND DAIRY			MILK	107.57
HILAND DAIRY			MILK	297.02
HILAND DAIRY			MILK	389.50
HILAND DAIRY			MILK	321.41
HILAND DAIRY			MILK	320.10
HILAND DAIRY			MILK	341.72
HILAND DAIRY			CREDIT - MILK	(18.38)
HILAND DAIRY			MILK	297.74
Check Number	7132	Total	HILAND DAIRY	3,352.41
NE FOOD DISTRIBUTION PROGRAM			FOOD - COMMODITITES	48.42
NE FOOD DISTRIBUTION PROGRAM			FOOD - COMMODITIES	188.00
Check Number	7133	Total	NE FOOD DISTRIBUTION PROGRAM	236.42
NSNA			NSNA STATE CONFERENCE REGISTRATION	175.00
NSNA			NSNA STATE CONFERENCE REGISTRATION	175.00
NSNA			NSNA STATE CONFERENCE REGISTRATION	175.00
Check Number	7134	Total	NSNA	525.00
RABEN'S MARKET			FOOD SUPPLIES	21.71
Check Number	7135	Total	RABEN'S MARKET	21.71
SIMPLY CLEAN			DISHWASHER SERVICE/CHECK	333.41
Check Number	7136	Total	SIMPLY CLEAN	333.41
US FOODS			FOOD	4,469.92
US FOODS			FOOD SUPPLIES	34.26
US FOODS			FOOD SUPPLIES	15.82
US FOODS			FOOD SUPPLIES	2,769.51
US FOODS			FOOD SUPPLIES	327.67
US FOODS			FOOD SUPPLIES	96.48
Check Number	7137	Total	US FOODS	7,713.66
Fund Number 06				21,011.89
Checking Account ID 6				21,011.89

GENERAL OVERVIEW OF ISSP

- Actual bank branch inside an elementary school
    - Partnership!
- First one in Omaha with Wells Fargo – 20 years ago!
- Program Basics
    - Open weekly
    - Deposit only
    - Students earn incentives for savings
    - Single, non-interest bearing, custodial account
- 36 current programs in Nebraska
- Popular program and MANY additional planned

STUDENT TELLERS

- Teller Application
- Job Interview
- Selection of tellers
- Teller training

MOTIVATION FOR STUDY OF NEBRASKA PROGRAMS

- Since 2002, Nebraska elementary grades In-School Savings Programs have enjoyed much growth. Popular nationally as well. **Hope** they are a way to mitigate lack of financial literacy, but no program evaluation – until now.

- Share research on three perspectives:
  - Survey of high school students
  - Education partners
  - Financial Institution partners

- Mixed Methods Study – quantitative and qualitative

WHAT DOES THE RESEARCH LITERATURE SAY?

- **Teaching financial education at an early age**
  - Youth are capable of learning financial topics including specific to banking subjects.
  - Starting early is better, don't have to unlearn bad behaviors, and similar to math, makes sense to start early with and build complexity.

- **Studies on experiential learning**
  - Learning by doing or participating in a specific activity rather than reading about or talking about subject matter is an effective education strategy.

- **Studies specific to in-school savings programs**
  - Missouri I Can Save Program (Sherradan, Johnson, Gao, & Elliott, 2010)
  - In School Savings Programs in Wisconsin and Texas (Batty, Collins, & Odders-White, 2015)
  - Youth Save Ghana Experiment (Amsong, Chowa, Maza, Despard, Sherraden, Wu, and Osei-Akoto, 2019)
  - Longer-term Impact and Efficacy of Nebraska's Elementary Grades In-School Savings Programs (Davidson, 2020)

RESULTS - SURVEY OF HIGH SCHOOL STUDENTS

- Positive outcomes correlated with participation; Significantly more likely to be banked*, more likely to be earning income in high school and more likely to be saving.

Respondents	%Banked	%Working	%Save Regularly
Participated	92.31*	66.15	66.15
Did Not Participate	67.57*	54.05	62.16

- Isolating those students who report saving more than 10% of any income, the difference is wider between those that participated and those that did not participate at 65.12 and 56,52, respectively.

- Regression Results: Those that participated are 24.7* percentage points more likely to be banked, 12.1 percentage points more likely to be working, and 4 percentage points more likely to save regularly.

- *significant at the 5% level

RESULTS – PERSPECTIVES OF SCHOOL PARTNERS

- **Why do elementary schools take on an in-schools savings program partnership?**
  - Desire for hands-on, real-life experience, highlight the importance of financial education and savings, partner with community banking partners.

- **What do educators feel students gain from participation in the program?**
  - Multi-dimensional learning opportunity well beyond financial literacy and savings and including responsibilities of a job and associated soft skills.
  - Especially for tellers, good for relationship building, like mentoring aspect

- **Given the limited time in an educational day and school year, is an in-school savings program an efficient and effective way to reach students with financial literacy?**
  - 43% reported they believed students were getting a foundation in financial education, specifically savings.
  - 14% reported this was not measurable as implemented. "Hard to say, but I think so."

- **Does program participation differ by gender?**
  - Significant difference in gender in teller participation, 61% of tellers are female, 12 of 14 programs had a higher percentage of female tellers.
  - 4 of 14 programs reported more female depositors, remaining 10 report relatively equal participation by gender.

- **Themes that emerged:**
  - Flexibility of the program
  - Exploration of marketing activities and a desire to increase participation
  - Partnering with FBLA

RESULTS – PERSPECTIVE OF FINANCIAL INSTITUTION PARTNERS

- **Why do financial institutions partner and what do they think they get out of it?**
  - Actualize core values:
    - increase financial literacy
    - give back to the community
    - create strong partnerships
  - Program that effectively teaches the habit of savings; good student outcomes.
  - Universally valued and 100% recommend that others should take on a school savings program.

REPORTED COSTS AND BENEFITS TO FINANCIAL INSTITUTIONS

- **Is it worthwhile for financial institutions, given the cost and time involved?   YES!**

  - Benefits: helping the local community and giving back; branding and getting name out; employee involvement

  - Costs: employee time; average start up $2300, median start up $1260; average annual $563, median annual $500

  - Challenges: commitment from school and desire to increase participation

STUDENT IMPACT IN TERMS OF SAVINGS?

- Average annual student savings is $54.76

- Continue saving just <u>$55 a year</u> from age 15 to 65 at 8% return =

  $381,000 !!

School Year	# of Programs	Aggregate Savings	Total # of Students	Average savings Per Student
2010-2011	2	$7,200.79	104	$69.24
2011-2012	3	$13,001.22	200	$65.01
2012-2013	6	$21,577.28	412	$52.37
2013-2014	7	$24,014.89	476	$50.45
2014-2015	8	$34,095.31	652	$52.29
2015-2016	9	$31,429.59	755	$41.63
2016-2017	10	$51,255.80	869	$58.98
2017-2018	15	$74,940.77	1179	$63.56
2018-2019	18	$71,587.36	1366	$52.41
2019-2020*	18	$56,273.96	1351	$41.65
		$385,376.97	7364	$54.76

*Covid-19 pandemic closed schools and shorted savings opportunities by roughly 7 weeks

2021-2022 SAVINGS TOTALS

- 2,707 students

- Saved $143,881

- Average of $53.15 per student

RESPONSIBILITIES OF EACH PARTNER

- **Nebraska Council on Economic Education**
  - Assist with partnering and walk you through from planning to grand opening
  - Organize all branches and host Zoom best practices events
  - Teacher PD/Curriculum if desired
- **Partner Financial Institution**
  - Maintain and audit account
  - Provide all materials related to start-up and operation; provide saving incentives
  - Coordinate with teacher partner on marketing and awareness
    - Grand opening event
    - Milestone celebrations
  - Match first $5
  - Conduct teller training
  - Support NCEE
- **School**
  - Provide space and administrative support – complete buy in!
  - Designate teacher/personnel as branch coordinator
    - Coordinate teller selection and teller work schedules, assist with teller training
    - Coordinate communication to parents/home
    - Assist with marketing and awareness

How To Manual - Contact Us

TODAY'S DATE
10-12-21
October 12, 2021

TODAY'S DATE
1-18-22
January 18, 2022

FINANCIAL LITERACY RESOURCES

NEBANKERS.ORG/FINANCIAL-LITERACY

NBA Nebraska Bankers Association

OUTREACH

NBA Nebraska Bankers Association

LEGISLATION

NBA Nebraska Bankers Association

LiFE AWARDS

NEBANKERS.ORG/LIFE

NBA Nebraska Bankers Association

FINANCIAL LITERACY RESOURCES

NEBANKERS.ORG/FINANCIAL-LITERACY

NBA Nebraska Bankers Association

HIGH SCHOOL SENIOR SIGNING CEREMONIES

AGENDA

- Introduction
- Overview
- Ideas for Senior Signing Ceremonies
- Celebrating Diversity of Paths
- Example of Senior Signing Ceremony
- Positive Impact of Senior Signing Ceremonies
- Conclusion
- Additional Resources

INTRODUCTION

- Develop a plan for senior signing ceremonies

- Consider all necessary actions
    - Take appropriate measures to implement the plan

OVERVIEW

- Creative ideas to honor graduating seniors
  - Tailored to incorporate students with different post-graduation paths

UNIFIED CEREMONY WITH INDIVIDUAL RECOGNITION

- Host a combined ceremony where all seniors are recognized together

- Celebrate each student's unique path: college athletics, tradesman jobs, military,rodeo or agriculture

- Invite family members, teachers, and peers to attend

IDEAS FOR SENIOR SIGNING CEREMONIES: CUSTOMIZED SIGNING STATIONS

- Separate signing stations for different paths
  - College athletes: table with college pennants, jerseys, and NIL documents
  - Trades workers: display tools, work gear, and job offer letters
  - Military: recruiters from different branches
  - Rodeo: table with rodeo buckles, ribbons, etc.
  - Agriculture-bound students: showcase farm-related items and certificates

CAREER PANELS

- Organize panels featuring professionals from various fields
  - Invite alumni from diverse backgrounds
- Include alumni who pursued college athletics, tradesman jobs, military, rodeo and agriculture
  - Let them share their experiences and advice

INTERACTIVE DISPLAYS

- Interactive booths representing different career paths
  - Military booth: Flags, Veteran photos
  - Tradesman booth: Hands-on demonstrations with tools or machinery
  - Rodeo: Videos of bull riding, images
  - Agriculture booth: Soil samples, plant seeds, and farming equipment
  - College athletics booth: Jerseys, sports equipment, and workout

SENIOR SPOTLIGHT VIDEOS

- Short videos featuring seniors sharing their aspirations
  - Interviews with athletes, tradesman workers, military veterans, rodeo professionals and agriculture enthusiasts
  - Showcasing their journey and future plans

GUEST SPEAKERS

- Invite successful professionals from each field to speak
    - College coach
    - College graduates from multiple degree backgrounds
    - Military Professionals
    - Rodeo Professional
    - Tradesman worker (i.e., Apprentices)
    - Agricultural expert
- Inspire and motivate the graduating seniors

CELEBRATING DIVERSITY OF PATHS

- Emphasize the value of every choice
  - College sports
  - tradesman jobs
  - Agriculture
- Recognize hard work and dedication

EXAMPLE OF SENIOR SIGNING CEREMONY

- Signings for all students: college, military, or workforce
  - Sign up through counselor's office
  - Invite anyone to the ceremony
- Usually on Fridays during study hall or end of lunch
  - Flexible scheduling for families
- Parents, grandparents, siblings, aunts/uncles, etc. attend
- Celebrate with students as they announce their plans
  - Two pictures taken and posted on Social Media
  - Banners hung in senior hallway and outside gym for Honors Night, Spring Concert, and graduation

POSITIVE IMPACT OF SENIOR SIGNING CEREMONIES

- One of the best ways to celebrate their achievements

- Flexible options for students
  - Private signings available for those who prefer less pomp and circumstance

- Support from parents and staff
  - Parents often attend even private signings
  - Staff members present to celebrate with students

OPPORTUNITIES FOR NEXT STEPS

- Implementation: this year or next year

- Program Pathways
  - Internships
  - Career Fairs
  - Industry Specialists
  - Apprenticeships program

CONCLUSION

ADDITIONAL RESOURCES

- https://www.facebook.com/media/set/?set=a.1076573893685647&type=3

- https://in.nau.edu/wp-content/uploads/sites/6/2018/12/College-Signing-Day-Toolkit.pdf

508.20 - Head Lice and Other Parasitic Insects

This policy is intended to provide clarity for students, staff, and families regarding head lice and other parasitic insects.

1. Initial Identification and Parent/Guardian Notification

Upon identification of a student with live head lice and/or nits, the parent/guardian will be immediately notified. The student will be discreetly and respectfully sent home with detailed instructions on appropriate treatment protocols. Whether the student is sent home at the end of the day or earlier will be at the discretion of the school nurse, based on the severity and risk of transmission to other students and staff.

It is expected that the child will miss no more than one day of school due to head lice/nits. The responsibility of treatment rests with the parents/guardians.

2. Treatment Verification and School Re-Entry

Prior to returning to school, the parent/guardian must treat the student and remove nits. Upon the student's return, a school nurse or designated qualified individual will inspect the student for live lice. If live lice are present, the student will be sent home. In cases where nits are found but no live lice, parents will be advised to continue nit removal and combing. Regular follow-up checks may be conducted to ensure effective lice management.

3. Recurrent Infestations

In cases where a student experiences two instances of live lice within a single semester, they will be sent home until they are free from both live lice and nits. School personnel may also notify DHHS or other public health agencies to increase the likelihood of additional support being available to families with recurrent infestations.

4. Additional Screening Procedures

Members of the same household as the affected student may also be checked for lice/nits.

Whole classroom screenings will only be conducted if deemed necessary by the school nurse and/or building principal.

5. Classroom Environment Management

The affected classroom and upholstered furniture will be vacuumed by the custodian.

Stuffed animals and similar items will be either bagged for two weeks or washed and dried at high temperatures. Environmental pesticide treatments may also be utilized as necessary.

Students will be encouraged not to share personal items that may facilitate the spread of lice.

6. Notification Procedures

Notifications of head lice cases will be handled on an individual basis. Classroom notifications will be issued for the grade level of the student with an active case.

In instances of multiple cases across different grades, notifications will be extended to all parents/guardians of students in the building, as determined by the school nurse or principal.

7. Exclusion and Re-Entry for Chronic or Severe Cases

In rare instances of chronic or severe head lice infestation, the school nurse will assess the situation. If exclusion is considered, the nurse will consult with the administrator, documenting repeated unsuccessful management attempts.

Re-entry of the student post-exclusion will depend on a head check showing progress in lice management, evidenced by the absence of live lice and a reduction in nits.

The school nurse may monitor progress over time, with the aim of supporting the family in eradicating head lice.

This policy is subject to the professional judgment of the school nurse and/or building principal, who may implement additional measures in extraordinary circumstances. The primary objective of this policy is to ensure the health and well-being of all students while minimizing disruptions to the educational process.

8. Other Parasitic Insects

The school nurse and principal will apply similar procedures, subject to their professional judgment, for other parasitic insects, such as bedbugs, scabies, or fleas.

Approved:
Reviewed:
Revised:

102.01 – MISSION STATEMENT, OBJECTIVES AND BELIEFS

Mission Statement

Empowering individuals to become Resourceful, Respectful, and Responsible Lifelong Learners.

District Objectives

1. To develop each child to his/her full capacity.
2. To build an appreciation and an understanding of our democratic ideals and the functioning of democratic government.
3. To develop an understanding of and respect for all people with emphasis on their rights and responsibilities.
4. To develop ethical character with respect for moral and spiritual values.
5. To develop mastery of the basic skills which are needed for intelligent participation in the modern world.
6. To develop mental, social, and physical health.
7. To develop an understanding of world problems.
8. To encourage the child to think clearly, evaluate independently and work cooperatively with others.
9. To develop initiative in the worthy use of leisure time.

Beliefs

We believe That All Children
1. Look to us; parents, community and school for their personal foundation.
2. Are unique individuals and valuable resources deserving the opportunity to learn all they can.
3. Are worthy individuals deserving of respect, recognition and compassion.
4. Are entitled to a positive vision and the support of school, parents and community to obtain the best possible education.
5. Should be provided an education to help them develop to their fullest potential to prepare them for a changing world.
6. Are important and unique and if nurtured with love, they will learn and succeed.
7. Deserve a productive learning environment with quality facilities, facilitators and activities.
8. Have the ability to learn.

Approved:
Reviewed: 1-15-2024
Revised:

Hemingford Public Schools
Usage Application and Agreement

Pursuant to Hemingford Public Schools ("District") board policy, the district permits patrons to use certain district facilities on an individual, non-commercial basis upon only one application and upon signing a release, waiver, and agreement. These facilities include: weight room, track, and gym (collectively, the "facilities"). All other facility uses must be approved pursuant to the District's facility use policies and practices.

_____ _____ _____
Applicant Last Name   First Name   Middle Initial

_____ _____ _____ _____
Street Address   City   State Zip

Birth date: _____   Home Phone: _____

Work Phone: _____ Cell: _____

Name of Emergency Contact: _____

- Home Phone: _____ Work : _____ Cell: _____
- Relationship of Emergency Contact: _____
- Email of Emergency Contact: _____

Key(or Card) #_____

Rules and Regulations: By signing this Agreement, you acknowledge that the District may establish rules and regulations governing the conduct of guests using the facilities, and you agree to follow them. These include but are not limited to hours of availability, limitations on use of amenities and/or equipment, and limitation of access upon no notice to the Applicant.

Services and Access: The District agrees to provide you with use of the facilities and equipment available in the facilities. The District reserves the right to add or delete services, amenities, and hours. You will be provided a key to access the facilities. There will not be an annual cost for the use of the key.

Superior Interest in Usage. The primary use of the facilities is for District students and programs. The District reserves the right to close the facilities, in whole or any part, to outside use at any time and without notice to Applicant when, in the judgment of the District, it will benefit the students and programs of the District.

Compliance with Laws: In performing under this Agreement, all applicable governmental laws, regulations, orders, and other rules of duly-constituted authority will be followed and complied with in all respects by both parties. The Applicant understands this may limit access to the facilities with no notice provided to the Applicant.

Video Monitoring and Other Security Measures. The District uses security measures such as video cameras on its property and makes recordings as part of its security processes. Video cameras may be used in locations deemed appropriate by the District. The Applicant consents to these security measures.

RELEASE, WAIVER AND INDEMNIFICATION OF CLAIMS FOR USE OF THE SCHOOL DISTRICT'S FITNESS CENTER

I, the undersigned, have read this release and understand all its terms. I execute it voluntarily and with full knowledge of its significance. I UNDERSTAND THAT IT CONTAINS A RELEASE OF LIABILITY AND AN INDEMNIFICATION.

Declaration. I do hereby declare myself to be physically sound and suffering from no condition, impairment, or other illness that would prevent my safe participation or use of the facilities and equipment. I do further hereby acknowledge that I must obtain a Physician's approval for my participation in activities at the facilities, including the use of equipment. I acknowledge that I have either had a physical examination and have been given my Physician's permission to participate, OR that I have decided to utilize the facilities without the approval of a Physician and do hereby assume all responsibilities.

Acknowledgment of Risks. I understand and agree that fitness activities, equipment, and amenities available at the facilities may be strenuous and/or hazardous and I should contact a healthcare professional or doctor before beginning any activities. **I am voluntarily participating in these activities and using the facilities and equipment with full knowledge of the dangers involved**. I understand the risks associated with weight lifting and other available exercise amenities in the facilities, including cardiovascular and other fitness activities, and that those risks include, but are not limited to, the possibility of muscle strain, broken bones, back injury or head injury, which may be severe in nature and which could result in paralysis or even death. **I hereby agree to expressly and voluntarily assume and accept any and all risks of injury or death related to these activities**.

Release, Waiver and Indemnification. In consideration of permission granted by the District to use the District's facilities, and in the addition to any payment of any fees or charges, I do hereby waive, release and forever discharge the District, its board of education, officers, agents and employees from all actions, causes of action, damages, claims or demands that we, our heirs, executors, administrators, or assigns may have against the District and the parties named above for all personal injuries or loss of property which I incur by using the facilities and equipment or that otherwise result from my participation in any activities, whether such injuries are caused by my negligence or the negligence of the District or any of its employees, representatives, or volunteers. I agree to indemnify the District, its board of education, officers, agents, and employees and to pay for any costs, attorney fees, or awards that may result from resisting any complaint or lawsuit which I may bring against the above-named parties for any injury or loss I claim to have suffered.

Responsibility for Supervision. I understand that the facilities will be available to me only during hours designated by the administration, and that I am responsible for my own use of facilities and equipment at all times. I will inspect the facilities and equipment upon each visit before using any equipment. The District provides no training, supervision, or assistance.

Compliance with Rules. I agree to abide by all District rules, regulations, and policies now in force or that may be adopted in the future, and all directives given to me pertaining to the use of the fitness center.

THIS DOCUMENT CONTAINS A RELEASE, A WAIVER AND AN INDEMNIFICATION. READ IT CAREFULLY BEFORE SIGNING IT.

Clearly PRINT the following information:

Name: _____   Age: _____

Date: _____

Signature: _____

PARENT OR GUARDIAN IF USER IS UNDER AGE 19:

We, the undersigned, have read this Application and Release and understand all its terms. We execute it voluntarily and with full knowledge of its significance. WE UNDERSTAND THAT IT CONTAINS A RELEASE OF LIABILITY AND AN INDEMNIFICATION FOR OURSELVES AND OUR CHILD.

Clearly PRINT the following information:

Child's Name: _____   Child's Birthdate: _____

Father's Name: _____

Mother's Name: _____

Father's Signature: _____   Date: _____

Mother's Signature: _____   Date: _____

For District Use Only

Key/Card Check-out Date _____

Key/Card Expiration Date _____

Dates/Days/Time Key/Card Activated:

Sunday: From ___:___ AM/PM to ___:___ AM/PM
Monday: From ___:___ AM/PM to ___:___ AM/PM
Tuesday: From ___:___ AM/PM to ___:___ AM/PM
Wednesday: From ___:___ AM/PM to ___:___ AM/PM
Thursday: From ___:___ AM/PM to ___:___ AM/PM
Friday: From ___:___ AM/PM to ___:___ AM/PM
Saturday: From ___:___ AM/PM to ___:___ AM/PM

1006.01E2 – GENERAL FACILITY USE APPLICATION AND AGREEMENT

Hemingford Public Schools
Facility Use Application

Applicant Name ("Applicant"):_____

Organization Name ("Organization"), if applicable: _____

Applicant's Position within Organization: _____

Address: _____

Phone Number: _____ Email: _____

Description of Requested Use: _____
_____
_____
_____

Is your organization a registered 501(c)(3) or other nonprofit?   □ Yes   □ No

Date of Requested Use: _____ Time of Requested Use: _____ to _____

Facility/Room Request, if preferred: _____

Expected Number of Attendees: _____

Check any of the following needs which apply to your request. Note that the district may deem additional services necessary and may require the Applicant/Organization to pay for such services as a condition of use:
- □ Custodial (set up, tear down, sanitation)
- □ Kitchen/Kitchen Staff (cooking, food service, clean up)
- □ Technology Assistance (sound, lighting, presentation)

Insurance will be required for the for-profit use of the facilities. As a general rule, community member and local organization use will not require additional insurance.
Liability Insurance, check applicable:
- □ I/we have coverage of $5 million per occurrence.
- □ I/we have other coverage: _____
- □ I/we have no insurance coverage

Terms and Conditions of Use:
1. All users must comply with the school board's facility use and other policies, rules, and regulations. A copy of the board's facility use policy is available upon request.
2. The facilities are closed from 10 PM to 7 AM and may not be used during those hours.
3. The user(s) named above and the individual(s) signing on behalf of the User agree to defend, indemnify, and hold harmless the school district, its employees and agents for any expense, cost, loss, damage, claim, judgment or claims bill incurred or rendered against same, including attorneys' fees and investigation expenses (pre-suit, suit, trial,

appeal, and post appeal proceedings) on account of any intentional or negligent acts or omissions of the user or its employees, agents or servants, or any intentional or negligent acts or omissions of the district or its employees, agents or servants arising out of the use of any facility under this agreement.

4. Any for-profit users may be required to provide a certificate of insurance and name the district as an additional insured, on a primary and non-contributory basis, and provide documentation evidencing general liability coverage under an occurrence basis policy, with minimum limits of $5,000,000.00 per occurrence , combined single limit covering bodily injury, property damage, personal injury, premises, operations, products, completed operations, independent contractors, and contractual liability. These coverage limits may be achieved through a combination of underlying policies and umbrella/excess policies, if preferred. There shall be no exclusions for contracted liability. All governmental users shall provide evidence of insurance or self-insurance to the limits set forth in NEB. REV. STAT. § 13-926.

5. All Applicants by signing below verify that they have authority to sign this application on behalf of the listed Organization, and all individuals and agents of organizations certify that they have financial means and authorization to pay for the required fees and deposits, if any.

Applicant's Signature: _____

Date: _____

For District Use Only

Application
_____ Denied
_____ Approved, subject to the following:_____
_____
_____

Insurance (For-profit entities only)
_____ User has provided sufficient proof of insurance.
_____ User must obtain proof of insurance and list district as additional insured.
_____ Insurance requirements are waived.

Additional Services Requested/Required
_____ Custodial
_____ Kitchen
_____ Technology

Key/Card Check-out Date _____

Key/Card Expiration Date _____

Dates/Days/Time Key/Card Activated:

Sunday: From ___:___ AM/PM to ___:___ AM/PM
Monday: From ___:___ AM/PM to ___:___ AM/PM
Tuesday: From ___:___ AM/PM to ___:___ AM/PM
Wednesday: From ___:___ AM/PM to ___:___ AM/PM
Thursday: From ___:___ AM/PM to ___:___ AM/PM
Friday: From ___:___ AM/PM to ___:___ AM/PM
Saturday: From ___:___ AM/PM to ___:___ AM/PM

204.01 – REGULAR BOARD MEETINGS

The regular meeting shall be held on the Monday on or after the 10th day of each month, except for the regular September meeting, which will be held on the third Monday of that month, unless circumstances beyond the board's control requires the meeting to be set on another date - but at no time later than the third Monday of the month. The board shall set the meeting for the next month at the preceding board meeting.

Regular meetings in the months of November, December, January, February, and March shall start at 5:00 p.m., and in the months of April, May, June, July, August, September, and October shall start at 7:00 p.m. unless other circumstances require a different starting time. The public notice shall include meeting date, time and location of the meeting.

All meetings of the board shall be held at the location designated in the notice of said meeting. If circumstances dictate meeting in a different location than designated in the notice, it shall be the responsibility of the superintendent to take the appropriate steps to inform board members and the public. Meetings of the board may be held outside the school district boundaries when deemed necessary by the board.

The board shall make available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. At the beginning of the meeting, the public shall be informed about the location of the posted information.

All actions taken by the board shall occur in open session by a roll call vote of the board with a record of the voting kept for the minutes. The voting requirements may be met by using an electronic voting device which allows the vote of each board member to be readily seen by the public.

Legal Reference: Neb. Statute 79-554
                                            79-560
                                            79-561
                                            84-1412

Cross Reference: 203.01 Board Organizational Meeting

Approved:
Reviewed: 2-12-2024
Revised:

Catie Deines
431 N. Chadron Ave
Chadron, NE 69337
catiegjwilliams@gmail.com
402-841-0351
3/05/2024

Travis Miller
Hemingford Public Schools
911 Niobrara Ave
Hemingford, NE 69348

Dear Administration,

I am writing to formally notify you of my resignation from my position as the 5th - 8th grade special education teacher. This has been a very difficult decision to make but I know in my heart that it is the right decision for my family. I have learned and gained so much in my two years at Hemingford schools and will always be grateful I got to start my teaching career surrounded by the faculty of this school. However, with my family living in Chadron, I have chosen to accept a teaching position at Hay Springs Schools which will be much closer travel for my daughter and myself.

I would like to thank the faculty and students for everything they have offered me during my time at this school. I have learned so much from not only my fellow teachers but from the students as well and will forever be grateful for this opportunity. I will cherish the friendships I made while here and always appreciate the support I received from this school and community.

While I always want the best for my students, I would be more than willing to help with any transitions for the next teacher to come. I can share student supports, lesson plans, or any data I have about students to make their education the very best for them.

Thank you for understanding and supporting my decision to accept a new position. I am very grateful to have started my career with everyone at this school.

Sincerely,

Catie Deines

Hemingford Public Schools

Emergency
Operations Plan

Updated: March 2024

RECORD OF CHANGES

CHANGE NUMBER	CHANGE LOCATION	CHANGE MADE BY (signature)	DATE OF SCHOOL BOARD APP/INF	DATE OF CHANGE
000	*Section V (pg 25-26)*	*(Signature)*	*March 2020*	*March 2020*
001	Initial Adoption by Board	Board of Education	March 2024	March 2024

Table of Contents

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: HPS Superintendent
Date:

Name: Justin Ansley
Title: HPS Board President
Date:

Name: Trish Schumacher
Title: HPS Board Vice-Chair
Date:

Name: Todd Westover
Title: HPS Safety Team Chair/Member
Date:

Name: Tim Gilkerson
Title: HPS Safety Team Co-Chair/Member
Date:

Name: Karla Mapes
Title: HPS Safety Team Member
Date:

Name: Rozie Wax
Title: HPS Safety Team Member
Date:

Name: Samantha Miller
Title: HPS Safety Team Member
Date:

Name: Jim Miles
Title: HPS Safety Team Member
Date:

Name: Misty Curtis
Title: HPS Safety Team Member/HS Principal
Date:

Name: Mandy Plog
Title: HPS Special Education Director
Date: 1/4/24

Name: Eric Arneson
Title: HPS Safety Team Member/Elem Principal
Date: 2/5/2024

Name: Investigator Craig Kumpf
Title: Nebraska State Patrol
Date:

Name: J.D. Sutphen
Title: Box Butte County Sheriff
Date:

Name: Ryan Dannar
Title: Box Butte County Chief Deputy Sheriff
Date:

Name: Shad Bryner
Title: Hemingford EMS Chief
Date:

Name: Nan Gould
Title: Region 22 Emergency Manager
Date:

I. INTRODUCTION

A. Purpose of the Plan

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

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

Policy 1004.04 - 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 spokesperson's duties;
2. Preparations 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.

Cross Reference: 905   Safety Program

C. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population and Facilities Description

February 2024 -- The current enrollment of Hemingford Public Schools is approximately 230 elementary-school students and 160 secondary-school students. The elementary students are located in a two-story building and two modular buildings to the north of the High School. The High School students are located in one, one-story building and an Ag Shop located North of the gym. The school district has operations on both the north and south sides of Nebraska Highway 2. Within the Village of Hemingford the highway is also designated as Niobrara Avenue, and designated as Dodge Road outside of the Village. Facilities on the north side of the highway as commonly considered to be on the main campus. There is a building located to the south of the Elementary building where our CNA and Alternative School/Credit Recovery programs are held. The building on the south side of the highway is commonly referred to as South Campus. Students are supported by a committed staff and faculty consisting of:

41 Teachers
14 Paraeducators

8 Bus Drivers
4 Custodians
3.5 Food Service/Cafeteria staff
2 Secretaries
2 Principals
1 Maintenance
1 Counselor
1 School Nurse
1 Activities Director
1 Director of Instructional Services/Special Education Director
1 Business Manager
1 Superintendent

A master schedule of classes, locations, grade levels, and staff is provided in each classroom and is available in the main office. The current master schedule of Hemingford School is also located in Appendix A in this plan.

b. Special Needs Population

Hemingford Public School is committed to the safe evacuation and transport of students and staff with special needs. As of *January 4, 2024*, the special needs population includes students/staff with:
- Blindness or visually impaired, 1 student, 1 adult
- Deaf or hard of hearing, 2 students
- Mobility/physical disabilities (permanent and temporary), 2 students
- Students on the Autism Spectrum, 2 students
- Significant cognitive disabilities, 2 students
- Other special educational needs, including cognitive and emotional disabilities, approximately 65 students
- Limited English proficiency, 0 students
- Medically fragile health (including asthma and severe allergies), 0 students

The school's current enrollment of students with special needs is approximately 75; 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

Hemingford Public Schools is located on a total of 7.34 acres and includes 1 main school building, 2 modular buildings to the north of the High School, 1 Agriculture shop to the North of the Gym, 1 maintenance shop North of the Gym and a Green House to the North of the Maintenance shop, along with several small storage buildings. There is a building to the South of the Elementary building (Across the highway) The football field to the Northwest of the school building has storage and a press box. The district also utilizes a large barn on the fairgrounds to store buses and other vehicles. There are 2 parking lots, one is located south of the Elementary and one is located west of the High School at the fairgrounds. Classes take place in the Elementary and High School Buildings, along with the Ag shop. An alternative school is operated at the South Campus building south of the highway.

Annotated maps of the buildings and grounds are included in Appendix C.

_____ Evacuation routes
_____ 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

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

3. Hazard Analysis Summary

Hemingford Public School is exposed to many hazards, all of which have the potential to disrupt the school community, causing casualties, and damaging or destroying public or private property.

In November 2023, school personnel 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 on 9/12/2023. Table 1. Shows the results of the Hazard Analysis. Table 2. briefly discusses Hemingford Public School's high-priority hazards including social media attacks, severe storms, utility line breaks, domestic violence, and terroristic threats.

Table 1. Hazard Analysis

Threat/Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
Social Media Attack	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	☐ High ☐ Medium ☐ Low
Utility Line Break	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	☐ High ☐ Medium ☐ Low
Behavior Crisis	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	☐ High ☐ Medium ☐ Low
Domestic Violence	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	☐ High ☐ Medium ☐ Low
Fight/Assault	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	☐ High ☐ Medium ☐ Low
Terroristic Threats	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	☐ High ☐ Medium ☐ Low
Severe Weather	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	☐ High ☐ Medium ☐ Low
Criminal Activity in Area	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	☐ High ☐ Medium ☐ Low
Unknown or unauthorized person on grounds	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	☐ High ☐ Medium ☐ Low
Parental / Custodial Issues	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	☐ High ☐ Medium ☐ Low
Chemical Spills/Hazmat Incident	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	☐ High ☐ Medium ☐ Low

Threat/Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
Medical Emergency	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	▢ High ▢ Medium ▢ Low
Building Fire	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	▢ High ▢ Medium ▢ Low
Vehicle or Bus Accident	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	▢ High ▢ Medium ▢ Low
Swatting or False Reporting	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	▢ High ▢ Medium ▢ Low
Active Shooter	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	▢ High ▢ Medium ▢ Low
Cyber Attack	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	▢ High ▢ Medium ▢ Low
Animal on Campus (Dog, Mountain Lion, Etc.)	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	▢ High ▢ Medium ▢ Low
Snow Squall or Dirt Storm	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	▢ High ▢ Medium ▢ Low

Table 2. High-Priority Hazards

Severe Weather	The most severe weather in the Hemingford area is blizzard conditions. During periods of significant snowfall and sustained wind, road conditions are impassable. It is not uncommon that our bus fleet is unable to deliver kids and the town crews are not able to keep up with the amount of snow. The Windchill factor can also result in unsafe conditions outside. Property damage due to high winds is a common occurrence. Snow squalls and dust storms have significant impacts on visibility and safety for transportation. Thunderstorms, lightning, and tornadoes also interrupt outdoor activities, impede recess, and put property at risk.
Medical Emergency	When dealing with the public there are inevitably medical issues that arise. Students, staff, and community medical events are of concern to the district.
Social Media / Cyber	With the high prevalence of social media and cyber systems used in society, even small incidents can develop into more serious ones and it is important to recognize this as a potential hazard. Also, since we are a "one to one" device school and rely heavily on technology there is always the threat of cyber attack and hacking.
Active Assailant / Active Shooter	In a school situation the risk of conflicts involving students/staff escalating to a physical nature always requires vigilance. Active assailant and active shooter situations are of deep concern to the school district.
Behavior Crisis	The unpredictable nature of dealing with students, parents, staff, and patrons and managing an emotional dysregulation is a regular concern.
Domestic Violence	Given the challenges experienced by society at large, it is possible that an undesirable act will occur at a P/T conference, sporting event, extracurricular activity, or an event at a home that carries into the school day.
Terroristic Threats / SWATTING / False Reporting	Recent trends and experiences of other school districts highlight the risk to operations by those making threats, engaging in SWATTING, and other forms of false reporting.
Unknown or Unauthorized Person / Criminal Activity	Because of our proximity to both the railroad and highway, the accessibility to our school locations necessitates preparedness for dealing with unknown persons. Past experiences with criminal activity also highlight the potential for disruption to our operations.
Utility Line Break	Past experiences and the prevalence of various infrastructures necessitate the need to be prepared for loss of service, and the possibility of the need to evacuate in the event of a hazardous utility line break (such as a gas leak).
Vehicle Accident	Our school district operates multiple bus routes and provides transportation to a wide variety of extracurricular opportunities. Extensive transportation needs highlight the importance of preparedness.

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

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

II. CONCEPT OF OPERATIONS

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

A. National Incident Management System (NIMS)

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

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

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

Hemingford Public Schools works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

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

B. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, Hemingford Public Schools may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. **The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be**

used in all phases of incident management, including pre-incident, during-incident, and post-incident activities,]

The Superintendent/Principal/Incident Commander at Hemingford Public Schools will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

C.   Initial Response (Standard Response Protocol) (SRP)

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.

School staff may be required to remain at school to assist in an incident. In the event that this school's 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. Superintendent / Principal / Building Administrator

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

Responsibilities include:
- Refer all media requests and information requests to the Public Information Officer
- Monitor and report information from the 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, warnings, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action commands 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. Paraeducators

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 assist 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.

The following are the current members of the Crisis Team (as of March 2024):

Samantha Gilkerson Samantha Miller	Eric Arneson Misty Curtis	Travis Miller Mandy Plog

Jim Miles		

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 the 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 on 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.

Bus drivers are authorized to stop in a place they deem to be most safe for their students. If it is possible to safely seek shelter in the home of willing district residents during a storm, they may do so. During such situations, drivers are requested to maintain radio communication to the extent they can safely do so and once stopped in a safe location, utilize other forms of communication that may be available, such as phone, email, or mobile communications applications.

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 to promote 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 operations 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
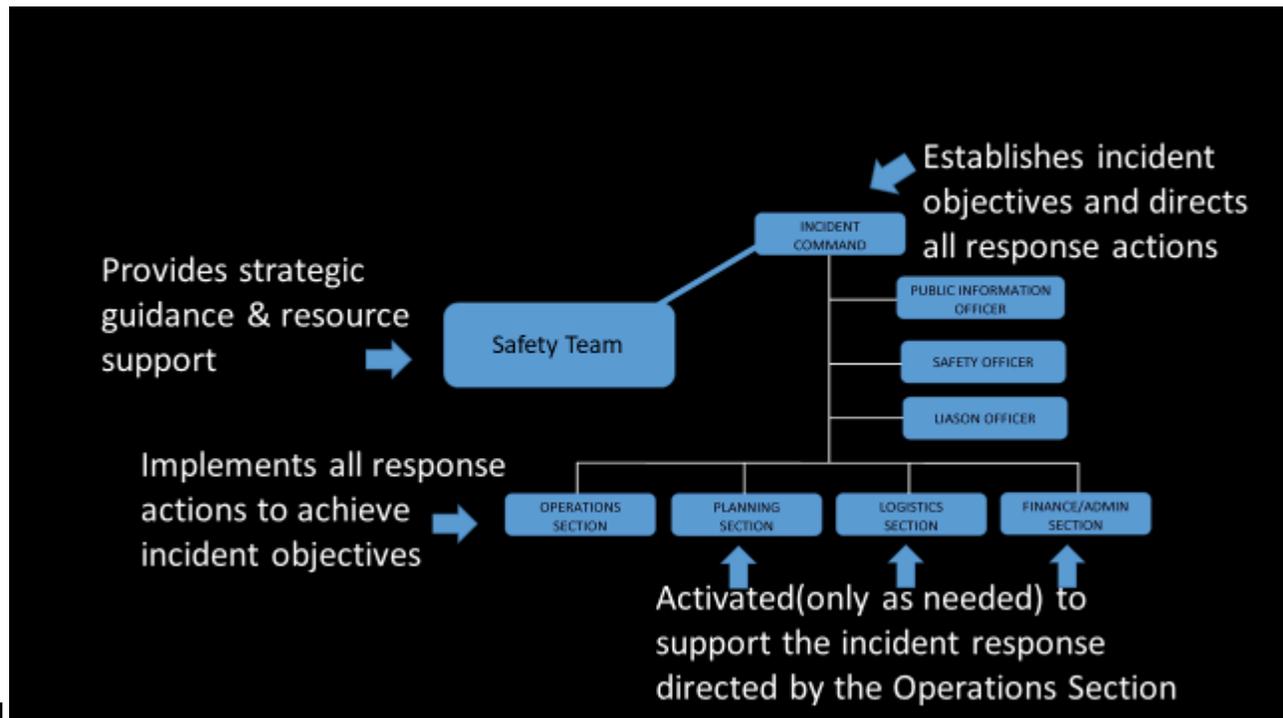
The ICS is organized into the following functional areas:

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 the 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 the Chronological Log of Activities. Appendix F

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

Table 2 Operations Section Teams

Operations Team	Potential Responsibilities
Fire & Rescue Team	Fire & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Fire & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Fire & Rescue Teams are also responsible for: ● Identifying and marking unsafe areas. ● Conducting initial damage assessment. ● Obtaining injury and missing student reports from teachers. ● Provide triage & treatment services as needed. ● Assessing and treating injuries.
First Aid/Health Team	First Aid Teams provide basic First Aid as needed. First Aid Teams are responsible for: ● Setting up a first aid area for students. ● Stop the bleed. ● Completing master injury report. Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.

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

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 the 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 the 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 the 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 the 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 Hemingford Public Schools Superintendent/Principal/Incident Commander will keep the Safety Team informed. The following are the current members of the safety team (as of March 2024):

Todd Westover	Jim Miles	Travis Miller
Timothy Gilkerson	Kristy Hanks	Michelle Hoxworth
Catie Deines	Karla Mapes	Josh Redden
Samantha Miller	Matthew Wood	Sarah Arneson
Eric Arneson	Heather Staudenmaier	Katie Failor
Misty Curtis	Lisa Janssen	Connor Bila
Samantha Gilkerson	Rozie Wax	Mandy Plog
Deb Hill		

C. Local Emergency Operations Plan (LEOP)

The Hemingford Public Schools maintains a district Emergency Operations Plan (EOP) to address hazards and incidents in their district. The Hemingford Public Schools EOP has been developed to fit into the larger local county EOP in the case of a large-scale incident. Staff members who maintain and exercise the plan are in frequent contact with Region 23 Emergency Manager. School district boundaries are within Region 23 Emergency Management. All facilities are located within Region 23.

D. Coordination With First Responders

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

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

Hemingford Public Schools will use its own resources and equipment to respond to incidents until incident response personnel arrive.

V. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines Hemingford 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 Hemingford Public Schools about the incident, what is being done about it, and the safety of the children and staff.

1. Communication With Parents

Before an incident occurs, Hemingford Public Schools 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 Bobcat Bits and on the school website.
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.

During the incident, Hemingford Public Schools will:

- Disseminate information via established communication channels (Remind, 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, Hemingford Public Schools 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 Hemingford 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-Behavorial-Health-Risk-Messages-June-2019.pdf   Appendix H

Media contacts at the major television, Internet, and radio stations are maintained by the Public Information Officer (PIO) or superintendent/principal's executive assistant. In the case of an incident, these media contacts will broadcast Hemingford 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, Hemingford Public Schools will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- 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. Hemingford Public Schools exercises the School's 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 Box Butte 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 Hemingford Public Schools may use include the following:

- **Landline Phone:** A designated school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- **Cell phones:** These phones may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site.
- **App:** Remind, Social Media, Hemingford Public School's Website,
- **Intercom/Phone systems:** The intercom and phone system includes teacher-initiated communication with the office using a telephone 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 https://www.hemingfordschools.org
- **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, Hemingford Public Schools will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Section IV, Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

All pre-negotiated agreements and contracts are included in Appendix I.

B. Recordkeeping

1. Administrative Controls

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

2. Activity Logs

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

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

C. Incident Costs

1. Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that may be used in preparing future school budgets. Appendix E2.

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 operations 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 Hemingford 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 Comments 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 on 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 standpoint, 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.

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

Standard Reunification Method (SRM):

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 that accompany a crisis are ignored; the responsibility of the school and district in maintaining the chain of custody for every student can be lost. No school is immune to emergencies; fires, floods, tornadoes, blizzards, power outages, bomb threats, acts of violence -- this is just a short list of events that could initiate a release and reunification for a school or district.

II. Scope

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

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

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

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

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

- Establish a parent check-in location.
- Deliver the students to the student staging area, beyond the field of vision of parents/guardians.
- Once students are on site, notify parents of location.
- "Greeters" direct parents/guardians to the parent check-in location, and help them understand the process.
- Parents/guardians complete Reunification Cards.
- Procedure allows parents/guardians to self-sort during check in, streamlining the process.
- The "Reunifier" recovers students from the student staging area and delivers them to the parent.
- Controlled lines of sight allow for an orderly flow, and issues can be handled with diminished drama or anxiety.
- Medical, notification, or investigative contingencies are anticipated.
- Pedestrian "flows" are created so lines don't cross.

- When it's all said and done, successful reunification is about managing the student and parent experience.

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

SAMPLE TRANSPORT ORGANIZATION CHART

SRM - A Practical Method to Unite Students with Parents After an Evacuation or Crisis. | Version 2.0.1 | 06/25/2018   Page 15 of 33

44
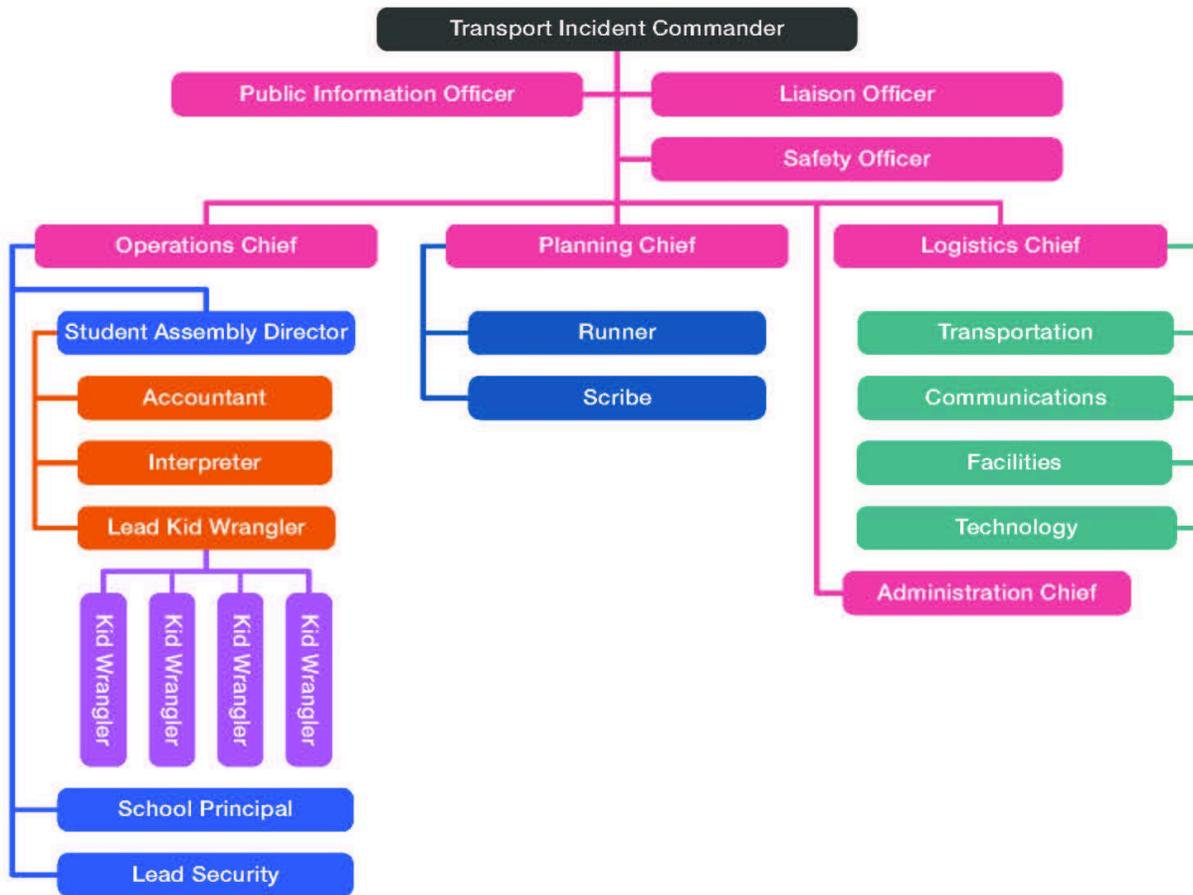
SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART

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.

Teachers
Verify Attendance

Accountant
Begins master roster verification

Law Enforcement
May search students and staff at the assembly area
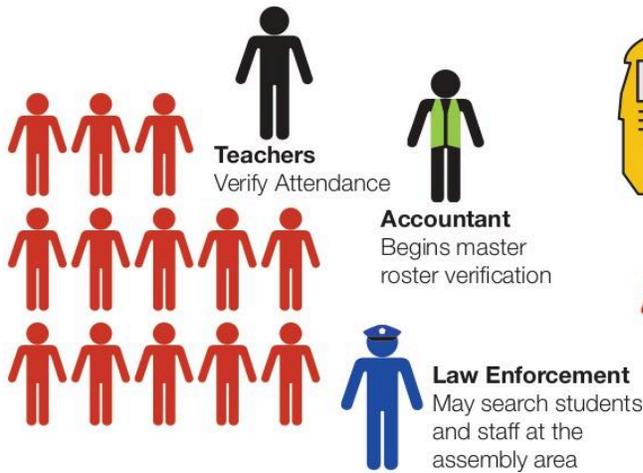
STEP 4
STUDENT AND STAFF TRANSPORT

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

Considerations

LAW ENFORCEMENT
SUPPORT AND INVESTIGATIONS

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

Security

Perimeter Control

Investigation

Traffic Control
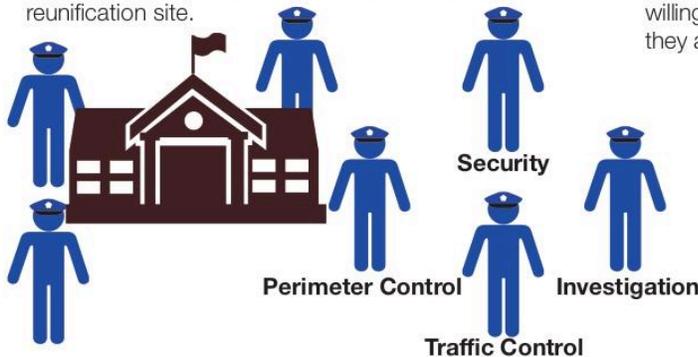
FIRE AND EMS
CASUALTY CARE

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

SRM - A Practical Method to Unite Students with Parents After an Evacuation or Crisis. | Version 2.0.1 | 06/25/2018   Page 21 of 33

47
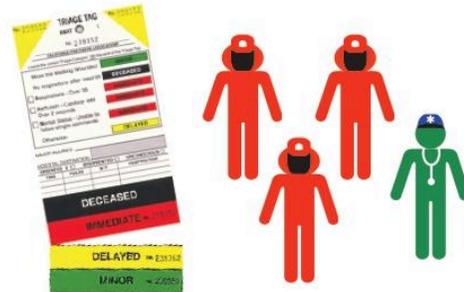
CONTINUITY OF OPERATIONS (COOP) PLAN

I. PURPOSE

The purpose of these Continuity of Operations Plans (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 Hemingford 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 Hemingford Public School, 726 4th St Hemingford, Nebraska.

III. RESPONSIBILITIES

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

The delegation of authority and management responsibilities in the 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 /Director of Instructional Services/ Principals	- Determine when to close schools, and/or send students/staff to alternate locations. - Disseminate information internally to students and staff. - Communicate with parents, media, and the larger school community. Brief and train staff regarding their additional responsibilities. - Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.	
Primary Person: Dr. Travis Miller	Superintendent	Phone/Email: 308-641-5489 tmiller@gubn.org
Alternate: Mrs. Mandy Plog	Director of Instructional Services / Special Education Director	Phone/Email: 308-760-5958 mplog@gubn.org
Second Alternate: Mr. Eric Arneson	Elementary Principal	Phone/Email: 402-450-4435 earneson@gubn.org

Third Alternate: Mrs. Misty Curtis	Secondary Principal	Phone/Email: 308-760-6637 curtism@gubn.org

Assistant Principal and/or Department Heads	● Ensure systems are in place for rapid contract execution after an incident. ● Identify relocation areas for classrooms and administrative operations. ● Create a system for registering students. (out of district or into alternative schools) ● Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. ● Identify strategies to continue teaching. (e.g., remote learning) ● Reevaluate the curriculum.	

Primary Person: Eric Arneson		Phone/Email: 402-450-4435 earneson@gubn.org
Alternate:		Phone/Email:
Second Alternate:		Phone/Email:

Custodians/ Maintenance Personnel	● Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. ● Manage the restoration of school buildings and grounds. (e.g., debris removal, repairing, repainting, and/or re-landscaping)	

Primary Person: Jim Miles	Head of Maintenance	Phone/Email: (308) 760-2826 jmiles@gubn.org
Alternate: Rozie Wax	Head Custodian	Phone/Email:(308) 760-3160 rwax@gubn.org
Second Alternate: Kevin Conley	Custodian	Phone/Email: 308-760-7114 kconley@gubn.org

Business Manager / School Secretary / Office Staff	● Maintain inventory. ● Maintain essential records (and copies of records) including the school's insurance policy. ● Ensure redundancy of records is kept at a different physical location. ● Secure classroom equipment, books, and materials in advance. ● Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records. ● Retrieve, collect, and maintain personnel data. ● Provide accounts payable and cash management services.	

Primary Person: Kristy Hanks	Business Manager	Phone/Email: 308-760-8551 khanks@gubn.org
Alternate: Deb Campbell	Elementary Secretary	Phone/Email: (308) 760-7016 dcampbell@gubn.org
Second Alternate: April Hanson	Secondary Secretary	Phone/Email: (308) 760-8641 ahanson@gubn.org

Counselors, Social Workers, Psychologists	● Ensure all students have electronic access and equipment. ● Establish academic and support services for students and staff/faculty. ● Implement additional response and recovery activities according to established protocols. ● Maintain continual contact with families and students.	
Primary Person: Samantha Gilkerson		Phone/Email:(308) 760-5041 sgilkerson@gubn.org
Alternate: Bridget Johnston		Phone/Email: (308) 760-1308 bjohnston@gubn.org
Second Alternate:		Phone/Email:
School Nurses/Health Assistants	● Assist families with medical questions and concerns. ● Connect families/students with medical services.	
Primary Person: Samantha Miller		Phone/Email:(308) 660-5570 smiller@gubn.org
Alternate: Jake Frost		Phone/Email:(308) 760-2473 jfrost@gubn.org
Second Alternate:		Phone/Email:
Food Service /Cafeteria Workers	● Determine how transportation and food services will resume. ● Establish food security for any student.	
Primary Person: Megan Miles		Phone/Email:(308) 760-3138 mmiles@gubn.org
Alternate: Deb Hill		Phone/Email: (308) 629-7977 dhill@gubn.org
Second Alternate:		Phone/Email:
Teachers	● Develop Continuity of Learning Plan for students. ● Alternative Education (web-based, electronic) (I.T.) ● Provide educational feedback on completed student work. ● Maintain continual contact with families and students. ● Continue the learning environment as best possible. ● Communicate with counselors any concerns on the well-being of students.	
Primary Person: Gina Jespersen		Phone/Email:(308)760-6818 gjespersen@gubn.org
Alternate: Pete Gomez		Phone/Email: (308)763-1213

		pgomez@gubn.org
Second Alternate:		Phone/Email:
Transportation	● Assist in the distribution of food/lunches. ● Assist in transportation of people as needed.	
Primary Person: Karla Mapes		Phone/Email:(308)760-6201 kmapes@gubn.org
Alternate: Brenda Davies		Phone/Email:(308) 760-0403 bdaveies@gubn.org
Second Alternate:		Phone/Email:
Emergency Management	● Assist the school with any needs. (i.e., state or federal agencies) ● Coordinate using NIMS and ICS. ● Coordinate personnel to assist in setting up structure.	
Primary Person: Nan Gould	Region 23 Emergency Manager	Phone/Email: 308-430-2350 coordinator@region23em.org
Alternate: Jim Keegan	Box Butte County Deputy Director	Phone/Email:(308) 760-4503
Second Alternate: Scott Ronken	Dawes County Deputy Director	Phone/Email: 612-387-6403
Second Alternate: Everett Langford	Sheridan County Deputy Director	Phone/Email: 308-430-9113
Law Enforcement	● Maintain the security of off-site location. ● Set up traffic flow at an off-site location. ● Provide traffic control at the off-site location.	
Primary Person: J.D. Sutphen, Sheriff		Phone/Email:(308) 762-6464
Alternate: Ryan Dannar, Chief Deputy		Phone/Email: 308-763-1232 rdannar@boxbuttecountyne.gov
Second Alternate: Baden Shelmadine, Deputy		Phone/Email: 308-629-9745 bshelmadine@boxbuttecountyne.gov
Parents	● Support the educational Continuity of Learning Plan provided by schools. ● Provide an environment at home conducive to learning. ● Provide support and encouragement to children for their continued learning. ● Procure food security if needed.	

Students	● Follow the educational Continuity of Learning Plan provided by the school. ● Maintain communication with teacher(s).		
Others (Specific)			
Primary Person: Kristy Hanks		Phone/Email:308-760-8551 khanks@gubn.org	
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 the 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.

Order of Succession

Policy 301.03 - SUCCESSION OF AUTHORITY TO THE SUPERINTENDENT

In the absence of the superintendent, it shall be the responsibility of the other administrators to assume the superintendent's duties. The succession of authority to the superintendent shall be in this order:

Administration Team—SPED Director, Elementary Principal, High School Principal

The school counselor(s)

The activity director

If the absence of the superintendent is temporary, the successor shall assume only those duties and responsibilities of the superintendent that require immediate action. If the board determines the absence of the superintendent will be a lengthy one, the board shall appoint an acting superintendent to assume the responsibilities of the superintendent. The successor shall assume the duties when the successor learns of the superintendent's absence or when assigned by the superintendent or the board.

All references to "superintendent" in this policy manual shall mean the "superintendent or the superintendent's designee" unless otherwise stated in the board policy.

Cross Reference: 302   Superintendent

Orders of Succession			
Conditions for Succession	**Key position holder(s) are unable to execute their duties for an extended period of time.**		
Method of Notification	*If the Superintendent is deemed unable to fulfil his/her duties the Business Manager will notify the board and send a memo of succession to the staff and parents.*		
Succession by Position	Key Position Title	Primary Succession Title	Secondary Succession Title	Time/Geographical/ Organizational Limitations
	Superintendent	Special Education Director	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	Special Education Director	School Counselor	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).
	High School Principal	Special Education Director	School Counselor	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	Elementary Principal	High School Principal	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	High School Principal	Elementary Principal	Until the Activities Director can return to duty or the

				Superintendent names someone to the position in either an interim or permanent capacity.
	School Counselor	High School Principal	Elementary Principal	Until the School Counselor can return to duty or the Superintendent names someone to the position in either an interim or permanent capacity.
Succession Revision Procedures/ Date Completed	*Updated January 22, 2024*			

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)**
Handheld 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 Hemingford 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
Hemingford Elementary	Multipurpose Hall at Fairgrounds	To Be Determined	To Be Determined	To Be Determined
Hemingford High School	Multipurpose Hall at Fairgrounds	To Be Determined	To Be Determined	To Be Determined
Hemingford Elementary	South Campus	Internal Staff	Communications (Phone and Internet)	To Be Determined
Hemingford High School	South Campus	Internal Staff	Communications (Phone and Internet)	To Be Determined

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 Hemingford Public School's backup data.

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 Hemingford Public Schools are maintained, protected, and backed up offsite by the district office.

Vital Records and Retention File

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

Vital Records: Emergency Operations Records		
Vital Record Name/Database	**Location**	**Back-up/Alternate Record Location**
Staff Contact List	Business Office	PowerSchool, EOP document
Orders of Succession	Business Office	Board Policy, EOP Plan Documents,

		Board eMeeting Documents
Delegation of Authority	Business Office	Board Policy, EOP Plan Documents, Board eMeeting Documents

Vital Records: Legal & Financial Records		
Vital Record Name/Database	**Location**	**Back-up/Alternate Record Location**
Personnel Records	Business Office	Software Unlimited
Payroll Records	Business Office	Software Unlimited
Contracts	Business Office	GoogleDrive
Student Emergency Contact List	Principal Offices	PowerSchool
Student Medical Records	Nurse Office	PowerSchool
Education Records	Principal Office	PowerSchool

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 the 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.

Reconstitution

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

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

Reconstitution Responsibilities			
Phase	**Duties**	**Primary Responsible**	**Alternate Responsible**
Relocation from alternate facility to primary (or replacement) facility	Internal alert and notification	Superintendent	Director of Instructional Services
	External alert and notification	Superintendent	Director of Instructional Services
	Transfer equipment, vital records, data	Tech Coordinator	Business Manager
	Transfer communications	Transportation Director	Activities Director
	Deployment and departure from alternate facility	All Staff	
	Transition to primary operations	All Staff	

	Set up at primary or replacement site	All Staff	
Operations	Execution of essential functions	All Staff	
	Execution of non-essential functions	All Classified Staff	
	Establishment of communications	Secretaries	
	Procurement of equipment and supplies	Business Manager	Secretary
	Conduct a review of COOP execution and effectiveness (After Action Report)	Superintendent or designee	Director of Instructional Services

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	
Identify essential employees and confirm their availability	Safety Chairman	Superintendent	
Update contact information, emergency call roster, and checklists	Safety Chairman	Superintendent	
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 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:

OVERVIEW

The purpose of this section is to provide employees with a quick reference guide as to what may occur in the event of a crisis. The guiding principle is to return to a normal routine as soon as possible.

Events such as the sudden death of a teacher or student, natural or accidental disasters, traffic-bus accidents, and real or threatened violence may produce a crisis for students and faculty alike. Any staff member who feels an event has occurred that constitutes a crisis should contact a member of the Crisis Team.

This brochure outlines basic guidelines to use in a crisis. These guidelines may not cover every condition that might develop and it may not always be possible or necessary to follow every procedural step. The guidelines are left for independent judgment and discretion. This brochure should be used in conjunction with your building emergency plans.

ADMINISTRATOR CHECKLIST

_____ Call 911 for emergency services - Police - Fire - Paramedics.
Non-emergency numbers: Box Butte Dispatch: 762-6464   Fire: 487-5242
_____ Notify other buildings of emergency.
_____ Call your parents.
_____ Call Superintendent at School: (308) 487-3328   Cell: 308-641-5489
_____ Activate the Crisis Team and contact your assisting agencies.
_____ Verify information regarding the crisis.
_____ Refer media inquiries to the Superintendent of Schools.
_____ Document incident and actions taken.
_____ Evacuation Location: if needed Bus Barn @ Box Butte County Fairgrounds

EMERGENCY NUMBERS

Immediately after calling any emergency services and 911, call the Superintendent.

Hemingford Utilities:
Water and Electrical: Village of Hemingford Office: (308) 487-3465 Utilities Shop: (308) 487-5665
Gas: KN Energy (24 hr service): 1-800-563-0012 Scottsbluff: (308) 635-2006
Telephone: Hemingford Cooperative Telco: (308) 487-3311 *57 Bomb Threat CallBack Trace
Elevator: Farmers Coop Elevator: Main Office: (308) 487-3325
Railroad: Burlington Northern Santa Fe: (308) 762-6000
State Highway Patrol: Chadron: (308) 432-6131   Scottsbluff: (308) 632-1211   From a cell phone: *55

School Buildings and Grounds:
Call Jim Miles (308) 487-3328 during school hours or (308) 760-2826 for maintenance problems after school hours. If there is no response, call Rozie Wax at (308) 762-7713.

GENERAL COMMUNICATION PLAN

1. Notify the appropriate emergency personnel, such as police, ambulance, or fire departments. (School personnel should accompany the individual if an ambulance is needed).
2. The Principal or designee will notify family members if the incident occurs at School. If the incident occurs overnight, the Principal will work with the crisis team on contacting the family.
3. Notify the Superintendent. If the Superintendent is not available, contact one of the other Administrators.
4. Notify the Crisis Team.
5. The Media Spokesperson (Superintendent) will:
   a. Serve as the official spokesperson or designate a spokesperson. All initial media calls must be referred to Administrative Offices.
   b. Coordinate any arrangements that need to be made with the press.

Fire

If a fire occurs:

1. If you observe a fire, activate the nearest fire alarm pull station.
2. Send a runner to the Principal's office or call 911. Notify other buildings.
3. Close all doors and windows; shut off lights as room is evacuated according to predetermined evacuation plan.
4. Teachers should account for students by class list and notify the Principal or firefighter of anyone missing.
5. Do not reenter the building until instructed to do so by authorized personnel.

- Maintenance is responsible for locating the fire and directing the fire department to that location.

- If a fire is small, personnel may use a fire extinguisher to stop the fire. Do not risk personal injury or the safety of students to fight a fire.

- Contact the Superintendent's office.

Intruder/Active Shooter

INTRUDER - HOSTAGE
Greet and Ask to assist any individual who is unfamiliar with the building.

If an intruder or hostage situation occurs, use the following steps:

1. If there appears to be a suspicious intruder or hostage situation, notify 911 and the building principal.

2. Announcement of "Lockdown" for intruder alert or "active shooter".

3. The Principal will notify the Superintendent.

4. Move to a safe area

   A. Lock all classroom doors
   B. Keep students in the room, ignore all passing bells
   C. Move students to the safest place in the classroom

D.   Turn off lights and close drapes or blinds
E.   Take cover—tip desks, tables
F.   Be ready to move students instantly; know possible escape routes, including windows.

6.   Students who have not self-evacuated during the situation are to remain in lockdown and will be released room by room in a manner determined by law enforcement.

7.   If there is a situation where medical help is needed, staff will need to use their best judgment about how to seek medical attention in the midst of an ongoing situation. .

- A headquarters for law enforcement will be designated on school grounds according to need.

- All media calls will be handled by the Superintendent's office.

- The crisis team will meet to deal with any aftermath if deemed necessary.

Bomb Threats

BOMB THREAT PROCEDURES

1. The person receiving the bomb threat call should engage the caller in a conversation to get as much information as possible   Use Record on phone for exact words used by the caller.

What time is the bomb set for? _____

Where is the bomb? _____

What does the bomb look like? _____

Why are you doing this? _____

Who are you? _____

Evaluate the:

Voice of the Caller: Background noise:

____Man	____Accent	____Music	____Conversation
____Woman	____Speech Impediment	____Children	____Machine noise
____Child	____Intoxicated	____Typing	____Traffic
____Age (approx.)	____Other _____	____Airplanes	____Other _____

Notify Administration then *57 Call Backtrace –Make sure to use the same line immediately after hanging up when a threat is made.

2. The Superintendent or his designee will call the police and declare an emergency and initiate a Room Evacuation procedure of the appropriate buildings or full campus.

3. School personnel are to remain out of the threatened building. The police will conduct the bomb search.

4. Any student or personnel who believes a box or other type of container to be suspicious should not touch the item and should immediately report it to the School Principal or Superintendent.

5. The Superintendent (and Crisis Response Team) will investigate and declare an emergency, if deemed necessary, and initiate a Room Evacuation procedure.

6. The Superintendent will call the police.

7. The area where the suspect device is located will be cleared by at least 1,000 feet.

8. School personnel are to keep away from the suspect device and allow the police to handle it.

Suicide

POTENTIAL SUICIDE

Suicide threats must always be taken seriously and intervention should be immediate. If a situation is potentially life-threatening, students and staff need to recognize that the issue of confidentiality does not apply.

What to do:
___ Do not leave the individual alone.
___ Refer the individual to the appropriate staff (counselor) who will do the following:

Assess the degree of risk:
___ Ask the student directly if he/she is thinking of suicide.
___ If there is a plan how specific is it?
___ How lethal is the method?
___ How available is the means?
___ Has there been a previous attempt?
___ Ask about history of chemical use.
___ Ask about losses (deaths, family changes, peer relationships).
___ Ask about feelings of anger and depression (crying, sleeplessness, loss of appetite, hopelessness).
___ Ask whether the student has made final arrangements (giving away possessions, saying goodbye).

Intervention Plan:
___ Contact students' parents/guardians and plan with them how to help the student.
___ Child Protective Services may need to be involved if parents are unable or unwilling to help.
___ Refer parent or guardian to appropriate services from physician, mental health professionals, and/or community agencies.
___ Police involvement may be required in situations where the student is assessed to be in immediate danger and parents cannot be located or are unable to help. The Dawes County Sheriff's Office will assist in transporting a student to an appropriate mental health facility for evaluation. (School personnel should avoid transporting student in private vehicles.)

Follow up:
___ Complete the "Report of Suicide Risk" form and send it to the Counselor.
___ Check to be sure that the student has received (is receiving) appropriate services.
___ Plan for student's transition back to school.
___ Student should have ongoing contact with a counselor.
___ Brief appropriate staff on the student's status.

Tornado

Tornado

1. Announce—"Tornado—Take Cover. Please report to your tornado shelter area."
2. Evacuate room according to building evacuation plan. If not possible, move students away from doors and windows.
3. Initiate the duck, cover, and hold procedure after evacuating the room.
   - DUCK - drop to the floor.
   - COVER - in a bent, crouched-over position, bury your face in the crook of your elbow, and place the other hand over the back of the neck.

If on a school bus,
1. Driver will pull out of traffic and off-load to a secure area if possible.
2. If offloading is not possible:
   - Students will drop in the aisles or under the seats for protection. Duck and cover.
3. After checking for injury to students and damage to the bus, the driver will attempt communication with the Superintendent's Office.
4. If communication and travel are not possible, the driver will remain with the students and supervise them until such time as they are released by the school administration.

Chemical or Hazardous Material Incidents

CHEMICAL SPILLS
If spill fumes occur outside the school building:----Do Not Evacuate

1. If spills or fumes are observed or detected, school personnel should contact the school office immediately. Call 911 to ensure community emergency response personnel is aware of the spill or fumes.
2. Close and secure windows and doors. Apply protective plastic.
3. Notify the custodian to disable utilities including electrical if necessary, and meet with any fire crew called to the school.
4. Make sure students and staff do not come into contact with spilled material.
5. The Administration should determine whether the students are safer in a Lockdown or Campus Evacuation procedure.

If spill fumes occur in the school building:

1. Call the office to notify the Administration of the spill and fumes.
2. Call 911 if you know a hazardous material is involved.
3. Administration should notify the custodian to disable air ventilation system, if necessary, and meet with any fire crew called to the school.
4. Isolate the area and move students to another area to prevent injury or exposure.
5. If potential fire or explosive hazard exists, evacuate the building immediately.
   - Evacuate to a safe area. This means a distance of at least 500 feet away upwind.
6. Do not return to the area until directed to do so by authorized personnel.

Off-Campus Evacuation: Fire, Tornado, Chemical Spill, or Other Reason

Evacuate to: Bus Barn at the Box Butte County Fairgrounds or Another Location as Determined by the Incident Commander.

1. Upon notification from the School Principal to evacuate the campus, move your students to evacuate the building to the site designated. Take an Emergency Response Packet with you.

2. En route to the evacuation site, recheck the class roll. If another student is missing, have the administration notified of the student's name.

3. Upon arriving at the evacuation site, keep your class together at the assigned area for your school. Follow the instructions of the Evacuation Site Coordinator.

4. Remain with your students and await further instructions.

Other (Medical Emergency)

MEDICAL EMERGENCY
Response to Victim

A medical emergency includes life-threatening situations such as: heart attack, air obstruction, or severe bleeding.

In case of a First Aid emergency: First Response—School Nurse

1. Notify the office of the location and name of the victim.
   - Specify type of injury or medical condition and apparent need for emergency services.
   - If needed, contact the Emergency Team for backup.

   Teachers are to keep students clear of the area of the victim. All should return to classrooms.

2. School Nurse:
   - When necessary, have the office call 911.
   - Tell the paramedics which door to enter.
   - Meet the paramedics at the door to take them to the accident site.
   - Contact the Superintendent's Office.
   - Contact staff and/or students if necessary.

3. Notify parent/guardian

4. If it is necessary to send anyone to the hospital by ambulance, send a staff member along to serve as a liaison between hospital and school.

Other (Major Medical Emergency)

MAJOR MEDICAL EMERGENCY

When there is an emergency the office will radio the Nurse

1. Classroom teachers should close the doors to their classrooms.
   IGNORE all bells and/or normal passing times until further notice.

2. Move students to neighboring classrooms.

3. Emergency Team Assesses Situation
   ● Call 911 if appropriate
   ● Notify Parents or Emergency Contact

4. Resume normal daily routine as soon as possible.

5. Place a red card outside the classroom door if medical help is needed.

Other (Bus or Van Accident)

DISTRICT BUS/VAN ACCIDENT
If an accident occurs with District transportation:

1. The drivers should first check to see if anyone is injured, then call either 911 or the Superintendent's office, giving the vehicle number and location of the accident. If anyone is seriously injured, he/she will request a rescue squad.

2. The Superintendent or Transportation Supervisor will immediately:
   ● Call for a rescue squad if requested by the driver.
   ● Call for a police car.
   ● Dispatch a bus/van to replace the one involved in the accident.
   ● Notify the school(s) that has students aboard. The school will contact parents.

3. The driver should keep all students on the bus/van unless there is a reason to evacuate. The driver should take roll and account for all students. If evacuation is required, it should be away from the road.

4. If the accident occurs on a morning route, the driver should take the students to school where they should see the school nurse before reporting to class.

5. If the accident occurs on an afternoon route, the driver should take the students to their regular stop and inform an adult caretaker of the accident.

Other (Unexpected Death)

UNEXPECTED DEATH RESPONSE PLAN

Following a sudden death or similar trauma, normal school operations will be disrupted dramatically. The Hemingford Public Schools Crisis Team will provide a systematic process that will enable the school district to operate in a manner that will be positive, supportive, and purposeful for all affected individuals with the least amount of responsibility placed on the teaching staff. Upon notification of a possible crisis the following plan will be implemented:

1. Immediate First Response--Core Crisis Team Meets
   ● Verify Crisis—Get the Facts
   ● Make Initial Decisions—Bus Driver Plan
   ● Initiate Crisis Team Calling Tree or Staff Notification

2. Crisis Team Meets—Meet in High School Library
   - Notify all staff to arrive at school 30 minutes early for a staff meeting.
   - Prepares a memo for staff, which defines the agenda, and procedures to be followed that day/week. School will not be canceled in the event of a student's/staff member's death.
3. Staff Meeting—Focus on Facts
   - Review facts, dispel rumors, outline a plan for the day
   - Identify staff and students at risk
   - Provide tips for dealing with crisis and student reactions
4. During the Day
   - Announcement of crisis read to the students by classroom teacher or crisis team member.
   - Classroom teacher announces the presence of the crisis team, location of the crisis center, plan for the day, and continuation of normal routine.
   - Letter sent home regarding crisis (Facts, assistance available, possible reactions)

The Crisis Team and Building Administrator(s) will continue to plan and keep the staff updated as necessary. Follow-up staff meetings will be scheduled as appropriate.

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 who 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 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 is not on the 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 - Hemingford

Appendix A Staff Roster

Last Name	First Name	Spouse	Position	Address		Town	Home #	Staff	Location	Zip Code	Cell #
Arneson	Eric	Sarah	EL Principal	2917 Lakefield	2917 Lakefield	Alliance	402-450-4435	Administration 3	Elementary	69348	402-450-4435
Arneson	Sarah	Eric	K-12 Music/Band	2917 Lakefield	2917 Lakefield	Alliance	402-730-5784	Certificated	High School	69301	402-730-5784
Bell	Chad	Val	Braillist	2416 Rainbow Acres	2416 Rainbow Acres	Alliance	308-760-8821	Support	Elementary	69348	308-760-8821
Benzel	Sue	Trent	1st Grade	149 W 21st	149 W 21st	Alliance	762-2401	Certificated	Elementary	69301	760-3458
Bila	Tamara	Connor	English	215 Grand Avenue	215 Grand Avenue	Alliance	308-625-8235	Certificated	High School	69301	308-625-8235
Bila	Connor	Tamara	Paraprofessional	215 Grand Avenue	215 Grand Avenue	Alliance	308-625-8235	Support	High School	69301	308-625-8235
Branson	Bailey		HS Social Studies	PO Box 374		Hemingford	308-672-8596	Certified	High School	69348	308-672-8596
Broadway	Kassy	Sonny	Paraprofessional	108 Dunlap Road	108 Dunlap Road	Hemingford	487-5460	Support	Elementary	69348	760-6276
Butler	Millicent	Jacob	K-12 Art	491 Table Road	491 Table Road	Crawford	308-665-5488	Certificated	Both Buildings	69339	308-665-5488
Campbell	Deb	Dan	EL Secretary	651 CR 63	651 CR 63	Hemingford	487-5330	Support	Elementary	69348	760-7016
Clark	Jayme	Zach	5th Grade	638 Hampton	638 Hampton	Alliance	760-6983	Certificated	Elementary	69301	760-6983
Conley	Kevin	Angie	Custodian	659 W 25th St		Alliance	308-760-7114	Support	Both Buildings	69301	308-760-7114
Cullan	Joei	Chris	2nd Grade	6733 Franklin Rd	6733 Franklin	Hemingford	487-3905	Certificated	Elementary	69348	760-2067
Curtis	Misty	Daniel	HS Principal	PO Box 294	606 Crook Street	Hemingford	308-760-6637	Administration4	High School	69348	308-760-6637
Davies	Jackie		HS Math	PO Box 351		Hemingford	360-560-4756	Certificated	High School	69348	360-560-4756
Davies	Brenda		Lib Aide/Route Dr.	PO Box 724	521 Cheyenne	Hemingford	487-5229	Support	Elementary & Bus	69348	760-0403
Dean	Josh	Whitney	K-6 Computer/Tech Coordinator	PO Box 775	313 Wyoming	Hemingford	487-1319	Certificated	Elementary	69348	308-279-0185
Dean	Whitney	Josh	3rd Grade	PO Box 775	313 Wyoming	Hemingford	487-1319	Certificated	Elementary	69348	760-0729

Deines	Catie	Colin	SPED 5-8	431 N. Chadron Ave	431 N. Chadron Ave	Chadron	402-841-0351	Certificated	Both Buildings	69337	402-841-0351
Dillard	Stacey		Food Service Aide	409 Wyoming	PO Box 651	Hemingford	308-487-3713	Support	Cafeteria	69348	763-1807
Eisenhart	Angela		Custodian	PO Box 103	505 Shoshone	Hemingford	308-763-9115	Support	High School	69348	308-763-9115
Failor	Kaitlin		6th Grade	1412 Toluca	1412 Toluca	Alliance	308-760-7419	Certificated	Elementary	69348	308-760-7419
Frost	Ammie	Jake	Kindergarten	PO Box 352	609 Laramie	Hemingford	308-207-5180	Certificated	Elementary	69348	308-207-5180
Frost	Jake	Ammie	Para/Bus/Sub	PO Box 352	609 Laramie	Hemingford	308-760-2473	Support	High School	69348	308-760-2473
Gasseling	Jennifer	Ryan	1st Grade	7011 Banner Rd	7011 Banner Rd	Hemingford	487-3554	Certificated	Elementary	69348	763-8629
Gilkerson	Samantha	Timothy	Counselor	6291 Keith Road	6291 Keith Road	Alliance	308-760-5041	Certificated	Both Buildings	69348	308-760-5041
Gomez	Peter	Krista	Science	281 Belmont Street	281 Belmont Street	Marsland	308-665-1359	Certificated	High School	69354	763-1213
Hanks	Kristy	Gene	Business Manager	419 PIne St		Crawford	308-760-8551	Support	Both Buildings	69339	308-760-8551
Hanley	Becky	Raymond	Bus Driver	1388 River Road	1388 River Road	Marsland	308-665-5004	Support	Bus	69354	308-665-5004
Hanson	April	Josh	HS Secretary	7010 Filmore Road	7010 Filmore Road	Hemingford	308-760-8641	Support	High School	69348	760-8641
Henderson	Deb		Food Service Aide	PO Box 214	615 Sheridan	Hemingford	308-763-1393	Support	Cafeteria	69348	308-763-1393
Heusman	Kerri		Kindergarten	6422 Logan Road	6422 Logan Road	Alliance	760-2062	Certificated	Elementary	69301	760-2062
Hill	Deb		Food Service Aide	PO Box 331	401 Shoshone	Hemingford	308-629-7977	Support	Cafeteria	69348	308-629-7977
Honstein	Amy	Matt	Food Service Aide	H17 Trailerville		Alliance	308-760-5330	Support	Both Buildings	69301	308-760-5330
Hoxworth	Michelle	Troy	K-12 Speech Pathology	1030 Colorado	1030 Colorado	Alliance	760-5767	Certificated	Both Buildings	69301	760-5767
Huddle	Pamela	Terry	3rd Grade	291 CR 55	291 CR 55	Alliance	762-2063	Certificated	Elementary	69348	760-6520
Huss	Janelle	Kyle	9-12 SPED	PO Box 432	813 Miles	Hemingford	308-487-3789	Certificated	High School	69348	308-760-4560
Janssen	Lisa		Advanced Math	PO Box 133	608 Smith Drive	Hemingford	308-360-1820	Certificated	High School	69348	308-360-1820
Jespersen	Gina		4th Grade	8811 Franklin	8811 Franklin	Hemingford	487-6818	Certificated	Elementary	69348	760-6818
Johnston	Bridget	Kevin	6th Grade	1085 CR 71	1085 CR 71	Hemingford	308-760-1308	Certificated	Elementary	69348	308-760-1308
Karney	Gordon	Tre	Vocational Ag Ed	616 Cottonwo	616 Cottonwo	Hemingford	487-5819	Certificated	High School	69301	760-4677

				od School RD	od School Rd						
Kramer	Kristina		Paraprofessional	PO Box 544	509 Miles	Hemingford	629-7539	Support	Elementary	69348	629-7359
Kresl	Heather	Kalvin	DL Paraprofessional	PO Box 392	620 Miles	Hemingford	308-760-1591	Support	HS	69348	308-760-1591
Kuhn	Morgan	Trent	K-9 Phys. Ed	911 Laramie	911 Laramie	Alliance	760-2852	Certificated	Both Buildings	69301	760-2852
Lashley	Jennifer		Bus Driver	PO Box 683	616 Shoshone	Hemingford	760-5244	Support	Bus	69348	629-7822
Mapes	Karla		Trans/Lunch	PO Box 313	509 Box Butte	Hemingford	487-3405	Support	Para & Bus	69348	760-6201
McClintock	Cameron		Social Science	PO Box 361	413 Shoshone	Hemingford	660-2967	Certificated	High School	69348	308-760-2967
McClure	Shari	John	Pre-School	PO Box 692	520 Wyoming	Hemingford	487-5418	Certificated	Elementary	69348	308-325-5770
Miles	Jim	Megan	Maintenance	640 CR 70	640 CR 70	Hemingford	760-2826	Support	Both Buildings	69348	760-2826
Miles	Megan	Jim	Cafeteria/Bus	640 CR 70	640 CR 70	Hemingford	760-3138	Support	Elementary	69348	760-3138
Miller	Samantha	Austin	Nurse/Health Ed	PO Box 221	812 Cheyenne	Hemingford	308-660-5570	Certificated	Both Buildings	69348	308-660-5570
Miller	Travis	Andrea	Superintendent	PO Box 271	900 Ogallala	Hemingford	308-641-5489	Administration4	Both Buildings	69348	308-641-5489
Minich	David	Rhonda	Custodian	851 CR 71 Lot 3		Hemingford	308-487-1776	Support	Gym/Both Bldgs	69348	308-760-0357
Morava	Lauren	Justin	Title I	PO Box 204	608 Kearney	Hemingford	763-1242	Certificated	Elementary	69348	763-1242
Neefe	Suzanne	John	Fam Con Sci	PO Box 945	520 Laramie Ave	Hemingford	487-3857	Certificated	High School	69301	760-7212
O'Gorman	Kim	Travis	Paraprofessional (p/t)	2805 Big Horn Ave		Alliance	308-470-0890	Support	Both Buildings	69301	308-470-0890
Olson	Brad		Advanced Sciences	716 Toluca	716 Toluca	Alliance	760-6817	Certificated	High School	69301	760-6817
Osmotherly	Michelle	Ryan	4th Grade	303 Linn Street	303 Linn Street	Crawford	308-665-1369	Certificated	Elementary	69339	308-665-5483
Paris	Dena	Dave	Paraprofessional	171 Highland Road	171 Highland Road	Marsland	308-665-3942	Support	Elementary	69354	308-430-0808
Payne	Julianne	Denton	Librarian	PO Box 404	8561 Hayes Road	Hemingford	308-665-5816	Certificated	Both Buildings	69348	308-665-5816
Payne	Ann	Josh	Paraprofessional	8591 Hayes Road	8591 Hayes Road	Hemingford	308-760-7472	Support	Both Buildings	69348	308-760-7472
Phillips	Shawn	Tom	Paraprofessional	470 East Belmont Road	470 East Belmont Road	Crawford	763-1443	Support	Elementary	69339	763-1443
Plog	Mandy	Scott	Special Ed Director	3017 Big Horn	3017 Big Horn	Alliance	762-6242	Administration4	Both Buildings	69301	760-5958
Raben	Bridget	Justin	English	PO Box 364		Hemingford	760-0611	Certificated	High School	69348	760-0611

Redden	Josh	Caitlin	7-12 Business	635 Chadron Ave	635 Chadron Ave	Chadron	605-891-3700	Certificated	High School	69337	605-891-3700
Roland	Danielle	Brandon	2nd Grade	480 County Road 62	480 County Road 62	Hemingford	307-575-6697	Certificated	Elementary	69348	307-575-6697
Staudenmaier	Heather	Lyle	5th Grade	PO Box 566	921 Cheyenne	Hemingford	308-665-5540	Certificated	Elementary	69348	308-665-5540
Swanson	Bailey	Loran	SPED K-4	220 CR 55	220 CR 55	Alliance	308-360-0274	Certificated	Elementary	69348	308-360-0274
Sorensen	Betsy	Wes	Paraprofessional/Substitute	692 CR 72	692 CR 72	Hemingford	308-830-1310	Support	Both Buildings	69348	308-830-1310
Surbeck	Tre	Gordon	Bus Driver	616 Cottonwood School Rd	616 Cottonwood School Road	Hemingford	487-5819	Support	Bus	69348	760-4677
Talkington	Ashley	Christopher	Science	532 Cedar Street	532 Cedar Street	Chadron	308-430-8248	Certificated	High School	69337	308-430-8248
Walker	Hanna	Derek	Paraprofessional	PO Box 372		Hemingford	308-760-2065	Support	Both BUildings	69348	308-760-2065
Wax	Rozie		Head Custodian	PO Box 504	415 Box Butte	Hemingford	487-3868	Support	Elementary	69348	760-3160
Westover	Todd	Kathy	School Within School	150133 Experiment Farm Road	150133 Experiment Farm Road	Mitchell	402-806-8065	Certificated	High School	69357	402-806-8065
Wood	Natalie	Taryn	Business/Tech Coordinator	PO Box 603	905 Miles Street Lot 8	Hemingford	487-5654	Certificated	High School	69348	308-279-0580
Wyland	Shelley	Anthony	Paraprofessional	PO Box 487	617 Smith Drive	Hemingford	487-3613	Support	Elementary	69348	218-556-8933
Wood	Matthew	Vanessa	PE 7-12	PO Box 153	920 Ogallala	Hemingford	308-763-1106	Certificated	High School	69348	308-763-1106

Appendix B - Students/Staff Needing Additional Assistance

Administrators have this report as it is confidential information

Appendix C - Map of School Buildings and Grounds
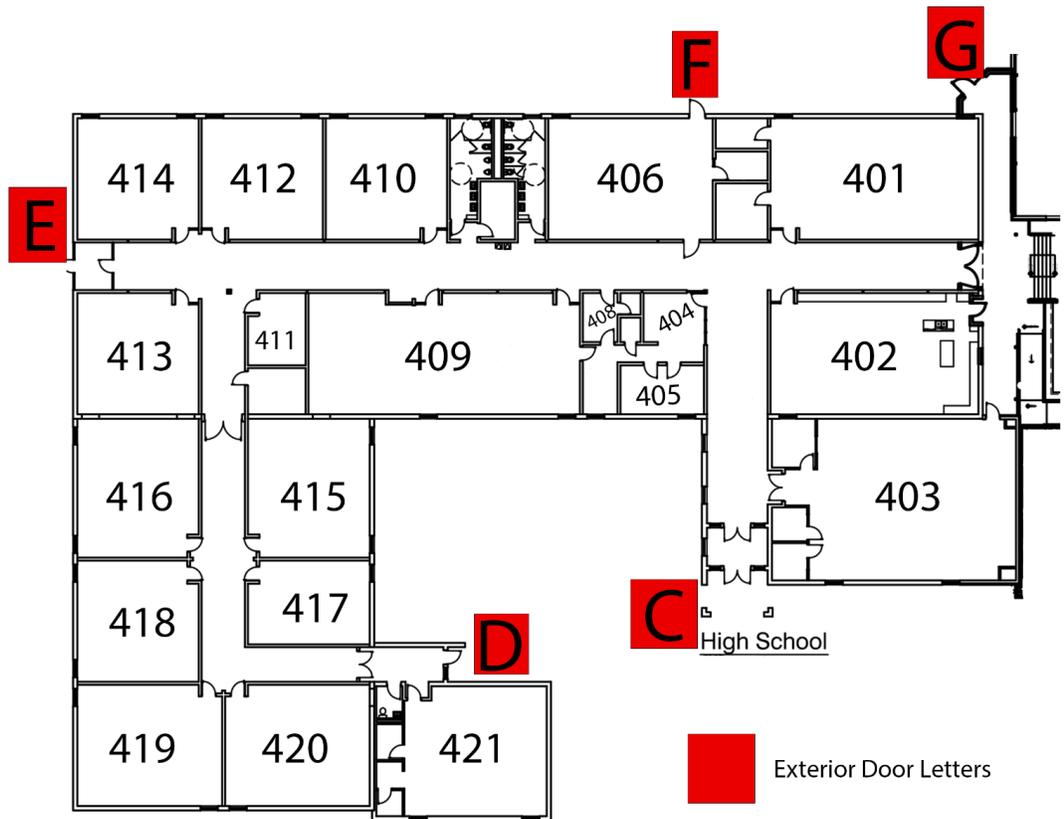
Hemingford High School

Exterior Door Letter

J

K

108

107

101

106

102   103   104   105

A   Elementary 1st Floor

81

205

Bookroom

203

201

206

207

209

208

Elementary 2nd Floor

82

Appendix D – Company/Utilities Name and Phone Number

COMPANY/UTILITIES NAME	COMPANY PHONE NUMBER
Black Hills Energy	800- 694-8989
City of Hemingford	308-487-3465
Century Link	800-201-4099
Mobius Communications	308-487-5500
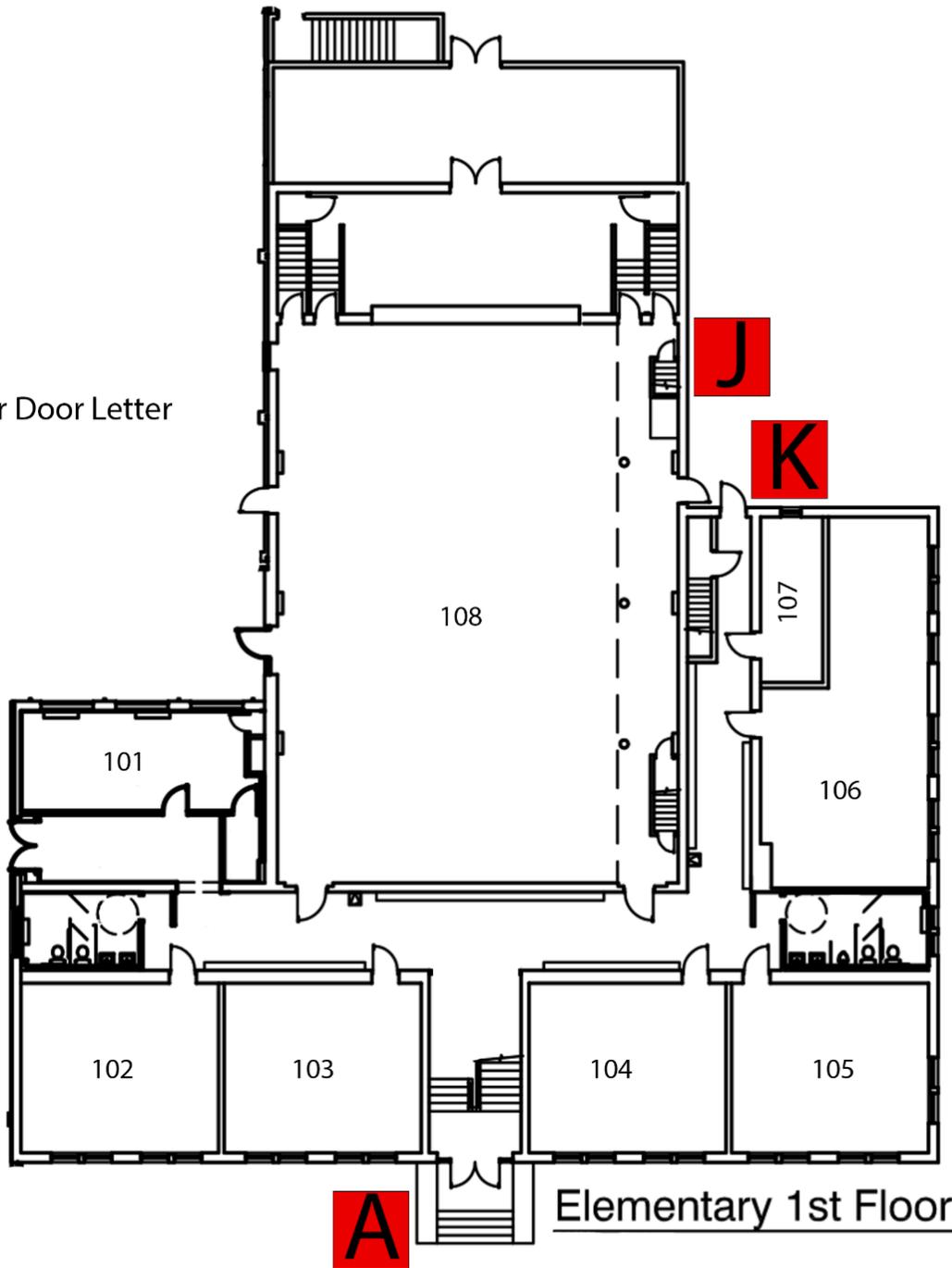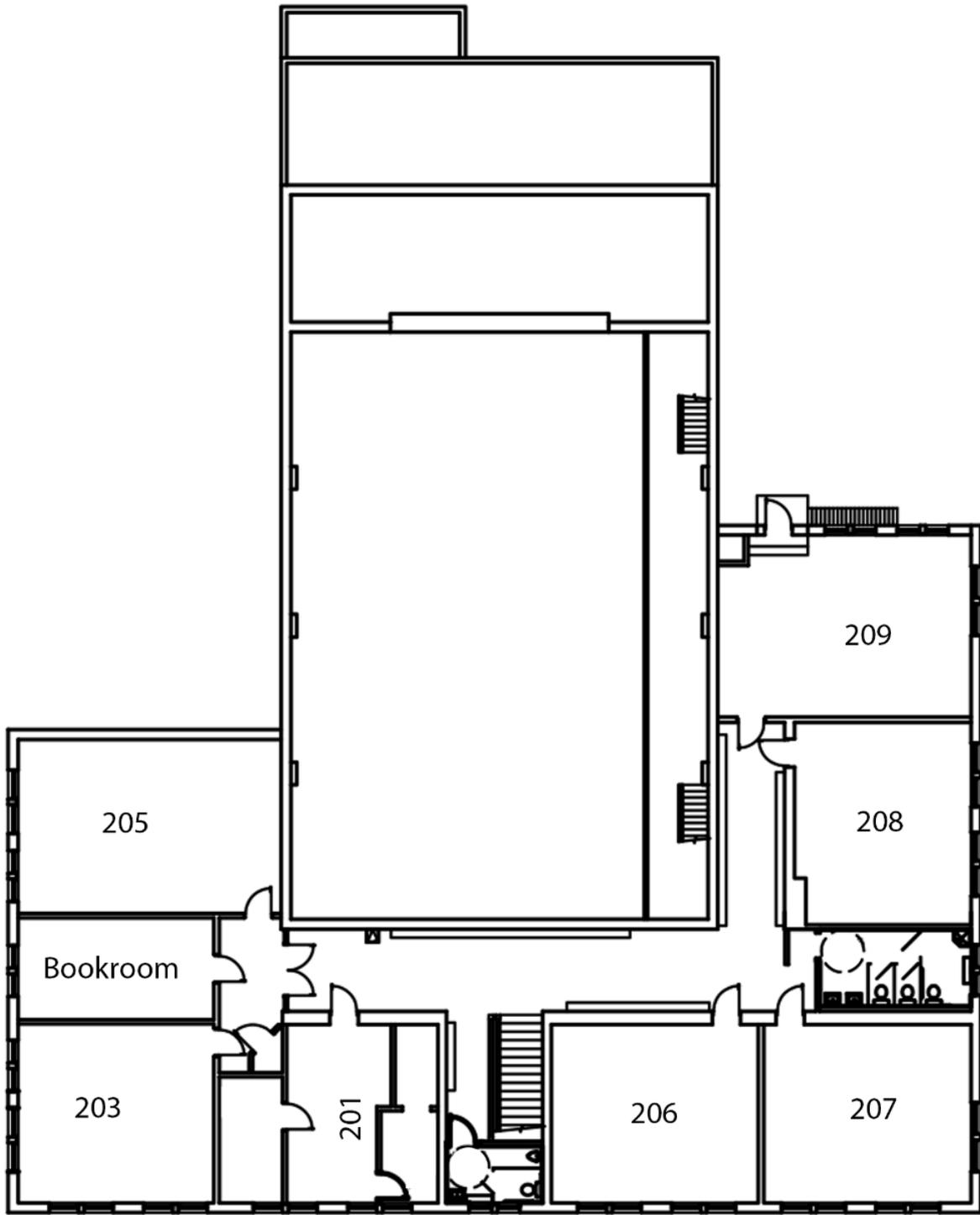
Appendix E1 - ICS Organizational Chart

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.

```
                        ┌─────────────────────────┐
                        │   INCIDENT COMMANDER    │
                        └─────────────────────────┘
  ┌──────────────────────────────┐   ┌─────────────────────────────────┐
  │  PUBLIC INFORMATION OFFICER   │───│       LIAISON OFFICER           │
  └──────────────────────────────┘   └─────────────────────────────────┘
                                      ┌─────────────────────────────────┐
                                      │       SAFETY OFFICER            │
                                      └─────────────────────────────────┘
  ┌──────────────┐  ┌──────────────┐  ┌──────────────┐  ┌──────────────┐
  │ OPERATIONS   │  │  PLANNING    │  │  LOGISTICS   │  │  FINANCE     │
  └──────────────┘  └──────────────┘  └──────────────┘  └──────────────┘
```
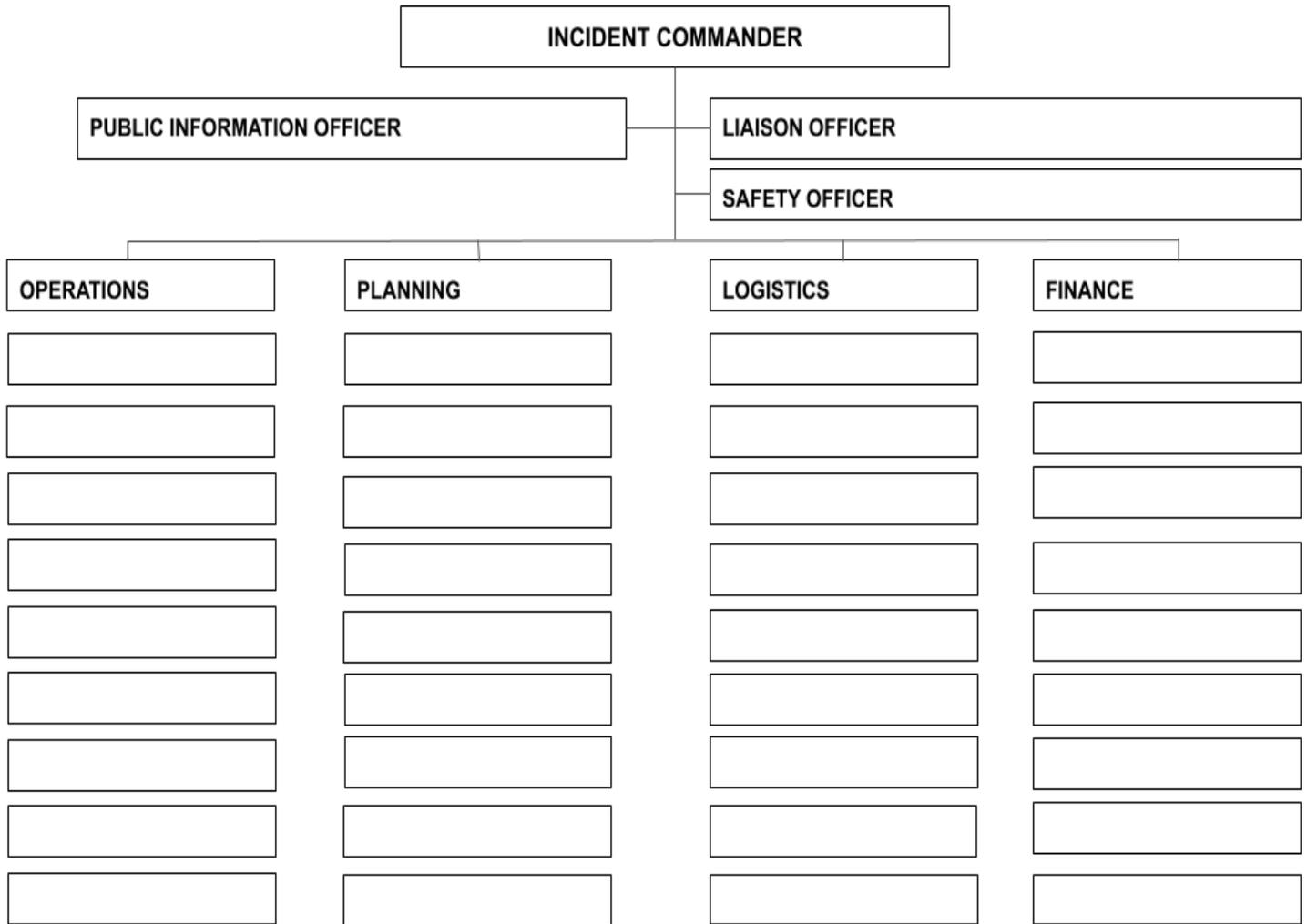
Appendix E2 - ICS Contact List

TITLE/POSITION	NAME	CELL PHONE NUMBER
SUPERINTENDENT	Dr. Travis Miller	
Superintendent back up	Mrs. Mandy Plog	308-760-5958
PRINCIPAL	Mr. Eric Arneson/Mrs. Misty Curtis	
Principal back up	Mr. Todd Westover	
PUBLIC INFORMATION OFFICER	Mandy Plog	308-760-5958
PIO back up		
LIAISON OFFICER		
Liaison Officer back up		
SAFETY OFFICER		
Safety Officer back up		
EMERGENCY MANAGER	Nan Gould	308-340-2350
Emergency Manager back up	Jim Keegan	308-760-4503
LAW ENFORCEMENT		
LAW ENFORCEMENT back up		
FIRE & RESCUE		
FIRE & RESCUE back up		
OPERATIONS SECTION CHIEF		
Operations back up		
PLANNING SECTION CHIEF		
Planning back up		
LOGISTICS SECTION CHIEF		
Logistics back up		
FINANCE SECTION CHIEF	Kristy Hanks	
Finance back up	Deb Campbell	

Appendix E 3 - Finance/Administration Future School Budgets (District provides)

- This page left intentionally blank -

Appendix F – Chronological Log of Activities

_____ INCIDENT COMMANDER

_____ PUBLIC INFORMATION OFFICER

_____ LIAISON OFFICER

_____ SAFETY OFFICER

_____ OPERATIONS SECTION CHIEF

_____ PLANNING SECTION CHIEF

_____ LOGISTICS SECTION CHIEF

_____ FINANCE/ADMINISTRATION CHIEF

Date of Incident: Timeline

Incident Type:

Actions Completed:	Actions:

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.

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

Appendix I

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

Page left intentionally blank

Appendix J - Recording and Distributing the EOP Plan

TITLE/NAME OF PERSON RECEIVING PLAN	AGENCY	DELIVERY DATE	NUMBER OF COPIES DELIVERED
Barb Straub	Village of Hemingford		
Nan Gould	Region 23 Emergency Management		
Shad Bryner	Hemingford Volunteer Fire Department		
Jim Keegan	Region 23 Emergency Management		
Martie Burke	Box Butte County		
J.D. Sutphen	Box Butte County Sheriff		
Ryan Dannar	Box Butte County Sheriff		
Craig Kumpf	Nebraska State Patrol		
Mike Manion	Box Butte County Agricultural Society		

Appendix K1 - Record of Drills/Trainings (2023-2024 YR)

		Present: ✓		Name:
Date	*Type of Training*	*EMS*	*LE*	*School Admin*
May 2023	**Stop the Bleed**			**All Staff**
November 8, 2023	**Fire Drill**			**All Students and Staff**
November 14, 2023	**Fire Drill**			**All Students and Staff**
November 15, 2023	**Hold Drill**			**All Students and Staff**
November 28, 2023	**Severe Weather (Shelter)**			**All Students and Staff**
December 7, 2023	**Secure Drill**			**All Students and Staff**
January 9, 2024	**Lockdown Drill**	**EMS**	**LE**	**All Students and Staff**
January 11, 2024	**Fire Drill**			**All Students and Staff**
February 26, 2024	**Fire Drill**			**All Students and Staff**
March 4, 2024	**Fire Drill**			**All Students and Staff**

Appendix K2 – Schedule/Record of Drills (2024-2025 YR)

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

Appendix K3 – Record of Exercises (2023-2024)

Date	Type of Exercise	Present: ✓		Name:
		EMS	LE	School Admin

SAMPLE TRANSPORT ORGANIZATION CHART

Transport Incident Commander

Public Information Officer

Liaison Officer

Safety Officer

Operations Chief

- Student Assembly Director
- Accountant
- Interpreter
- Lead Kid Wrangler
  - Kid Wrangler
  - Kid Wrangler
  - Kid Wrangler
  - Kid Wrangler
- School Principal
- Lead Security

Planning Chief

- Runner
- Scribe

Logistics Chief

- Transportation
- Communications
- Facilities
- Technology
- Administration Chief

STANDARD™ REUNIFICATION METHOD

Appendix L1 - Transport Organization Chart (Fillable)

\

SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART

SRM - A Practical Method to Unite Students with Parents After an Evacuation or Crisis. | Version 2.0.1 | 06/25/2018   Page 17 of 33

96
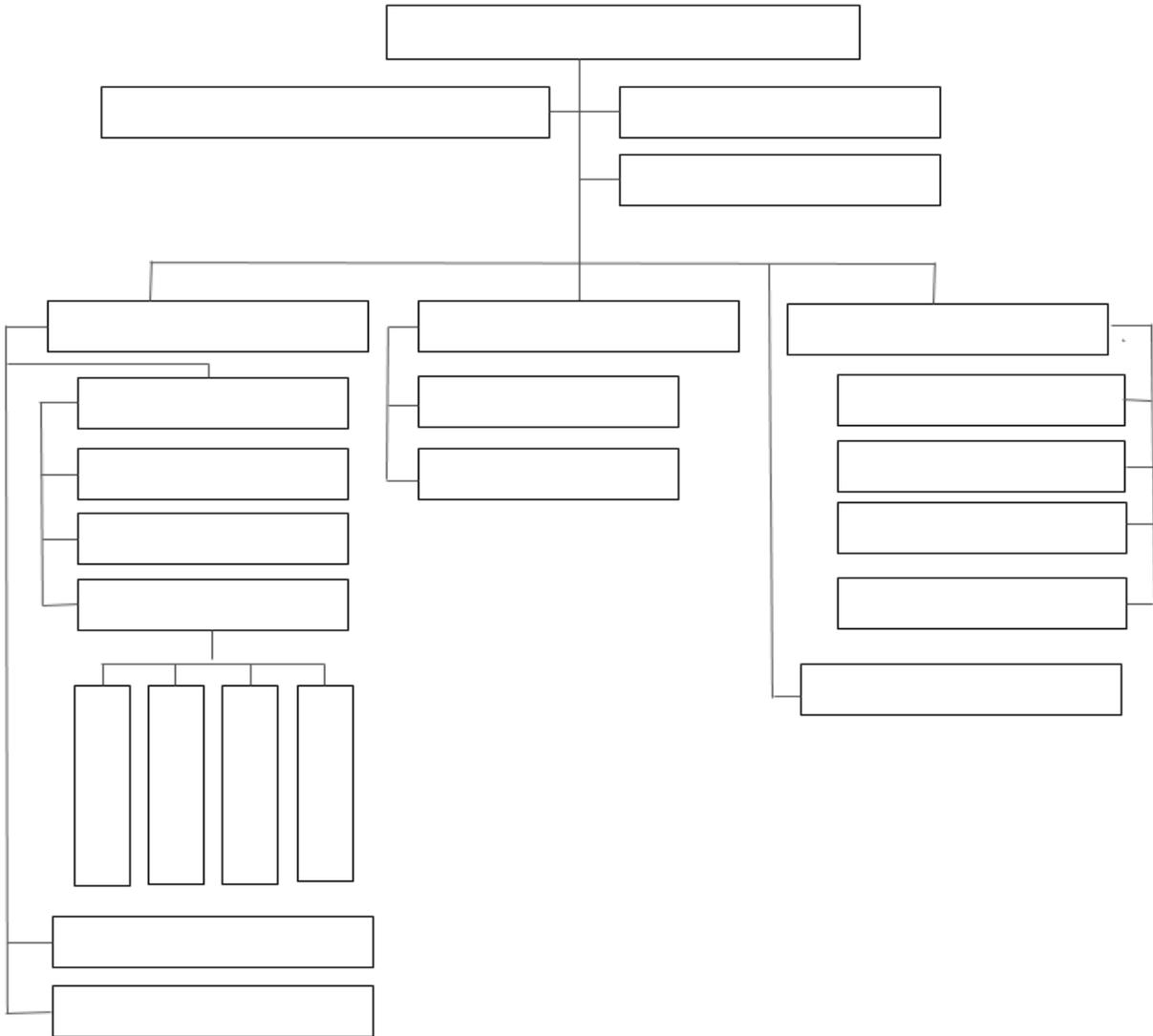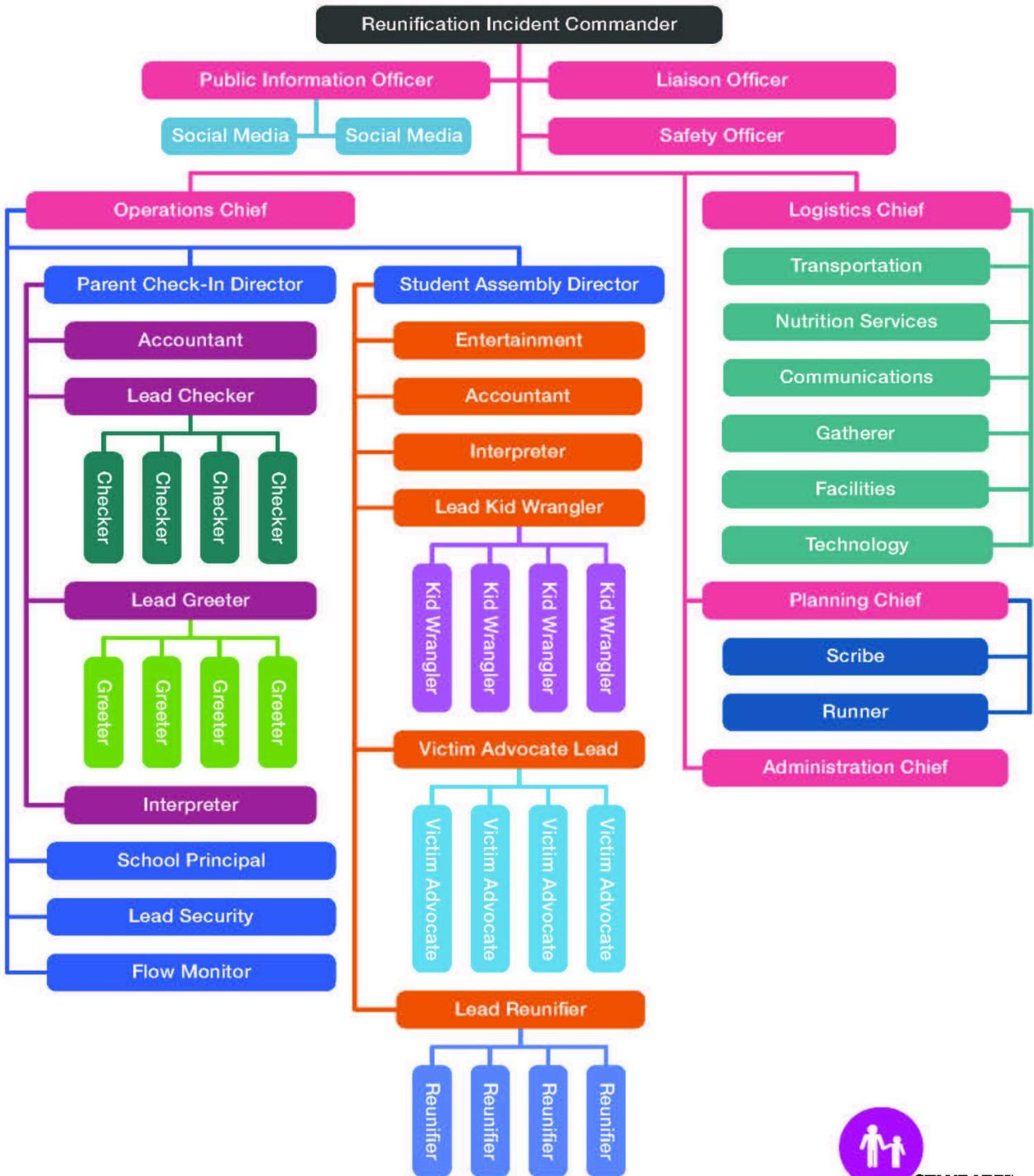
Appendix L2 [Offsite Reunification Chart](#) (Fillable)

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.
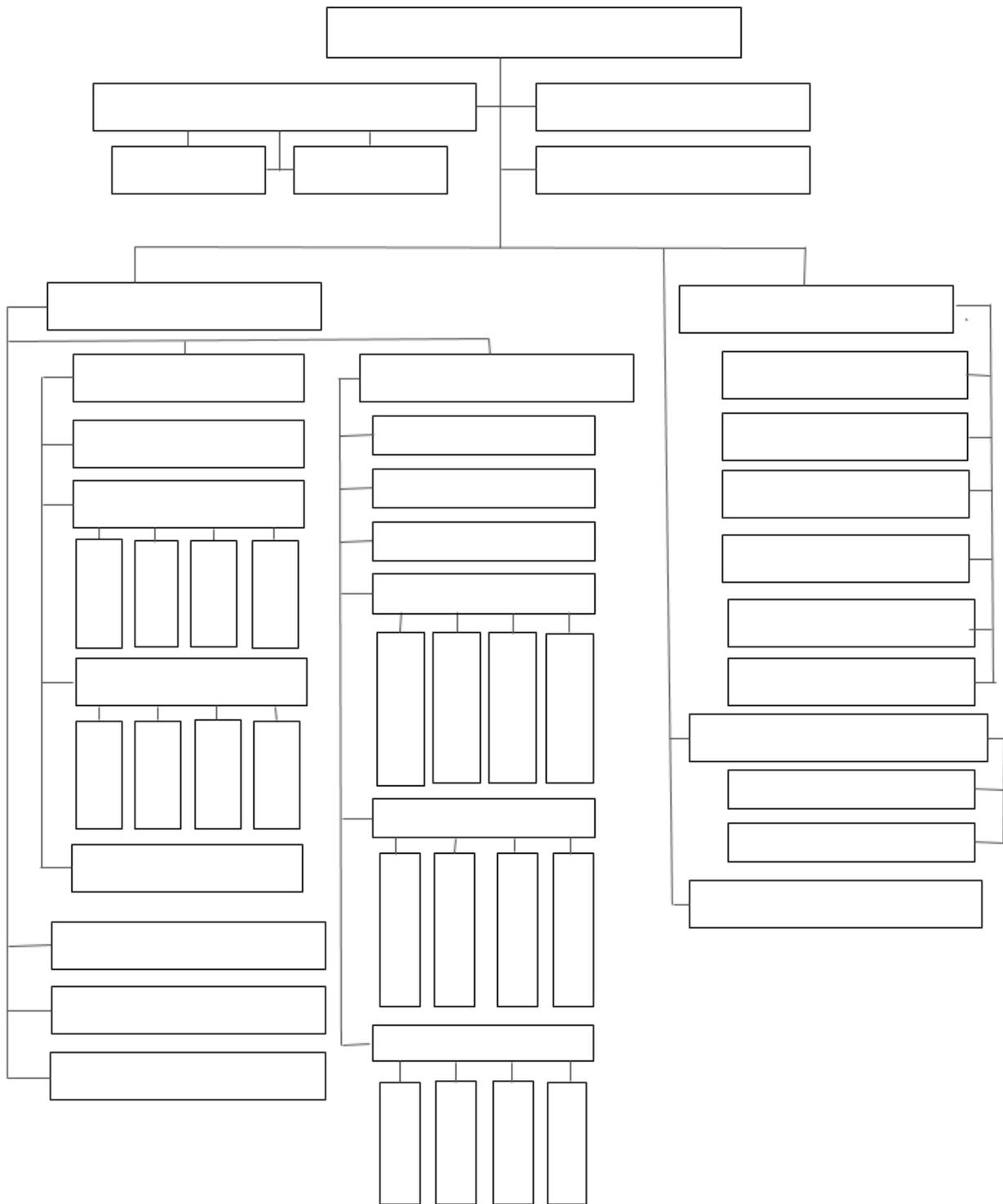
Appendix M1 – COOP (Continuity Of Operations Plan)

Continuity of Operations Plan			
Goal: 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	After
Prevention	Preparedness	Response	Recovery
Business Services (payroll, purchasing)			
● Business Office Staff	● Business Office Staff	● Business Office Staff	● Business Office
Human Resources			
● Business Office	● Business Office Staff	● Business Office Staff	● Business Office
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	After
Prevention	Preparedness	Response	Recovery
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	
	- Explosions - Extreme Temperatures - Social Media Attack - Neighborhood Fire - Wind chill - Avalanches - Pipe Line breaks - Gas/Water breaks - Nuclear Power Plant - Nuclear Explosions - Snow storms - Planned warrant service in area - Political demonstration - Unknown or unauthorized person on grounds	- I.C.E. raids - Gangs - Sex Offender - Kidnapping - Behavioral crisis - Human trafficking - Hostage situation - Domestic violence - Racial matter - Civil unrest/Riot - Fight/assault - Dangerous animal on grounds - Terroristic threat - Thunder/lightning - Criminal activity in area
	- Gangs - Terroristic threats - Behavioral crisis - Pipeline breaks - Gas/water breaks - Homicide - Active killer - Intruder - Mass attack in crowded places in close proximity - Explosions	- Polling/voting places - Parent/custodial issues - Domestic violence - Fight/assault - Bioterrorism - Social media attack - Hostage situation - Riot - Racial matter - Concealed weapons
	- Bomb threat - Earthquake - Tsunamis - Floods - Flood debris flow - Explosion - Dam break	- Snow storms - Nuclear Power Plant - Nuclear explosion - Pipeline break - Gas/water breaks - Hostage situation - Terroristic threat - Chemical spills
	- Hurricanes - Earthquakes - Chemical spills - Nuclear Power Plant	- Nuclear explosion - Tornados - Severe weather
	- Auto/bus crashes - Missing students - Suicide (building or grounds) - Drug dog - Medical emergency - Fight/assault	- Suicide/Drowning - Student/staff death - Domestic violence - Pandemic - Epidemic

Appendix N2 - Risk Assessment Worksheet

Threat/Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
Social Media Attack	**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	☐ **High** ☐ Medium ☐ Low
Utility Line Break	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	☐ **High** ☐ Medium ☐ Low
Behavior Crisis	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**	☐ High ☐ **Medium** ☐ Low
Domestic Violence	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**	☐ **High** ☐ Medium ☐ Low
Fight/Assault	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**	☐ High ☐ **Medium** ☐ Low
Terroristic Threats	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	☐ **High** ☐ Medium ☐ Low
Severe Weather	**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**	☐ **High** ☐ Medium ☐ Low
Criminal Activity in Area	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**	☐ High ☐ **Medium** ☐ Low
Unknown or unauthorized person on grounds	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**	☐ High ☐ **Medium** ☐ Low
Parental/Custodial Issues	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**	☐ High ☐ **Medium** ☐ Low
Chemical Spills/Hazmat Incident	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**	☐ High ☐ **Medium** ☐ Low

Appendix N2 - Risk Assessment Worksheet

Threat/Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
Medical Emergency	**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**	▢ High ▢ **Medium** ▢ 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**	▢ **High** ▢ **Medium** ▢ **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**	▢ High ▢ Medium ▢ 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**	▢ **High** ▢ **Medium** ▢ **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**	▢ High ▢ Medium ▢ 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**	▢ **High** ▢ **Medium** ▢ **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**	▢ High ▢ Medium ▢ 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**	▢ **High** ▢ **Medium** ▢ **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**	▢ High ▢ Medium ▢ 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**	▢ **High** ▢ **Medium** ▢ **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**	▢ High ▢ Medium ▢ Low

Appendix N3 – Examples of Threats/Hazards in SRP Areas

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

- Secure the perimeter
- Lock outside doors
- Everyone inside the building
- Emergency contact list parents/guardians
- Develop EOP Plan prior
- Accountability of students/staff
- Assignment of staff at exterior doors
- Educate parents on secure protocols
- Educate students/staff on secure protocols
- Disseminate parent letter
- Public Information disseminated
- Notify staff/students
- Assignments made for notification coverage
- Door signs removed from exterior doors
- PIO update the all clear
- Scripted announcement modified to situations
- Modify routines according to time of situation (i.e., dismissal, lunch, end of day)
- Open campus return needs to be supervised at one door
- Ensure alignment with LEOP
-
-
-
-
-
-
-
-
-

- Drill Practice
- List of students ready
- Have 'go bags' ready
- Identify perimeter access points
- Ensure exterior doors lock
- Review security procedures frequently
- Copy & Laminate signage
- Display Signage on entrance/exit doors
- Create annual schedule of teaching protocols for parents Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Announcement of end of threat
- Checking in with staff/students who may have been affected
- Watch for students/staff signs & symptoms of distress
- Determine if further action is needed
- Educate students return from lunch, non-exit out of building protocol if in secure
- First Aid Kit
- Ensure medicine, food, etc. for medical purposes is available
-
-
-
-
-
-

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

- Develop EOP Plan prior
- Accountability of students/staff
- Educate parents on lockdown protocols
- Educate students/staff on lockdown protocols
- Disseminate parent letter
- Public Information disseminated
- Notify staff/students
- Assignments made for notification coverage
- Administrator or law enforcement officer unlock each classroom door for the all clear
- Scripted announcement modified to situations
- Modify routines according to time of situation (i.e., dismissal, lunch, end of day)
- Collaborating with community partners
- Testing alarm and intercom systems
- Establish strong visitor protocols
- Educate all staff/students on visitor protocols
- Exercise possible situations
- Educate substitutes on protocols
- Practice and test "out of sight"
- Buses available for evacuation
- Reunification sites identified
- Reunification drilled and exercised
- Set up the reunification site and process (PFA support, interview, notification rooms)
- Establish media location
- Establish Incident Command
- Identify school representative to serve on ESU level SRM Team
- Call 911 - regardless
- First Aid Kit
- Recovery - work under ICS Structure
- Evacuation sites identified
-

- Drill Practice(Muscle memory)
- List of students ready
- Have 'go bags' ready
- Review security procedures frequently
- Copy & Laminate signage
- Display Signage in prominent places
- Create annual schedule of teaching protocols for parents
- Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Checking in with staff/students who may have been affected
- Watch for students/staff signs & symptoms of distress
- Threat assessment team and process in place
- Threat management process in place
- Office Personnel attend Secretaries Safety Training
- Doors/windows numbered (interior & exterior)
- Ensure all classroom door locks in working condition (from inside if possible)
- Evacuation sites tested for functionality
- ROK KIT prepared and ready to go
- Third party identified to answer student call when self evacuating
- Third party trained how to answer call
- Assign personnel to, set and mark perimeter at school
- Assign personnel to, set and mark perimeter at reunification site
- Ensure medicine, food, etc. for medical purposes is available
- Ensure alignment with LEOP

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

- Everyone outside the building
- Emergency contact list parents/guardians
- Develop EOP Plan prior
- Accountability of students/staff
- Educate parents on evacuate protocols
- Educate students/staff on evacuate protocols
- Disseminate parent letter
- Notify staff/students
- Assignments made for notification coverage
- PIO notification
- Scripted announcement modified to situations
- Notification from an entity about a pending community hazard off school property
- Identify Evacuation Site - backup site identified
- Ensure accessibility at all times to evacuation site
- Assigned staff for safe street crossing
- Call 911 - regardless
- Reunification with parents following SRM
- If deemed all clear, school resumes and student movement back to building
- First Aid Kit
- Threat Assessment team assess validity and credibility of Bomb/Terroristic Threat
-
-
-
-
-
-
-
-
-

- Drill Practice
- List of students ready
- Have 'go bags' ready
- Review security procedures frequently
- Copy & Laminate signage
- Display SRP Posters around building
- Create annual schedule of teaching protocols for parents
- Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Checking in with staff/students who may have been affected
- Watch for students/staff signs & symptoms of distress
- Determine if further action is needed
- Procedures for early dismissal due to evacuate situation
- Ensure medicine, food, etc. for medical purposes is available
- Transportation plan
- Supervision of student movement to location (backup plan if teacher/staff incapacitated)
- PIO notification regarding next school day
- Ensure alignment with LEOP
-
-
-
-
-
-
-
-
-
-

Shelter

Potential Hazards/Threats

Hurricanes	Earthquake	Chemical Spills	Nuclear Power Plant
Nuclear Explosions	Tornados	Severe Weather	

- Everyone inside the building
- Emergency contact list parents/guardians
- Develop EOP Plan prior
- Accountability of students/staff
- Assignment of staff at exterior doors
- Educate parents on Shelter protocols
- Educate students/staff on Shelter protocols
- Disseminate parent letter
- Public Information disseminated
- Notify staff/students
- Assignments made for notification coverage
- PIO update the all clear
- Scripted announcement modified to situations
- Modify routines according to time of situation (i.e., dismissal, lunch, end of day)
- Check local weather conditions on a regular basis
- Have protocols developed for when school is weather watch/warnings
- Regularly clean Shelter area
- Determine needs of special ed/physically challenged
- Call 911 - to inform of Sheltering
- Access to weather alert radio
- If feasible, handheld radios
- Recovery - work under ICS Structure
- Identify students that need immediate physical/emotional support
-
-
-
-
-
-
-
-
-
-
-
-

- Practice
- List of students ready
- Have 'go bags' ready
- Ensure exterior doors lock
- Review security procedures frequently
- Copy & Laminate signage
- Display Signage on areas of shelter
- Create annual schedule of teaching protocols for parents
- Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Announcement of end of threat
- Watch for students/staff signs & symptoms of distress
- Determine if further action is needed
- Educate students return from lunch, non-exit out of building protocol if in Shelter
- Ensure alignment with LEOP
- All Shelter locations identified, appropriate for Hazard type
- Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water)
- Food and snacks
- HVAC system turned off for chemical spill
- Ensure medicine, food, etc. for medical purposes is available in Shelter
- Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit, Weather Alert Radio)
-
-
-
-
-
-
-
-
-
-
-

Incidental

Potential Hazard/Threat

Suicide (in building/on grounds)	Drug Dog	Medical Emergency	Fight/Assault
Domestic Violence	Pandemic	Epidemic	

- Emergency contact list parents/guardians
- Develop EOP Plan prior
- Accountability of students/staff
- Assignment of staff at exterior doors
- Educate parents on protocols
- Educate students/staff on protocols
- Disseminate parent letter
- Public Information disseminated
- Notify staff/students
- Scripted announcement modified to situations
- Educate students about seatbelts
- Educate students about texting and driving
- Educate students about defensive driving
- Align memorials with PFA
- Contact suicide partners (i.e., LOSS teams)
- Follow ICS Structure for Auto/Bus Crashes
- Identify support rooms for PFA team
-
-
-
-
-
-
-
-

- Review security procedures frequently
- Checking in with staff/students who may have been affected
- Watch for students/staff signs & symptoms of distress
- Determine if further action is needed
- Ensure alignment with LEOP
- First Aid Kit
- Suicide Prevention Training
- Practice protocols for bus safety
- Bus evacuation drills
- Team has been trained in PFA
- Support team has PFA process in place
- Contact ESU for PFA assistance
- Good Supervision of all students in all settings
- Follow through with Bully/Cyberbullying reports
-
-
-
-
-
-
-

HOLD

Situation			
Auto/Bus Crashes	Suicide	Drowning	Staff/Student Death
Missing Student			

● Develop EOP Plan prior ● Accountability of students/staff ● Educate parents on HOLD protocols ● Educate students/staff on HOLD protocols ● Disseminate parent letter ● Public Information disseminated ● Notify staff/students ● Assignments made for notification coverage ● PIO update the all clear ● Scripted announcement modified to situations ● Modify routines according to time of situation (i.e., dismissal, lunch, end of day) ● Open campus return needs to be supervised at one door ● Exterior/Interior Doors and Windows numbered ● Call 911 ● Move affected students away from line of sight of the incident ● ● ● ● ● ● ● ● ● ●	● Drill Practice ● Identify perimeter access points ● Ensure exterior doors lock ● Review security procedures frequently ● Create annual schedule of teaching protocols for staff/students ● Create annual schedule for drilling ● Announcement of end of threat ● Checking in with staff/students who may have been affected ● Watch for students/staff signs & symptoms of distress ● Determine if further action is needed ● Educate students return from lunch, non-exit out of building protocol if in HOLD ● Ensure alignment with LEOP ● First Aid Kit ● Ensure medicine, food, etc. for medical purposes is available ● ● ● ● ● ● ● ● ●

Appendix N4 – Goals/Objectives and Action Plan

Hazard: SevereWeather/ Tornado

Goal:
  1) (BEFORE) Lessen effects of weather by strengthening/securing building(s) and property to prevent loss or injury to life.
  2)(DURING) Protect life and property from damage by the weather.
  3)(AFTER) Provide necessary medical attention to those in need.

Objectives:
  1.1 Conduct shelter/tornado training and drills.
  1.2 Identify location for shelter.
  1.3 Ensure shelter 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 unsecured 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
Incident Commander			
● Develop EOP Plan prior	●	● Notify staff/students	● Recovery - work under ICS Structure ● Announcement of end of threat ● Determine if further action is needed
Public Information Officer			
● Public Information disseminated	● Public Information disseminated ● Disseminate parent letter	● Public Information disseminated ● Scripted announcement modified to situations	● Public Information disseminated ● PIO update the all clear
Liaison Officer			
●	● Ensure alignment with LEOP	● Call 911 - to inform of Sheltering	●
Safety Officer			

● Ensure building are structurally sound ● Ensure exterior doors lock	● Check local weather conditions on a regular basis ● Access to weather alert radio ● Ensure alignment with LEOP	● Everyone inside the building ●	● ●
Operations			
●	● Assignments made for notification coverage ● Assignment of staff at exterior doors	● Modify routines according to time of situation (i.e., dismissal, lunch, end of day)	● Identify students that need immediate physical/emotional support ● Watch for students/staff signs & symptoms of distress
Planning			
● Develop EOP Plan prior	● Have protocols developed for when school is weather watch/warnings ● Determine needs of special ed/physically challenged ● Review security procedures frequently ● Copy & Laminate signage ● Display Signage on areas of shelter ● Create annual schedule of teaching protocols for parents ● Create annual schedule of teaching protocols for staff/students ● Create annual schedule for drilling ● Educate students return from lunch, non-exit out of building protocol if in Hold ● Trainings/Drills are conducted ● Educate students/staff on Hold protocols ● Create annual schedule of teaching protocols for parents ● Educate parents on Hold protocols	●	●

Logistics			
●	● If feasible, handheld radios ● Ensure medicine, food, etc. for medical purposes is available for those in need during Hold	●	●
Finance/Administration			
●	● List of students ready ● Emergency contact list parents/guardians	● Accountability of students/staff ● Place correct signage on entrance doors	● Accountability of students/staff

Appendix N4 - 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 assessment 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
Incident Commander			
● Develop EOP Plan prior ● Establish PLC/MTSS teams	●	● Notify Law Enforcement ● Notify staff/students ●	● Recovery - work under ICS Structure ● Announcement of end of threat ● Determine if further action is needed
Public Information Officer			
● Public Information disseminated	● Public Information disseminated ● Disseminate parent letter	● Public Information disseminated ● Scripted announcement modified to situations	● Public Information disseminated ● PIO update the all clear
Liaison Officer			
●	● Ensure alignment with LEOP	●	●
Safety Officer			
● Ensure building are	●	●	●

structurally sound ● Ensure exterior doors lock	● Ensure alignment with LEOP	●	●
Operations			
●	● Regularly schedule PLC/MTSS meetings	Contact Mental Health team	● Identify students that need immediate physical/emotional support ● Watch for students/staff signs & symptoms of distress
Planning			
● Develop EOP Plan prior	● ● Create annual schedule of teaching protocols for parents ● Create annual schedule of teaching protocols for staff/students ● Trainings/Drills are conducted ● Establish Threat Assessment Team	●	●
Logistics			
●	● If feasible, handheld radios ●	●	●
Finance/Administration			
●	● List of students ready ● Emergency contact list parents/guardians	● Accountability of students/staff ● Place correct signage on entrance doors	● Accountability of students/staff

Appendix N5 - Goals/Objectives and Action Plan (Fillable)

Hold/Incidental: Medical Emergency
Goal: 　1) (BEFORE)Provide a safe/ healthy learning environment 　2)(DURING) Render first aid to an individual experiencing a medical emergency with the least disruption to learning. 　3)(AFTER) Debrief with staff/students involved. If due to an accident correct hazard that created the medical emergency
Objectives: 　1.1 Promote wellness and safety culture 　1.2 Conduct CPR/AED/Seizure/First Aid/ Bloodborne Pathogen training to staff 　1.3 Upkeep of safe facilities and maintenance 　2.1 Ensure safety of self and others 　2.2 Identify when to call EMS and report on needed information for emergency responders. 　　　　**When in doubt call them out!** 　2.3 Hold- Decrease the audience and have the halls cleared. 　3.1 Immediately begin to provide PFA to those in need. 　3.2 Inspect area for hazards and ensure cleanliness 　3.3 Complete an After Action review

Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
● Develop EOP Plan prior	● Training for staff in First Aid/AED/ CPR	● Notify staff/students if deemed necessary while ensuring privacy	● Recovery - work under ICS Structure ● Announcement of end of incident ● Determine if further action is needed
Public Information Officer			
● Public Information disseminated	● Public Information disseminated ● Disseminate parent letter	● Public Information disseminated ● Scripted announcement modified to situations	● Public Information disseminated ● PIO update the all clear
Liaison Officer			
●	● Ensure alignment with LEOP	● Call 911 - to inform of	●

		emergency	
Safety Officer			
● Ensure building are structurally sound and safe ●	● conditions on a regular basis ● All doors are in working order and free of clutter ● ●	● Everyone clear of halls ● Meet emergency responders at the door and escort them to location	● Put in maintenance work order if needed ●
Operations			
●	●	● Modify routines according to time of situation (i.e., dismissal, lunch, end of day)	● Identify students that need immediate physical/emotional support ● Watch for students/staff signs & symptoms of distress
Planning			
● Develop EOP Plan prior	● ● Determine needs of special ed/physically challenged ● Review security procedures frequently ● Copy & Laminate signage ● Display Signage on areas of shelter ● Create annual schedule of teaching protocols for parents ● Create annual schedule of CPR/ First Aid training ● Create annual schedule for drilling ● Educate students return from lunch, non-exit out of building protocol if inHold ● Trainings/Drills are conducted ● Educate students/staff on Hold protocols ● Create annual schedule of teaching protocols for parents ● Create annual schedule of teaching protocols for staff/students ● Educate parents on Hold	●	●

	protocols		
Logistics			
●	● If feasible, handheld radios ● Ensure Talako Safety box supplies are in needed location ● Ensure medicine, food, etc. for medical purposes is available in Hold ● Supplies in Talako Safety boxes are not expired and stocked ● Notify Nurse of any used supplies that need replaced	●	●
Finance/Administration			
●	● List of students ready ● Emergency contact list parents/guardians	● Accountability of students/staff ● Place signage on entrance doors	● Accountability of students/staff

---

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			
● Develop EOP Plan prior ● Comprehensive Supervision of all		● Align memorials with PFA ● Notify staff/students	● Align memorials with PFA ● Recovery - work

staff/students in all settings			• under ICS Structure • Announcement of end of threat • Determine if further action is needed
Public Information Officer			
• Public Information disseminated	• Scripted announcement ready to be modified • Public Information disseminated • Disseminate parent letter	• Public Information disseminated • Scripted announcement modified to situations	• Scripted announcement modified to situations • Public Information disseminated • PIO update the all clear
Liaison Officer			
•	• • Ensure alignment with LEOP	• Contact ESU for PFA assistance • Call 911 - to inform of Sheltering	• Contact ESU for PFA assistance • Contact suicide partners (i.e., LOSS teams)
Safety Officer			
• Ensure buildings are structurally sound • Ensure exterior doors lock	• Ensure alignment with LEOP	• Everyone inside the building	• Follow through with Bully/Cyberbullying reports
Operations			
•	• Assignment of staff at exterior doors • Identify PFA support rooms for PFA team • Assignments made for notification coverage	• Align memorials with PFA • Modify routines according to time of situation (i.e., dismissal, lunch, end of day)	• Checking in with staff/students who may have been affected • Watch for students/staff signs & symptoms of distress • Identify students that need immediate physical/emotional support
Planning			
• Develop EOP Plan prior	• Suicide Prevention Training	•	•

	• Team has been trained in PFA • Support team has PFA process in place • Review security procedures frequently • Educate students/staff on Suicide prevention • Educate students, staff, parents, and community in report line and how to report concerns		
Logistics			
•	• Ensure medicine, food, etc. for PFA support rooms	•	•
Finance/Administration			
•	• Emergency contact list parents/guardians	• Accountability of students/staff	• Accountability of students/staff

---

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 on 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			
• Develop EOP Plan prior	•	• Notify staff/students	• Recovery - work under ICS Structure • Announcement of end of threat

			● Determine if further action is needed
Public Information Officer			
● Public Information disseminated	● Scripted announcement ready to be modified ● Public Information disseminated ● Disseminate parent letter	● Disseminate parent letter ● Public Information Disseminated ● Scripted announcement modified to situations	● Announcement of end of threat ● Disseminate parent letter ● Public Information disseminated ● PIO update the all clear ●
Liaison Officer			
●	● Ensure alignment with LEOP ●	● Call 911	●
Safety Officer			
● Review security procedures frequently ● Ensure building are structurally sound ● Ensure exterior doors lock	● Check local weather conditions on a regular basis ● Access to weather alert radio ● Ensure alignment with LEOP ● Identify perimeter access points	● Everyone inside the building	●
Operations			
●	● Assignments made for notification coverage ● Assignment of staff at exterior doors	● Lock outside doors ● Secure the perimeter ● Modify routines according to time of situation (i.e., dismissal, lunch, end of day) ● HVAC system turned off for chemical spill ● Checking in with staff/students who may have been affected	● Identify students that need immediate physical/emotional support ● Watch for students/staff signs & symptoms of distress ● Checking in with staff/students who may have been affected
Planning			
● Develop EOP Plan prior	● Educate parents on secure protocols ● Educate students/staff on secure protocols ● Create annual schedule	●	●

	of teaching protocols for parents ● Create annual schedule of teaching protocols for staff/students ● Create annual schedule for drilling ● Determine needs of special ed/physically challenged ● Review security procedures frequently ● Copy & Laminate signage ● Display Signage on areas of shelter ● Educate students return from lunch, non-exit out of building protocol ● Trainings/Drills are conducted		
Logistics			
●	● Regularly clean Shelter area ● If feasible, handheld radios ● Display Signage on areas of shelter ● All Shelter locations identified, appropriate for type of hazard ● Appropriate Shelter supplies placed in shelter locations (i.e., duct tape, plastic, bottled water) ● Food and snacks ● Ensure medicine, food, etc. for medical purposes is available in Shelter ● Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit, Weather Alert Radio) ● Have 'go bags' ready	●	●

Finance/Administration			
●	● List of students ready ● Emergency contact list parents/guardians	● Accountability of students/staff ● Place signage on exterior doors	● Accountability of students/staff

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	Response	Recovery
Incident Commander			
● Develop EOP Plan prior ● Threat *management* process in place	● Threat *assessment* team and process in place	● Establish Incident Command ● Not opening classrooms w/o law enforcement ● Notify staff/students	● Administrator or law enforcement officer unlock each classroom door for the all clear ● Recovery - work under ICS Structure ● Announcement of end of threat ● Determine if further action is needed
Public Information Officer			
● Public Information disseminated	● Public information disseminated ● Disseminate parent letter	● Public Information disseminated ● Scripted announcement modified to situations	● Public Information disseminated ● PIO update the all clear
Liaison Officer			
●	● Ensure alignment with	● Call 911	● Ensure alignment

	LEOP ● Collaborating with community partners	● Ensure alignment with LEOP ● Communication with EMS and Law Enforcement	with LEOP
Safety Officer			
● Ensure building are structurally sound ● Ensure exterior doors lock ● Review security procedures frequently	● Ensure alignment with LEOP	● Everyone inside the building ● Protect crime scene ● "Don't touch anything	●
Operations			
●	● Assignments made for notification coverage ● Assignment of staff at exterior doors ● Testing alarm and intercom systems ● Buses available for evacuation ● Evacuation sites tested for functionality ● If feasible, handheld radios	● Modify routines according to time of situation (i.e., dismissal, lunch, end of day) ● Assign personnel to, set and mark perimeter at school ● Assign personnel to, set and mark perimeter at reunification site	● Identify students that need immediate physical/emotional support ● Watch for students/staff signs & symptoms of distress ● Render First aid ● Assign personnel to, set and mark perimeter at school ● Assign personnel to, set and mark perimeter at reunification site
Planning			
● Develop EOP Plan prior ● Office Personnel attend Secretaries Safety Training	● Establish media location ● Evacuation sites identified ● Third party identified to answer student call when self evacuating ● Third party trained how to answer call ● Determine needs of special ed/physically challenged ● Copy & Laminate signage ● Create annual schedule of teaching protocols for parents	●	●

	● Create annual schedule of teaching protocols for staff/students ● Create annual schedule for drilling ● Educate students return from lunch, non-exit out of building protocol ● Trainings/Drills are conducted ● Educate students/staff on protocols ● Educate parents on protocols ● Establish strong visitor protocols ● Educate all staff/students on visitor protocols ● Exercise possible situations ● Educate substitutes on protocols ● Practice and test "out of sight" ● Reunification sites identified ● Reunification drilled and exercised ● Set up the reunification site and process (PFA support, interview, notification rooms)		
Logistics			
●	● Doors/windows numbered (interior & exterior) ● Have 'go bags' ready ● ROK KIT prepared and ready ● Ensure medicine, food, etc. for medical purposes is available in Shelter ● Supplies in Shelter (alternative supplies - flashlights, alternative power supply, First Aid Kit) ● If feasible, handheld radios	●	●

Finance/Administration			
●	● List of students ready ● Emergency contact list parents/guardians ● Key control for all staff	● Accountability of students/staff ●	● Accountability of students/staff

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			
● Develop EOP Plan prior	●	● Notify staff/students	● Recovery - work under ICS Structure ● Announcement of end of threat ● Determine if further action is needed
Public Information Officer			
●	● Scripted announcement to be modified for situations ● Disseminate SRP parent letter ● Public Information disseminated	● Disseminate parent letter ● Public Information disseminated ● Scripted announcement modified to situations	● Disseminate parent letter ● Public Information disseminated ● PIO update the all clear ● PIO notification regarding next school day
Liaison Officer			
●	● Ensure alignment with LEOP	● Call 911 - regardless (anticipated)	●

Safety Officer			
• Ensure buildings are structurally sound • Ensure exterior doors lock	• Supervision of student movement to location (backup plan if teacher/staff incapacitated) • Review security procedures frequently •	• Everyone outside the building • Supervision of student movement to location (backup plan if teacher/staff incapacitated • Ensure accessibility at all times to evacuation site	• Supervision of student movement to location (backup plan if teacher/staff incapacitated) • Ensure accessibility at all times to evacuation site
Operations			
• Ensure buildings are structurally sound • Ensure exterior doors lock	• Reunification with parents following SRM • Assignments made for notification coverage • Assignment of staff at exterior doors • Assigned staff for safe street crossing • Ensure accessibility at all times to evacuation site • Fire route plans posted in all locations	• Reunification with parents following SRM • Display SRP Signs on building doors • Modify routines according to time of situation (i.e., dismissal, lunch, end of day) • Assigned staff for safe street crossing	• Reunification with parents following SRM • Assigned staff for safe street crossing • Identify students that need immediate physical/emotional support • Watch for students/staff signs & symptoms of distress • Carry out procedures for early dismissal due to evacuate situation
Planning			
• Display SRP Posters around building	• Identify Evacuation Site - backup site identified • Determine procedures for early dismissal due to evacuate situation • Determine needs of	•	•

	special ed/physically challenged ● Copy & Laminate signage ● Display SRP Posters around building ● Create annual schedule of teaching evacuate protocols for parents ● Create annual schedule of teaching evacuate protocols for staff/students ● Create annual schedule for drilling ● Educate students return from lunch, non-exit out of building protocol if in Evacuation ● Trainings/Drills are conducted ● Educate students/staff on Evacuation protocols ● All Evacuation locations identified, appropriate for type of hazard type		
Logistics			
● Develop a Transportation plan	● Transportation plan ● If feasible, handheld radios ● Appropriate supplies (i.e., bottled water) ● Have 'to go' bags ready ● Food and snacks ● Ensure medicine, food, etc, for medical purposes is available ● Coordinate supplies in Evacuate (alternative supplies - flashlights, First Aid Kit, bottled water)	● Transportation plan	● Transportation plan
Finance/Administration			
●	● List of students ready ● Emergency contact list parents/guardians	● Accountability of students/staff	● Accountability of students/staff

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
2.3

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	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
● Develop EOP	● Develop Continuity of Learning Plan	● Modify Continuity of Learning plan to fit the current situation	● ● Recovery - work under ICS Structure ● Announcement of end of threat ● Determine if further action is needed ●
Public Information Officer			
●	● Scripted announcement to be modified for situations ● Disseminate SRP parent letter ● Public Information disseminated	● Disseminate parent letter ● Public Information disseminated ● Scripted announcement modified to situations	● Disseminate parent letter ● Public Information disseminated ● PIO update the all clear ● PIO notification regarding next school day
Liaison Officer			
●	● Ensure alignment with LEOP	●	●
Safety Officer			
●	● Review current medical guidance frequently ● Review security procedures frequently	●	●

Operations			
●	● Ensure windows are in working order ● Air quality monitors are active ● Ensure clean facilities	● Modify routines according to time of situation (i.e., dismissal, lunch, end of day) ● Follow recommended CDC cleaning requirements	● Check in with Staff/Students that may have been affected ● Identify students in need of mental health supports
Planning			
●	● Educate parents on protocols ● Educate Staff/Students on protocols	●	●
Logistics			
●	● Inventory PPE and other necessary supplies	● Monitor Supply of PPE and other necessary supplies ● Transportation	● Restock of PPE ● Transportation
Finance/Administration			
●	● List of students ready ● Emergency contact list parents/guardians	● Accountability of students/staff ● Screen and track visitors	● Accountability of students/staff

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			
• Develop EOP Plan	● Keep records backed up	● Notify Alicap	• Determine if further action is needed
Public Information Officer			
•	• Scripted announcement to be modified for situations • Disseminate SRP parent letter • Public Information disseminated	• Disseminate parent letter • Public Information disseminated • Scripted announcement modified to situations	• Disseminate parent letter • Public Information disseminated • PIO update the all clear • PIO notification regarding next school day
Liaison Officer			
•	• Ensure alignment with LEOP	•	•
Safety Officer			
•	• Review security procedures frequently	•	•
Operations			
•	• Keep records backed up	• Ensure all computer systems are shut down and unplugged • Modify routines according to time of situation (i.e., dismissal, lunch, end of day)	• Checking in with staff/students who may have been affected
Planning			
•	• Keep records backed up • Create annual schedule of teaching protocols for parents Create annual schedule of teaching protocols for staff/students •	•	•
Logistics			

●	● Ensure vital medical information is available	●	●

Finance/Administration			
●	● List of students ready ● Emergency contact list parents/guardians	● Accountability of students/staff ● Screen and track visitors	● Accountability of students/staff

---

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 students 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			
● Develop an EOP prior	●	● Notify staff/students ● Align memorials with PFA	● Determine if further action is needed ● Align memorials with PFA
Public Information Officer			
● Information disseminated	● Scripted announcement ready to be modified ● Disseminate parent letter ● Public information disseminated	● Public Information disseminated ● Scripted announcement modified to situations	● Public information disseminated ● Scripted announcement modified to situations
Liaison Officer			
●	● Ensure alignment with LEOP	● Contact ESU for PFA assistance	● Contact ESU for PFA assistance ● Contact other

			partners to assist with counseling
Safety Officer			
●	●	●	●
Operations			
●	● Identify PFA support rooms for PFA team ● Assignments made for notification coverage	● Align memorials with PFA ● Modify routines according to time of situation (dismissal, lunch, end of day)	● Checking in with staff/students who may have been affected ● Watch for student/staff signs & symptoms of distress ● Identify students that need immediate physical/emotional support
Planning			
● Develop EOP prior	● Team has been trained in PFA ● Support team has PFA ● Training	●	●
Logistics			
●	● Ensure PFA support rooms have necessary equipment	●	●
Finance/Administration			
●	● List of students ready ● Emergency contact list parents/guardians	● Accountability of students/staff ● Screen and track visitors	● 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			
● Develop EOP Plan prior ● Threat *management* process in place	● Threat *assessment* team and process in place	● Establish Incident Command ● Not opening classrooms w/o law enforcement ● Notify staff/students	● Administrator or law enforcement officer unlock each classroom door for the all clear ● Recovery - work under ICS Structure ● Announcement of end of threat ● Determine if further action is needed
Public Information Officer			
● Public Information disseminated	● Public information disseminated ● Disseminate parent letter	● Public Information disseminated ● Scripted announcement modified to situations	● Public Information disseminated ● PIO update the all clear
Liaison Officer			
●	● Ensure alignment with LEOP ● Collaborating with community partners	● Call 911 ● Ensure alignment with LEOP ● Communication with EMS and Law Enforcement	● Ensure alignment with LEOP
Safety Officer			
● Ensure building are structurally sound ● Ensure exterior doors lock	● Ensure alignment with LEOP	● Everyone inside the building ● Protect crime scene	●

● Review security procedures frequently		● "Don't touch anything	

Operations

●	● Assignments made for notification coverage ● Assignment of staff at exterior doors ● Testing alarm and intercom systems ● If feasible, handheld radios	● Modify routines according to time of situation (i.e., dismissal, lunch, end of day)	● Identify students that need immediate physical/emoti onal support ● Watch for students/staff signs & symptoms of distress ● Render First aid

Planning

● Develop EOP Plan prior ● Office Personnel attend Secretaries Safety Training	● Determine needs of special ed/physically challenged ● Copy & Laminate signage ● Create annual schedule of teaching protocols for parents ● Create annual schedule of teaching protocols for staff/students ● Create annual schedule for drilling ● Educate students return from lunch, non-exit out of building protocol ● Trainings/Drills are conducted ● Educate students/staff on protocols ● Educate parents on protocols ● Establish strong visitor protocols ● Educate all	●	●

	staff/students on visitor protocols ● Exercise possible situations ● Educate substitutes on protocols ● Practice and test "out of sight"		
Logistics			
●	● Doors/windows numbered (interior & exterior) ● If feasible, handheld radios	●	●
Finance/Administration			
●	● List of students ready ● Emergency contact list parents/guardians ● Key control for all staff	● Accountability of students/staff ● Place signage on entrance doors	● Accountability of students/staff

---

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 unsecured 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

Incident Commander			
• Develop EOP Plan prior	•	• Notify staff/students	• Recovery - work under ICS Structure • Announcement of end of threat • Determine if further action is needed
Public Information Officer			
• Public Information disseminated	• Public Information disseminated • Disseminate parent letter	• Public Information disseminated • Scripted announcement modified to situations	• Public Information disseminated • PIO update the all clear
Liaison Officer			
•	• Ensure alignment with LEOP	• Call 911 - to inform of Sheltering/Evacuation • Notify Utility Company	•
Safety Officer			
• Ensure building are structurally sound • Ensure exterior doors lock	• Ensure alignment with LEOP	•	•
Operations			
•	• Assignments made for notification coverage • Assignment of staff at exterior doors	• Modify routines according to time of situation (i.e., dismissal, lunch, end of day)	• Identify students that need immediate physical/emotional support • Watch for students/staff signs & symptoms of distress
Planning			
• Develop EOP Plan prior	• Determine needs of special ed/physically challenged	•	•

135

	● Review security procedures frequently ● Copy & Laminate signage ● Display Signage on areas of shelter ● Create annual schedule of teaching protocols for parents ● Create annual schedule of teaching protocols for staff/students ● Create annual schedule for drilling ● Educate students return from lunch, non-exit out of building protocol if in Hold ● Trainings/Drills are conducted ● Educate students/staff on Hold protocols ● Create annual schedule of teaching protocols for parents ● Educate parents on Hold protocols		
Logistics			
●	● If feasible, handheld radios ● Ensure medicine, food, etc. for medical purposes is available for those in need during Hold	●	●
Finance/Administration			
●	● List of students ready ● Emergency contact list parents/guardians	● Accountability of students/staff ● Place correct signage on entrance doors	● Accountability of students/staff

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			
● Develop EOP Plan prior ● Threat *management* process in place	● Threat *assessment* team and process in place	● Establish Incident Command ● Notify staff/students	● Recovery - work under ICS Structure ● Announcement of end of threat ● Determine if further action is needed
Public Information Officer			
● Public Information disseminated	● Public information disseminated ● Disseminate parent letter	● Public Information disseminated ● Scripted announcement modified to situations	● Public Information disseminated ● PIO update the all clear
Liaison Officer			
●	● Ensure alignment with LEOP ● Collaborating with community partners	● Call 911 ● Ensure alignment with LEOP ● Communication with EMS and Law Enforcement	● Ensure alignment with LEOP
Safety Officer			
● Ensure building are structurally sound	● Ensure alignment with LEOP	● Protect crime	●

		scene ● "Don't touch anything	
● Ensure exterior doors lock ● Review security procedures frequently			
Operations			
●	● Assignments made for notification coverage ● Assignment of staff at exterior doors ● Testing alarm and intercom systems ● If feasible, handheld radios	● Modify routines according to time of situation (i.e., dismissal, lunch, end of day)	● Identify students that need immediate physical/emotional support ● Watch for students/staff signs & symptoms of distress ● Render First aid
Planning			
● Develop EOP Plan prior ● Office Personnel attend Secretaries Safety Training	● Determine needs of special ed/physically challenged ● Copy & Laminate signage ● Create annual schedule of teaching protocols for parents ● Create annual schedule of teaching protocols for staff/students ● Create annual schedule for drilling ● Educate students return from lunch, non-exit out of building protocol ● Trainings/Drills are conducted ● Educate students/staff on protocols ● Educate parents on protocols ● Establish strong visitor	●	●

	protocols ● Educate all staff/students on visitor protocols ● Exercise possible situations ● Educate substitutes on protocols ● Practice and test "out of sight"		
Logistics			
●	● Doors/windows numbered (interior & exterior) ● If feasible, handheld radios	●	●
Finance/Administration			
●	● List of students ready ● Emergency contact list parents/guardians ● Key control for all staff	● Accountability of students/staff ● Place signage on entrance doors	● Accountability of students/staff

Sample Offsite Reunification Organization Chart
For Appendix L2

SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART

Reunification Incident Commander

- Public Information Officer
  - Social Media
  - Social Media
- Liaison Officer
- Safety Officer

Operations Chief

- **Parent Check-In Director**
  - Accountant
  - Lead Checker
    - Checker
    - Checker
    - Checker
    - Checker
  - Lead Greeter
    - Greeter
    - Greeter
    - Greeter
    - Greeter
  - Interpreter
  - School Principal
  - Lead Security
  - Flow Monitor

- **Student Assembly Director**
  - Entertainment
  - Accountant
  - Interpreter
  - Lead Kid Wrangler
    - Kid Wrangler
    - Kid Wrangler
    - Kid Wrangler
    - Kid Wrangler
  - Victim Advocate Lead
    - Victim Advocate
    - Victim Advocate
    - Victim Advocate
    - Victim Advocate
  - Lead Reunifier
    - Reunifier
    - Reunifier
    - Reunifier
    - Reunifier

Logistics Chief

- Transportation
- Nutrition Services
- Communications
- Gatherer
- Facilities
- Technology

Planning Chief

- Scribe
- Runner

Administration Chief

STANDARD™ REUNIFICATION METHOD

SRM - A Practical Method to Unite Students with Parents After an Evacuation or Crisis. | Version 2.0.1 | 06/25/2018   Page 17 of 33

140

SAMPLE TRANSPORT ORGANIZATION CHART

SRM - A Practical Method to Unite Students with Parents After an Evacuation or Crisis. | Version 2.0.1 | 06/25/2018   Page 15 of 33

141

Request for Proposals for Photocopy Machine Service
for Hemingford Public Schools

Hemingford Public Schools (the "District") is seeking proposals to upgrade and improve the photocopying equipment, systems, and services (collectively, the "Services") at Hemingford Elementary School and Hemingford Jr./Sr. High School, located on the District campus at 913 Niobrara Ave, Hemingford, NE 69348 (the "Site"). The desired features of the proposals are as follows:

- Two Large New or Factory Refurbished Black and White Copiers and Two Large Color Copiers and 4 Small New or Factory Refurbished Black and White Copers with Under 75,000 Copies with the following minimum specifications:
  - Color/B&W
  - 35-45 Page/Minute
  - Duplex/Simplex Copy and Print
  - Copy Sizes: Maximum 11" by 17" and Minimum 5 ½" X 8 ½"
  - All Paper Size Copies counted as one copy for meter charges
  - Copy/Scan/Print
  - Color Scan to Network
  - Color Scan to Email (Must Include Set-up, Loading of Email Addresses, Training on Updating Email Addresses, and Connection)
  - 4 Paper Drawers Plus Bypass Tray (Large Machines)
  - High Capacity Paper Storage
  - Stapler/Finisher/Sorter with 3-Hole Punch (Large Machines)
  - Document Feeder
  - Color Copy
  - Print Management User Codes
  - USB Scan/Print
  - Secure Print
  - Network Printer Capability and Set-up
  - No Per-Page or Other Charge for Scanning/Emailing
  - Energy Star Information/Maximum Power Consumption
  - Surge Protection
  - Remote Support
  - PaperCut Compatible (servicer installs)
- Lease terms of 48 months. Alternate terms and lease/purchase options may be considered.
- Billing Terms shall be net 45 days (to coincide with monthly bill approval)
- Lease terms shall be month-to-month at the completion of the initial term with the option to cancel by the District with a 30-day notice.
- Proposals must include returning/hauling photocopiers from the existing lease expiring July 25, 2024 to owner in working condition. (To be reviewed during site visit)
- Services must include:
  - Unlimited toner, parts, drums, and labor
  - 50,000 copies/month B&W
  - No-cost loaner(s) if copier(s) are down for more than 48 hours
  - Response time under 4 hours

- Additional factors the District will consider.
  - Number of techs in geographic area
  - Reliability and local service availability
  - Number of years company has been in business
  - Quantity of supplies to be left on hand at the Site
  - Ongoing on-Site training for District Staff
  - Network assistance
  - Past customer service performance (if applicable)

Any company, firm, or person (hereinafter a "Contractor") interested in providing the Services described above shall submit a proposal, which must be received by Hemingford Public Schools on or before May 1, 2024 at 4:00 p.m. Proposals must be signed by an authorized representative of the Contractor and shall be submitted in a sealed envelope and mailed or delivered to Dr. Travis Miller, Superintendent of Hemingford Public Schools, 726 4th Avenue, Hemingford, NE 69334. The envelope must be marked "Copier Proposal."

Prior to submitting a proposal, a Contractor must visit the Site to become fully informed as to all existing conditions and limitations under which the Services must be performed. By submitting a proposal, a Contractor represents that it has made a thorough investigation of the Site. To schedule an appointment for a Site visit, or for other questions contact Dr. Travis Miller, Superintendent of Schools at 308-487-3328.

At a minimum, proposals shall include the total price for the Services, itemized as necessary. Proposals may also include alternatives for the District to consider. If any of the desired features listed above are excluded from the proposal, the Contractor shall specifically mention the excluded feature. The Contractor must submit 5 references (including contact person, address, and telephone number) for previous projects. The Contractor shall also submit a copy of any proposed contract with its proposal.

Proposals must be valid for 6 months. Proposals will be considered by the Board of Education at the May 13, 2024 regular meeting of the Board of Education. When evaluating proposals, the Board may consider all facts and circumstances, including but not limited to the proposed price and the Contractor's experience, past performance, and ability to perform the Services. The Board retains the right to terminate the proposal process at any time, accept any proposal, reject all proposals, further negotiate with any Contractor submitting a proposal, or request additional proposals.

TECHNOLOGY UPDATE

Summer
- Student device summer cleanup and storage
- Recycle retired devices
- New Chromebook outfitting for FR and 6th grade Chromebooks and staff portable devices
- Classroom technology maintenance
- Student and staff technology account maintenance
- South Campus DL room
- ViewSonic ViewBoard install
- Canvas training
- Firewall installation
- Assistance with new Time Clock System

First Semester
- Technology update given to staff
  - Cybersecurity, Chromebooks & Classroom Technology, Student Digital Privacy and Safety, Technology Resources, Google Drive, Google Workspace, Printers & Toner, Student Use of Technology
- Student device check-out
- Proofpoint
  - Phishing Simulation Campaign - 2 Campaigns Run
- Big Gym Projector and Projector Screen install
- Hemingford TechXPO - November
  - Mrs. Curtis - ViewBoard, Canva
  - Ms. J. Davies - Grade Comments, Kami
  - Mrs. Roland - Cast Moderator
  - Mrs. Talkington - Drawing Pads
  - Mr. Dean - Google AI, Accessibility with Google Tools

Second Semester
- Big Gym sound system upgrade
- Digital Citizenship/Social Media Assembly grades 5-12, organized by Dr. Miller
- New device ordering
  - Transitioning from 6 year cycle to at least 8 year cycle with new Google AUE (auto-update expiration)
- Student device check-in
- Grant Research for increasing our access to Innovative and Modernized EdTech (beyond what we are already doing)
- Research and development of AI policy for HPS (Technology Committee)

Summer
- Access Point installation - Mrs. Janssen (Done), HS Library, Little Gym Basement, South Campus
- Student device summer cleanup and storage
- Recycle retired devices
- New Chromebook outfitting for FR and 5th grade Chromebooks and staff portable devices
- Classroom technology maintenance
- Student and staff technology account maintenance

HEMINGFORD PUBLIC SCHOOLS DISTRICT TECHNOLOGY INTEGRATION PLAN

TECHNOLOGY COMMITTEE GOALS
Provide Staff with Usable Technology
In-House Technology Training for Staff
Student Monitoring
Digital Citizenship
Provide Students with Usable Technology
*Prepare for Remote Learning

2023-2024
Provide Staff with Usable Technology
- Updated: Replacement of ⅛ staff devices per year
    - Chromebooks favored for portable devices due to compatibility with students
    - Windows units favored for desktops due to compatibility with displays
- Continue: Google Workspace for Education Plus for additional features
- Continue: Each certified staff member and most classified staff members have portable staff device
- Continue: Hardware maintenance and upgrades to classroom hardware

In-House Technology Training for Staff
- Technology Department Update: Cybersecurity, Chromebooks & Classroom Technology, Student Digital Privacy and Safety, Technology Resources, Google Drive, Google Workspace, Printers & Toner, Student Use of Technology
- Mini-Tech Sessions during Hemingford TechXPO
- Phishing Campaigns via Proofpoint

Student Monitoring
- Continue: Google Workspace for Education Plus for full Google Admin Security features
- Continue: GoGuardian policies updated

Digital Citizenship
- Continue: K-6 Digital Citizenship topics discussed in K-6 Technology Class
- Continue: 7-12 Digital Citizenship topics are discussed in relation to classroom expectations
- Continue: 7-12 Digital Citizenship topics added to The DEN for use during Bobcat Time as needed
- Continue: Weekly CISA Cyber Hygiene Scans done automatically
- Staff-Student discussions at beginning of the year in regards to Digital Equity

Provide Students with Usable Technology
- Continue: Grades 7-12 are 1:1 (take home)
- Continue: Grades K-6 are 1:1 (school only)
- Continue: eSports active for 7-12
- Pursue leads on Maker/Ani-maker space (workshop of the future, grand funding?)

*Preparation for Remote Learning
- DL/Zoom Rooms upgraded

- Continue: School is fully 1:1 with ability to take devices home if necessary
- Continue: document camera support for remote learning
- Continue: staff portable devices for remote learning
- Continue: Google Workspace for Education Plus for full Google Meet (recordings) features for remote learning

HEMINGFORD PUBLIC SCHOOLS DISTRICT TECHNOLOGY PLAN

YEAR 6 (2024-2025)			
Item	Number	Price	Total
FR Chromebooks (2028)	34	$500.00	$17,000.00
5th Grade Chromebooks (1:1)	40	$500.00	$20,000.00
1/6 Staff Portable	13	$800.00	$10,400.00
1/6 Staff Desktop	9	$1,200.00	$10,800.00
1/6 EL Tech Lab	6	$1,000.00	$6,000.00
1/6 HS Tech Lab	1	$4,000.00	$4,000.00
		FINAL TOTAL	$68,200.00

YEAR 7.1 (2025-2026) - Adjust Cycle for New AUE (8 yr. cycle?)			
Item	Number	Price	Total
FR Chromebooks (2029)	27	$500.00	$13,500.00
8th Grade Chromebooks (1:1)	40	$500.00	$20,000.00
1/8 Staff Portable	11	$800.00	$8,800.00
1/8 Staff Desktop	7	$1,200.00	$8,400.00
1/8 EL Tech Lab	5	$1,000.00	$5,000.00
1/8 HS Tech Lab	1	$4,000.00	$4,000.00
		FINAL TOTAL	$59,700.00

YEAR 8.2 (2026-2027)			
Item	Number	Price	Total
FR Chromebooks (2030)	40	$500.00	$20,000.00
7th Grade Chromebooks (1:1)	40	$500.00	$20,000.00
1/6 Staff Portable	11	$800.00	$8,800.00
1/6 Staff Desktop	7	$1,200.00	$8,400.00
1/6 EL Tech Lab	5	$1,000.00	$5,000.00
1/6 HS Tech Lab	1	$4,000.00	$4,000.00
		FINAL TOTAL	$66,200.00

YEAR 9.3 (2027-2028)			
Item	Number	Price	Total
FR Chromebooks (2031)	36	$500.00	$18,000.00
K-1 Grade Chromebooks (1:2)	40	$500.00	$20,000.00
1/6 Staff Portable	11	$800.00	$8,800.00
1/6 Staff Desktop	7	$1,200.00	$8,400.00
1/6 EL Tech Lab	5	$1,000.00	$5,000.00
1/6 HS Tech Lab	1	$4,000.00	$4,000.00
		FINAL TOTAL	$64,200.00

YEAR 10.4 (2028-2029)			
Item	Number	Price	Total
FR Chromebooks (2032)	32	$500.00	$16,000.00
2nd Grade Chromebooks (1:1)	40	$500.00	$20,000.00
1/6 Staff Portable	11	$800.00	$8,800.00
1/6 Staff Desktop	7	$1,200.00	$8,400.00
1/6 EL Tech Lab	5	$1,000.00	$5,000.00
1/6 HS Tech Lab	1	$4,000.00	$4,000.00
		FINAL TOTAL	$62,200.00

YEAR 11.5 (2029-2030)			
Item	Number	Price	Total
FR Chromebooks (2033)	40	$500.00	$20,000.00
4th Grade Chromebooks (1:1)	40	$500.00	$20,000.00
1/6 Staff Portable	11	$800.00	$8,800.00
1/6 Staff Desktop	7	$1,200.00	$8,400.00
1/6 EL Tech Lab	5	$1,000.00	$5,000.00
1/6 HS Tech Lab	1	$4,000.00	$4,000.00
		FINAL TOTAL	$66,200.00

YEAR 12.6 (2030-2031)			
Item	Number	Price	Total
FR Chromebooks (2034)	32	$500.00	$16,000.00
3rd Grade Chromebooks (1:1)	40	$500.00	$20,000.00
1/6 Staff Portable	11	$800.00	$8,800.00
1/6 Staff Desktop	7	$1,200.00	$8,400.00
1/6 EL Tech Lab	5	$1,000.00	$5,000.00
1/6 HS Tech Lab	1	$4,000.00	$4,000.00
		FINAL TOTAL	$62,200.00

YEAR 13.7 (2031-2032)			
Item	Number	Price	Total
FR Chromebooks (2035)	29	$500.00	$14,500.00
6th Grade Chromebooks (1:1)	40	$500.00	$20,000.00
1/6 Staff Portable	11	$800.00	$8,800.00
1/6 Staff Desktop	7	$1,200.00	$8,400.00
1/6 EL Tech Lab	5	$1,000.00	$5,000.00
1/6 HS Tech Lab	1	$4,000.00	$4,000.00
		FINAL TOTAL	$60,700.00

Grade	Graduation Year	Students
K	2037	40
1	2036	23
2	2035	24
3	2034	27
4	2033	38
5	2032	28
6	2031	31
7	2030	37
8	2029	22
9	2028	29
10	2027	29
11	2026	33
12	2025	23
	TOTAL	384
	PER CLASS	30
Using up to 40 Students/Class		

Grade	GoGuardian
K	40
1	23
2	24
3	27
4	38
5	28
6	31
7	37
8	22
9	29
10	29
11	33
12	23
EL Tech Lab	33
Extras	15
TOTAL	432

Item	Price	#	Notes	
Student Chromebook	$500.00	-	-	-
Staff Chromebook	$800.00	88	Rounded to nearest 1/8	11
Staff Desktop	$1,200.00	56	Rounded to nearest 1/8	7
Lab Chromebox	$1,000.00	40	Rounded to nearest 1/8	5
Lab iMac/Other	$4,000.00	8	Rounded to nearest 1/8	1

Technology Committee District Goals (Minutes)	
1	Provide Staff with Usable Technology
2	In-House Technology Training for Staff
3	Student Monitoring
4	Digital Citizenship
5	Provide Students with Usable Technology
*	Preparation for Remote Learning

ITEM	DESCRIPTION	24-25 Budget	23-24 Budget	22-23 Budget	21-22 Budget	20-21 Budget	19-20 Budget	18-19 Budget
Adobe VIP	Subscription for 100 licenses to access Adobe products (Photoshop, Premiere, After Effects, etc.).	$550.00	$550.00	$550.00	$600.00	$550.00	$500.00	$0.00
BrainPop	Learning tool with over 1,000 short animated movies along with quizzes and related materials covering multiple content areas.	$3,000.00	$3,000.00	$2,700.00	$2,600.00	$2,100.00	$2,000.00	$2,000.00
Canvas	Learning Management System through Nebraska's Canvas Consortium. Cost is $4.50/seat.	$450.00	$750.00	$0.00	$0.00	$0.00	$0.00	$0.00
Computer Sleeves	Sleeves for Chromebooks (100).	Sponsor?	$0.00	Sponsor-HCTC	$0.00	Sponsor-HCTC	$0.00	Sponsor-HCTC
Discovery Education	Learning tool with interactive digital content.	$2,750.00	$2,500.00	$2,200.00	$1,900.00	$2,100.00	$2,000.00	$1,600.00
EquatIO	Easily add equations, formulas, graphs and more to g suite for education apps and microsoft word.	$500.00	$500.00	$450.00	$450.00	$450.00	-	-
Firewall	Security tool used to control content and secure our network. Spend ~$6,000 every 3 years. Last purchase was 23/24 school year. Erate eligible. Recommend setting aside $3,000/year for possible upgrade every 3-4 years. Year of upgrade possibly 26/27 school year.	$3,000.00	$6,000.00	$6,000.00	$6,000.00	$0.00	$0.00	$5,500.00
Google Workspace for Education Plus	Advanced security, analytics, and communication features available via the Education Plus level of service.	$4,000.00	$3,500.00	$3,100.00	$3,500.00	$0.00	$0.00	$0.00
GoGuardian	All-in-one filtering, screensharing, self-harm alert program for student safety and 1:1 take-home compliance.	$9,000.00	$9,000.00	$7,200.00	$7,200.00	$7,100.00	$7,000.00	$200.00
Typing Curriculum	Curriculum used for typing skill development.	$2,500.00	$2,000.00	$2,000.00	$2,000.00	$3,100.00	$3,000.00	$0.00
Microsoft 365	Subscription to Microsoft Office tools.	$2,000.00	$2,000.00	$1,000.00	$400.00	$350.00	$300.00	$150.00
Mobius	Company that assists technology team with technology troubleshooting needs. Not all Mobius Projects are Technology Budget related (some are Building, Safety, etc.).	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$5,000.00	$8,000.00	$5,000.00
MobyMax	Learning tool used to differentiate and target learning for students of all abilities.	$4,000.00	$4,000.00	$3,000.00	$2,700.00	$2,600.00	$2,500.00	$1,400.00
PowerSchool	Our Student Information System.	$7,500.00	$6,000.00	$6,000.00	$5,200.00	$5,100.00	$5,000.00	$5,000.00
Projectors	Projectors for classroom.	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$5,000.00
Proofpoint	Cybersecurity product that includes staff licenses for CyberStrength, ThreatSim, ThreatSim USB, Simulation (Self Service), Security Awareness Materials. Each full license also includes 4 "light" users at no cost. In the 2023-2024 school year, the cost will be $1.23 per user. In the 2024-2025 school year, the cost will be $2.46 per user. Current estimate is ~125 licenses.	$350.00	$200.00	$0.00	$0.00	$0.00	$0.00	$0.00
ScreenCloud	Service used to run our digital signage.	$650.00	$650.00	$650.00	$700.00	$1,100.00	$1,000.00	$1,000.00

ITEM	DESCRIPTION	24-25 Budget	23-24 Budget	22-23 Budget	21-22 Budget	20-21 Budget	19-20 Budget	18-19 Budget
Server	Server houses some network infrastructure and is the domain controller for Windows users/devices. Recommend setting aside $2,500/year for possible upgrade every 5 years at ~$10,000. Year of upgrade possibly 2028/2029.	$2,500.00	$2,500.00	$5,000.00	$10,700.00	$7,500.00	$7,500.00	$7,500.00
SOCS (FES)	Service used for our school webpage.	$2,500.00	$2,300.00	$2,300.00	$2,700.00	$2,600.00	$2,500.00	$2,500.00
Swank Movie License	Subscription that allows for the legal showing of movies within the school buildings.	$400.00	$400.00	$400.00	$500.00	$450.00	$400.00	$0.00
SysCloud	Intelligent Cloud Backup for Google Workspace Apps. Backup all essential Google Workspace (formerly G Suite) apps with Intelligent backup data insights to safeguard your business from ransomware, phishing, compliance risks, accidental deletions, user errors, insider threats, or even SaaS outages. Backup Gmail; Drive; Shared Drive; Calendar; Sites.	$2,000.00	$1,750.00	$1,750.00	-	-	-	-
Toner	Toner used for printing.	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$12,000.00	$16,000.00	$15,000.00
WeVideo	Subscription to online service that allows students to create and edit their own videos. Provides thousands of free digital resources for students to use within their videos.	$2,000.00	$2,000.00	$2,000.00	$750.00	$700.00	$500.00	$0.00
6-Year Device Plan	Device upkeep.	$68,200.00	$58,750.00	$62,550.00	$53,700.00	$51,950.00	$49,000.00	$69,674.78
Miscellaneous: Extra devices (desktops, laptops, tablets, 3D printers, robotics), device parts, monitors, cables, adapters, etc.	Miscellaneous supplies and devices that are ordered throughout the year as needed.	$7,150.00	$16,650.00	$16,150.00	$18,300.00	$30,450.00	$26,800.00	$15,175.22
Adobe Acrobat Pro	Removed from budget (19/20), use Adobe VIP subscription.		-	-	-	-	-	$300.00
AR/STARS	Testing tool used for testing student reading levels. Moved to Curriculum Budget.		-	-	$5,200.00	$5,100.00	$5,000.00	$4,500.00
Destiny Library	Service used by librarians to manage library resources. Moved to Library Budget.		-	-	-	$2,100.00	$2,000.00	$2,000.00
Harris Solutions	Removed from budget (19/20), business manager expense.		-	-	-	-	-	$2,500.00
NWEA	Testing tool used for student assessment. Moved to Curriculum Budget.		-	-	$7,700.00	$7,600.00	$7,500.00	$7,000.00
PSNI SNAP Health	School Nurse Software that works with our Student Information System. Removed from budget (20/21), no longer used by school nurse.		-	-	-	-	$1,500.00	$0.00
SOPHOS	Removed from budget (19/20), increased firewall security, staff education, and removed most Windows machines with this service. Have substituted in Forticlient as needed.		-	-	-	-	-	$7,000.00
REQUESTED		$150,000.00	$150,000.00	$150,000.00	$157,800.00	$160,000.00	$160,000.00	$160,000.00

2024/25 BUDGET AUTHORITY AND ALLOWABLE RESERVE PERCENTAGE CERTIFICATION

COUNTY: BOX BUTTE
COUNTY-DISTRICT NUMBER: 07-0010-000
DISTRICT NAME: HEMINGFORD PUBLIC SCHOOLS

Certified Budget Authority	**$6,976,012**	**Budget Based**
Allowable Reserve Percentage	**45 %**	
Access to Prior Year's Unused Budget Authority	**$0**	

Certified Budget Authority:

Certified Budget Authority is calculated three ways. The greater of the Budget Based Calculation, the Student Growth Adjustment Calculation, or the Formula Needs Calculation becomes a district's Certified Budget Authority.

Budget Based Calculation: *((GFBE - SGF - SPED - GFLE) X 1.025))*

Student Growth Adjustment Calculation: *((GFBE - SGF - SPED - GFLE) + (SGA +/- SGACORR))*

Formula Needs Calculation: *((FN X 1.10) - (SPED X 1.025))*

		Data Source
GFBE	2023/24 General Fund Budget	2023/24 LC-2 Line B-100
SGF	2023/24 Special Grant Funds	2023/24 LC-2 Line B-110
SPED	2023/24 Special Education Budget	2023/24 LC-2 Line B-120
GFLE	2023/24 General Fund Lid Exclusions (Schedule A)	2023/24 LC-2 Line B-130
SGA	2024/25 Student Growth Adjustment	2024/25 State Aid
SGACORR	2024/25 Student Growth Correction	2024/25 State Aid
FN	2024/25 Formula Needs	2024/25 State Aid

2024/25 Basic Allowable Growth Rate (BAGR) is 2.5%.

Access to Prior Year's Unused Budget Authority:

This amount is equal to the lesser of 2% of 2023/24 adjusted expenditures (2% of LC-2 Line B-140) or 2023/24 Total Unused Budget Authority (LC-2 Line B-175) *if the district has Unused Budget Authority available.*

> *Please Note:* **To access this additional budget growth, the amount must be manually entered on Line A-355 of the 2024/25 LC-2.**

Any questions about this information or how it is to be used in meeting the budgeting requirements of state law can also be directed to School Finance at the Nebraska Department of Education, Box 94987, Lincoln, NE 68509-4987, or by calling (402)450-0867 or (402)540-0649.

FORMULA STUDENTS CALCULATION

(	Fall Membership	x	ADM/FM Ratio	)	+	Contracted Out	=	Formula Students
(	375	x	0.9920306433	)	+	0	=	372.01

KDG Adjustment	(	0 students	x .5)	times ADM Factor	=	0.00
Early Childhood (002)	(14 students	x 450.0 hours	/ 1,032 hours x .6)		=	3.66
Total Formula Students						*375.67*

FORMULA NEEDS CALCULATION

Basic Funding	5,984,008.00
Poverty Allowance	8,500.00
Limited English Proficiency Allowance	0.00
Focus School & Program Allowance	0.00
Summer School Allowance	0.00
Special Receipts Allowance	262,942.00
Transportation Allowance	405,498.00
Elementary Site Allowance	0.00
Distance Education & Telecommunications Allowance	36,486.00
Averaging Adjustment	0.00
New School Adjustment	0.00
Student Growth Adjustment	0.00
Community Achievement Plan Adjustment	0.00
Limited English Proficiency Allowance Correction	0.00
Student Growth Adjustment Correction	0.00
Poverty Allowance Correction	0.00
Non Qualified LEP Adjustment	0.00
Total Calculated Formula Needs	6,697,434.00
Formula Needs Stabilization	0.00
Total Formula Needs	6,697,434.00

FORMULA RESOURCES CALCULATION

Yield From Local Effort Rate	683,016,304 / 100 x 1.0000000000	6,830,163.00
Net Option Funding		636,637.00
Allocated Income Tax Funds		28,144.00
Other Actual Receipts		813,119.00
Community Achievement Plan Aid		0.00
Foundation Aid		563,511.00
Total Formula Resources		8,871,574.00

Some numbers may be rounded for presentation. For further information, see the "Tax Equity and Educational Opportunities Support Act" document available on the FOS/State Aid website. For questions, contact (402) 450-1418 or (402) 471-4320.

Note: Due to missing Federal Poverty data for the 2022/23 school year, State Aid was calculated using 2021/22 numbers.

STATE AID CALCULATION

Equalization Aid	0.00
Net Option Funding	636,637.00
Allocated Income Tax Funds	28,144.00
Community Achievement Plan Aid	0.00
Foundation Aid	563,511.00
Total State Aid Calculated	1,228,292.00
Prior Year (2022/23) State Aid Correction	(371.00)
Total State Aid	**1,227,921.00**
Carryover Adjustment from years prior to 2023/24	0.00

Some numbers may be rounded for presentation. For further information, see the "Tax Equity and Educational Opportunities Support Act" document available on the FOS/State Aid website. For questions, contact (402) 450-1418 or (402) 471-4320.

Note: Due to missing Federal Poverty data for the 2022/23 school year, State Aid was calculated using 2021/22 numbers.

FORMULA STUDENTS CALCULATION

(	Fall Membership	x	ADM/FM Ratio	)	+	Contracted Out	=	Formula Students
(	362	x	0.9911424498	)	+	0	=	358.79

KDG Adjustment	(0 students x .5)	times ADM Factor	=	0.00
Early Childhood (002)	(20 students x 450.0 hours / 1,032 hours x .6)		=	5.23
Early Childhood (002)	(2 students x 450.0 hours / 1,032 hours x .6)		=	0.52
Total Formula Students				*364.55*

FORMULA NEEDS CALCULATION

Basic Funding	6,068,446.00
Poverty Allowance	0.00
Limited English Proficiency Allowance	0.00
Focus School & Program Allowance	0.00
Summer School Allowance	0.00
Special Receipts Allowance	321,432.00
Transportation Allowance	294,609.00
Elementary Site Allowance	0.00
Distance Education & Telecommunications Allowance	77,388.00
Averaging Adjustment	0.00
New School Adjustment	0.00
Student Growth Adjustment	0.00
Community Achievement Plan Adjustment	0.00
Limited English Proficiency Allowance Correction	0.00
Student Growth Adjustment Correction	0.00
Poverty Allowance Correction	0.00
Non Qualified LEP Adjustment	0.00
Total Calculated Formula Needs	6,761,875.00
Formula Needs Stabilization	0.00
Total Formula Needs	6,761,875.00

FORMULA RESOURCES CALCULATION

Yield From Local Effort Rate	712,707,202 / 100 x 1.0000000000	7,127,072.00
Net Option Funding		666,964.00
Allocated Income Tax Funds		29,890.00
Other Actual Receipts		647,468.00
Community Achievement Plan Aid		0.00
Foundation Aid		546,824.00
Total Formula Resources		9,018,218.00

Some numbers may be rounded for presentation. For further information, see the "Tax Equity and Educational Opportunities Support Act" document available on the FOS/State Aid website. For questions, contact (402) 450-0687 or (402) 471-4320.

Note: Due to missing Federal Poverty data for the 2023/24 school year, State Aid was calculated using 2022/23 numbers.

NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES
2024/25 STATE AID CERTIFICATION

HEMINGFORD PUBLIC SCHOOLS (07-0010-000)

STATE AID CALCULATION

Equalization Aid	0.00
Net Option Funding	666,964.00
Allocated Income Tax Funds	29,890.00
Community Achievement Plan Aid	0.00
Foundation Aid	546,824.00
Total State Aid Calculated	1,243,678.00
Prior Year (2023/24) State Aid Correction	3,429.00
Total State Aid	**1,247,107.00**
Carryover Adjustment from years prior to 2024/25	0.00

Some numbers may be rounded for presentation. For further information, see the "Tax Equity and Educational Opportunities Support Act" document available on the FOS/State Aid website. For questions, contact (402) 450-0687 or (402) 471-4320.

Note: Due to missing Federal Poverty data for the 2023/24 school year, State Aid was calculated using 2022/23 numbers.

2024/25 FORMULA STUDENTS IN ASCENDING ORDER

District Number	District Name	Formula Students	Adjusted General Fund Operating Expenditures	Adjusted General Fund Operating Expenditures per Formula Student
60-0090-000	MC PHERSON COUNTY SCHOOLS	49.06	2,191,319	44,666
58-0025-000	LOUP COUNTY PUBLIC SCHOOLS	81.22	2,433,813	29,966
83-0500-000	SIOUX COUNTY PUBLIC SCHOOLS	83.86	3,175,615	37,867
05-0071-000	SANDHILLS PUBLIC SCHOOLS	83.92	2,674,103	31,864
52-0100-000	KEYA PAHA COUNTY SCHOOLS	92.44	2,544,452	27,524
47-0103-000	ELBA PUBLIC SCHOOLS	94.65	2,724,824	28,790
82-0015-000	LITCHFIELD PUBLIC SCHOOLS	105.40	2,445,876	23,205
03-0500-000	ARTHUR COUNTY SCHOOLS	111.76	2,468,215	22,085
86-0001-000	THEDFORD PUBLIC SCHOOLS	115.59	2,739,697	23,701
92-0045-000	WHEELER CENTRAL SCHOOLS	118.58	3,123,207	26,338
88-0021-000	ARCADIA PUBLIC SCHOOLS	120.13	2,801,605	23,321
45-0137-000	CHAMBERS PUBLIC SCHOOLS	123.30	2,401,130	19,475
79-0002-000	MINATARE PUBLIC SCHOOLS	131.83	3,557,333	26,984
30-0054-000	SHICKLEY PUBLIC SCHOOLS	133.32	3,545,916	26,597
04-0001-000	BANNER COUNTY PUBLIC SCHOOLS	135.67	3,428,675	25,272
26-0070-000	ALLEN CONSOLIDATED SCHOOLS	138.21	3,584,603	25,936
38-0011-000	HYANNIS AREA SCHOOLS	138.60	2,760,276	19,915
43-0079-000	HAYES CENTER PUBLIC SCHOOLS	141.67	3,135,942	22,136
17-0003-000	LEYTON PUBLIC SCHOOLS	143.92	3,793,705	26,360
30-0001-000	EXETER-MILLIGAN PUBLIC SCHOOLS	144.02	3,808,066	26,441
54-0583-000	VERDIGRE PUBLIC SCHOOLS	146.86	2,709,061	18,446
16-0030-000	CODY-KILGORE PUBLIC SCHS	150.85	2,786,121	18,470
21-0084-000	SARGENT PUBLIC SCHOOLS	154.44	3,166,163	20,501
57-0501-000	STAPLETON PUBLIC SCHOOLS	154.74	2,921,477	18,880
23-0071-000	CRAWFORD PUBLIC SCHOOLS	155.01	3,144,426	20,285
21-0180-000	CALLAWAY PUBLIC SCHOOLS	159.03	3,636,189	22,865
56-0565-000	WALLACE PUBLIC SCH DIST 65 R	159.61	3,883,817	24,333
46-0001-000	MULLEN PUBLIC SCHOOLS	161.17	3,603,592	22,359
17-0009-000	POTTER-DIX PUBLIC SCHOOLS	161.41	3,406,436	21,104
25-0025-000	CREEK VALLEY SCHOOLS	162.92	3,940,757	24,189
32-0095-000	EUSTIS-FARNAM PUBLIC SCHOOLS	163.42	3,461,483	21,182
85-2001-000	BRUNING-DAVENPORT UNIFIED SYS	163.47	4,564,856	27,925
27-0062-000	SCRIBNER-SNYDER COMMUNITY SCHS	164.41	4,068,235	24,744
06-0017-000	ST EDWARD PUBLIC SCHOOLS	166.55	3,142,788	18,869
02-0018-000	ELGIN PUBLIC SCHOOLS	167.31	3,533,484	21,119

District Number	District Name	Formula Students	Adjusted General Fund Operating Expenditures	Adjusted General Fund Operating Expenditures per Formula Student
70-0542-000	OSMOND COMMUNITY SCHOOLS	168.05	3,597,226	21,406
41-0091-000	HAMPTON PUBLIC SCHOOL	168.36	3,164,260	18,795
56-0006-000	BRADY PUBLIC SCHOOLS	169.67	3,527,270	20,789
14-0101-000	WYNOT PUBLIC SCHOOLS	173.57	3,358,038	19,346
37-0030-000	ELWOOD PUBLIC SCHOOLS	176.83	3,664,853	20,725
45-0044-000	STUART PUBLIC SCHOOLS	176.93	3,298,256	18,642
67-0069-000	LEWISTON CONSOLIDATED SCHOOLS	177.05	3,690,501	20,844
21-0089-000	ARNOLD PUBLIC SCHOOLS	184.44	2,988,128	16,201
32-0046-000	MAYWOOD PUBLIC SCHOOLS	185.64	3,237,681	17,441
51-0006-000	PAXTON CONSOLIDATED SCHOOLS	187.10	3,631,715	19,410
32-0125-000	MEDICINE VALLEY PUBLIC SCHOOLS	187.42	3,753,075	20,025
21-0044-000	ANSLEY PUBLIC SCHOOLS	191.12	3,381,858	17,695
54-0505-000	ISANTI COMMUNITY SCHOOL	191.90	3,118,053	16,249
72-0075-000	HIGH PLAINS COMMUNITY SCHOOLS	193.70	5,382,503	27,788
01-0123-000	SILVER LAKE PUBLIC SCHOOLS	195.73	4,895,514	25,012
81-0003-000	HAY SPRINGS PUBLIC SCHOOLS	196.15	3,368,304	17,172
59-0013-000	NEWMAN GROVE PUBLIC SCHOOLS	196.98	3,400,150	17,262
49-0033-000	STERLING PUBLIC SCHOOLS	198.11	3,173,743	16,020
18-0011-000	HARVARD PUBLIC SCHOOLS	199.33	4,322,146	21,683
24-0101-000	SUMNER-EDDYVILLE-MILLER SCHS	199.83	3,664,163	18,337
15-0536-000	WAUNETA-PALISADE PUBLIC SCHS	202.42	3,892,514	19,230
75-0100-000	ROCK COUNTY PUBLIC SCHOOLS	202.49	4,158,296	20,536
54-0501-000	NIOBRARA PUBLIC SCHOOLS	204.45	3,134,132	15,330
54-0576-000	WAUSA PUBLIC SCHOOLS	204.57	3,537,413	17,292
19-0058-000	CLARKSON PUBLIC SCHOOLS	207.34	3,732,478	18,001
35-0001-000	GARDEN COUNTY SCHOOLS	208.39	4,286,274	20,568
76-0068-000	FRIEND PUBLIC SCHOOLS	211.75	4,209,759	19,881
48-0303-000	MERIDIAN PUBLIC SCHOOLS	212.86	3,801,064	17,857
50-0001-000	WILCOX-HILDRETH PUBLIC SCHOOLS	216.36	4,711,444	21,776
06-0075-000	RIVERSIDE PUBLIC SCHOOLS	218.72	4,660,116	21,306
85-0060-000	DESHLER PUBLIC SCHOOLS	220.47	4,070,000	18,460
76-0044-000	DORCHESTER PUBLIC SCHOOL	222.11	3,474,611	15,644
26-0561-000	EMERSON-HUBBARD PUBLIC SCHOOLS	223.08	4,615,021	20,687
72-0019-000	OSCEOLA PUBLIC SCHOOLS	223.82	4,228,411	18,892
25-0095-000	SOUTH PLATTE PUBLIC SCHOOLS	227.08	3,865,515	17,023

District Number	District Name	Formula Students	Adjusted General Fund Operating Expenditures	Adjusted General Fund Operating Expenditures per Formula Student
21-0015-000	ANSELMO-MERNA PUBLIC SCHOOLS	227.16	3,666,942	16,142
69-0054-000	BERTRAND PUBLIC SCHOOLS	230.39	4,142,100	17,978
41-0002-000	GILTNER PUBLIC SCHOOLS	231.30	3,653,298	15,795
90-0595-000	WINSIDE PUBLIC SCHOOLS	233.74	4,170,725	17,844
93-0083-000	MC COOL JUNCTION PUBLIC SCHS	238.45	4,135,078	17,341
34-0100-000	DILLER-ODELL PUBLIC SCHOOLS	238.82	4,524,685	18,946
56-0007-000	MAXWELL PUBLIC SCHOOLS	246.27	4,076,952	16,555
14-0045-000	RANDOLPH PUBLIC SCHOOLS	247.26	3,830,883	15,493
19-0039-000	LEIGH COMMUNITY SCHOOLS	248.95	3,924,285	15,763
91-0002-000	RED CLOUD COMMUNITY SCHOOLS	249.77	4,127,538	16,526
20-0020-000	BANCROFT-ROSALIE COMM SCHOOLS	250.98	3,359,044	13,384
54-0586-000	BLOOMFIELD COMMUNITY SCHOOLS	252.21	4,215,341	16,713
01-0003-000	KENESAW PUBLIC SCHOOLS	253.28	4,357,841	17,205
29-0117-000	DUNDY CO STRATTON PUBLIC SCHS	253.34	5,590,599	22,067
33-0021-000	CAMBRIDGE PUBLIC SCHOOLS	253.69	4,267,873	16,823
67-0001-000	PAWNEE CITY PUBLIC SCHOOLS	253.92	4,308,375	16,968
13-0022-000	WEEPING WATER PUBLIC SCHOOLS	256.09	4,710,276	18,393
24-0004-000	OVERTON PUBLIC SCHOOLS	258.17	4,137,325	16,026
10-0019-000	SHELTON PUBLIC SCHOOLS	259.12	4,277,467	16,508
69-0055-000	LOOMIS PUBLIC SCHOOLS	261.65	4,189,682	16,013
36-0100-000	BURWELL PUBLIC SCHOOLS	262.71	4,586,750	17,459
78-0072-000	MEAD PUBLIC SCHOOLS	267.32	4,816,281	18,017
31-0506-000	FRANKLIN PUBLIC SCHOOLS	269.45	4,378,324	16,249
91-0074-000	BLUE HILL COMMUNITY SCHOOLS	271.07	5,261,519	19,410
74-0070-000	HUMBOLDT TABLE ROCK STEINAUER	273.98	6,636,934	24,224
56-0055-000	SUTHERLAND PUBLIC SCHOOLS	274.32	5,071,679	18,488
44-0070-000	HITCHCOCK CO SCH SYSTEM	275.35	4,194,039	15,232
19-0070-000	HOWELLS-DODGE CONSOLIDATED SCHOO	277.00	4,358,373	15,734
71-0067-000	HUMPHREY PUBLIC SCHOOLS	278.96	4,455,519	15,972
11-0020-000	LYONS-DECATUR NORTHEAST SCHS	279.47	4,720,785	16,892
73-0179-000	SOUTHWEST PUBLIC SCHOOLS	283.30	5,017,613	17,711
33-0018-000	ARAPAHOE PUBLIC SCHOOLS	285.31	4,259,758	14,930
79-0011-000	MORRILL PUBLIC SCHOOLS	288.26	6,584,032	22,841
12-0502-000	EAST BUTLER PUBLIC SCHOOLS	290.01	5,863,086	20,217
61-0049-000	PALMER PUBLIC SCHOOLS	290.36	4,198,745	14,460

2024/25 FORMULA STUDENTS IN ASCENDING ORDER

District Number	District Name	Formula Students	Adjusted General Fund Operating Expenditures	Adjusted General Fund Operating Expenditures per Formula Student
87-0013-000	WALTHILL PUBLIC SCHOOLS	291.10	4,380,117	15,047
63-0001-000	FULLERTON PUBLIC SCHOOLS	291.23	4,722,884	16,217
82-0001-000	LOUP CITY PUBLIC SCHOOLS	294.98	4,951,499	16,786
50-0501-000	AXTELL COMMUNITY SCHOOLS	296.84	4,755,339	16,020
39-0060-000	CENTRAL VALLEY PUBLIC SCHOOLS	298.24	6,827,274	22,892
54-0013-000	CREIGHTON COMMUNITY PUBLIC SCHOOLS	298.41	4,586,547	15,370
02-0009-000	NELIGH-OAKDALE SCHOOLS	308.19	5,361,255	17,396
08-0051-000	BOYD COUNTY SCHOOLS	308.33	4,993,177	16,194
62-0021-000	BAYARD PUBLIC SCHOOLS	308.39	5,215,496	16,912
93-0096-000	HEARTLAND COMMUNITY SCHOOLS	309.84	5,204,377	16,797
10-0105-000	PLEASANTON PUBLIC SCHOOLS	311.72	3,709,541	11,900
10-0009-000	ELM CREEK PUBLIC SCHOOLS	318.36	4,677,241	14,692
64-0023-000	JOHNSON-BROCK PUBLIC SCHOOLS	329.45	4,239,138	12,867
70-0005-000	PLAINVIEW PUBLIC SCHOOLS	338.85	5,146,422	15,188
10-0119-000	AMHERST PUBLIC SCHOOLS	352.67	5,054,724	14,333
72-0015-000	CROSS COUNTY COMMUNITY SCHOOLS	353.16	6,021,172	17,050
34-0001-000	SOUTHERN SCHOOL DISTRICT 1	354.87	4,553,874	12,833
09-0010-000	AINSWORTH COMMUNITY SCHOOLS	358.87	7,348,495	20,477
14-0054-000	LAUREL-CONCORD-COLERIDGE SCHOOL	362.27	7,792,302	21,510
54-0096-000	CROFTON COMMUNITY SCHOOLS	363.10	5,543,738	15,268
10-0069-000	RAVENNA PUBLIC SCHOOLS	363.35	6,283,654	17,294
42-0002-000	ALMA PUBLIC SCHOOLS	364.53	5,469,558	15,004
07-0010-000	HEMINGFORD PUBLIC SCHOOLS	364.55	6,437,840	17,660
33-0540-000	SOUTHERN VALLEY SCHOOLS	367.20	7,201,572	19,612
53-0001-000	KIMBALL PUBLIC SCHOOLS	371.77	6,288,225	16,914
14-0008-000	HARTINGTON NEWCASTLE PUBLIC SCHOO	371.88	5,625,767	15,128
11-0014-000	OAKLAND CRAIG PUBLIC SCHOOLS	373.39	5,567,469	14,911
65-0011-000	SUPERIOR PUBLIC SCHOOLS	382.72	5,986,799	15,643
72-0032-000	SHELBY - RISING CITY PUBLIC SCHOOLS	382.94	6,224,289	16,254
18-0002-000	SUTTON PUBLIC SCHOOLS	385.27	5,858,408	15,206
85-0070-000	THAYER CENTRAL COMMUNITY SCHS	386.38	6,303,314	16,314
63-0030-000	TWIN RIVER PUBLIC SCHOOLS	387.45	7,925,131	20,454
84-0003-000	STANTON COMMUNITY SCHOOLS	388.48	6,802,139	17,510
48-0300-000	TRI COUNTY PUBLIC SCHOOLS	389.63	6,180,483	15,863
68-0020-000	PERKINS COUNTY SCHOOLS	393.81	6,940,136	17,623

2024/25 FORMULA STUDENTS IN ASCENDING ORDER

District Number	District Name	Formula Students	Adjusted General Fund Operating Expenditures	Adjusted General Fund Operating Expenditures per Formula Student
87-0001-000	PENDER PUBLIC SCHOOLS	394.37	6,100,312	15,468
45-0239-000	WEST HOLT PUBLIC SCHOOLS	403.47	6,957,331	17,244
20-0030-000	WISNER-PILGER PUBLIC SCHOOLS	414.62	7,089,997	17,100
40-0126-000	DONIPHAN-TRUMBULL PUBLIC SCHS	421.42	7,343,812	17,426
02-0115-000	SUMMERLAND PUBLIC SCHOOLS	421.82	6,116,864	14,501
22-0031-000	HOMER COMMUNITY SCHOOLS	422.16	5,586,248	13,232
26-0001-000	PONCA PUBLIC SCHOOLS	425.64	6,906,939	16,227
59-0080-000	ELKHORN VALLEY SCHOOLS	434.33	6,652,737	15,317
47-0100-000	CENTURA PUBLIC SCHOOLS	435.37	6,986,347	16,047
78-0107-000	CEDAR BLUFFS PUBLIC SCHOOLS	440.91	5,867,076	13,307
80-0567-000	CENTENNIAL PUBLIC SCHOOLS	454.41	7,789,093	17,141
13-0097-000	ELMWOOD-MURDOCK PUBLIC SCHOOLS	466.84	6,001,869	12,856
40-0083-000	WOOD RIVER RURAL SCHOOLS	467.04	8,127,818	17,403
34-0034-000	FREEMAN PUBLIC SCHOOLS	470.71	6,138,825	13,042
78-0009-000	YUTAN PUBLIC SCHOOLS	476.97	6,485,264	13,597
49-0050-000	JOHNSON CO CENTRAL PUBLIC SCHS	492.86	7,840,176	15,907
59-0001-000	MADISON PUBLIC SCHOOLS	496.36	6,232,629	12,557
81-0010-000	GORDON-RUSHVILLE PUBLIC SCHS	497.37	6,209,748	12,485
62-0063-000	BRIDGEPORT PUBLIC SCHOOLS	500.60	7,237,211	14,457
11-0001-000	TEKAMAH-HERMAN COMMUNITY SCHS	505.65	7,838,214	15,501
88-0005-000	ORD PUBLIC SCHOOLS	516.36	7,524,858	14,573
56-0037-000	HERSHEY PUBLIC SCHOOLS	520.17	7,265,319	13,967
59-0005-000	BATTLE CREEK PUBLIC SCHOOLS	533.20	6,463,316	12,122
87-0016-000	UMO N HO N NATION PUBLIC SCHS	539.86	8,568,865	15,872
10-0002-000	GIBBON PUBLIC SCHOOLS	541.84	6,411,754	11,833
90-0560-000	WAKEFIELD PUBLIC SCHOOLS	550.77	6,881,102	12,494
79-0031-000	MITCHELL PUBLIC SCHOOLS	555.13	8,657,589	15,596
16-0006-000	VALENTINE COMMUNITY SCHOOLS	558.55	10,907,298	19,528
30-0025-000	FILLMORE CENTRAL PUBLIC SCHS	561.80	6,822,956	12,145
27-0595-000	NORTH BEND CENTRAL PUBLIC SCHS	563.32	8,907,856	15,813
06-0001-000	BOONE CENTRAL SCHOOLS	572.13	9,128,455	15,955
27-0594-000	LOGAN VIEW PUBLIC SCHOOLS	579.22	7,915,069	13,665
76-0082-000	WILBER-CLATONIA PUBLIC SCHOOLS	581.25	7,604,109	13,082
87-0017-000	WINNEBAGO PUBLIC SCHOOLS DISTRICT 1	585.25	3,187,880	5,447
15-0010-000	CHASE COUNTY SCHOOLS	622.56	9,030,470	14,505

NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE AND ORGANIZATION SERVICES

2024/25 FORMULA STUDENTS IN ASCENDING ORDER

District Number	District Name	Formula Students	Adjusted General Fund Operating Expenditures	Adjusted General Fund Operating Expenditures per Formula Student
47-0001-000	ST PAUL PUBLIC SCHOOLS	623.62	8,221,132	13,183
55-0148-000	MALCOLM PUBLIC SCHOOLS	624.29	7,490,849	11,999
13-0032-000	LOUISVILLE PUBLIC SCHOOLS	644.65	8,731,568	13,545
70-0002-000	PIERCE PUBLIC SCHOOLS	650.41	8,400,366	12,916
12-0056-000	DAVID CITY PUBLIC SCHOOLS	652.43	10,979,570	16,829
13-0056-000	CONESTOGA PUBLIC SCHOOLS	658.85	9,600,998	14,572
65-2005-000	SOUTH CENTRAL NEBRASKA UNIFIED 5	662.36	9,818,808	14,824
20-0001-000	WEST POINT PUBLIC SCHOOLS	665.34	10,408,317	15,644
89-0024-000	ARLINGTON PUBLIC SCHOOLS	685.88	8,560,192	12,481
66-0501-000	PALMYRA DISTRICT O R 1	688.37	7,196,662	10,455
55-0161-000	RAYMOND CENTRAL PUBLIC SCHOOLS	708.00	9,251,197	13,067
61-0004-000	CENTRAL CITY PUBLIC SCHOOLS	735.74	10,267,253	13,955
66-0027-000	SYRACUSE-DUNBAR-AVOCA SCHOOLS	745.60	9,297,928	12,470
50-0503-000	MINDEN PUBLIC SCHOOLS	754.68	10,709,486	14,191
74-0056-000	FALLS CITY PUBLIC SCHOOLS	759.40	9,832,294	12,947
45-0007-000	O'NEILL PUBLIC SCHOOLS	770.10	9,880,487	12,830
80-0005-000	MILFORD PUBLIC SCHOOLS	773.83	9,559,420	12,353
21-0025-000	BROKEN BOW PUBLIC SCHOOLS	774.22	8,875,233	11,463
51-0001-000	OGALLALA PUBLIC SCHOOLS	784.25	11,392,041	14,526
24-0020-000	GOTHENBURG PUBLIC SCHOOLS	803.77	10,270,001	12,777
89-0003-000	FORT CALHOUN COMMUNITY SCHS	809.51	9,871,457	12,194
48-0008-000	FAIRBURY PUBLIC SCHOOLS	824.60	12,065,658	14,632
64-0029-000	AUBURN PUBLIC SCHOOLS	842.15	11,681,755	13,871
23-0002-000	CHADRON PUBLIC SCHOOLS	874.91	10,410,139	11,899
24-0011-000	COZAD COMMUNITY SCHOOLS	916.82	11,250,934	12,272
71-0005-000	LAKEVIEW COMMUNITY SCHOOLS	917.16	10,466,555	11,412
01-0090-000	ADAMS CENTRAL PUBLIC SCHOOLS	955.21	15,006,985	15,711
90-0017-000	WAYNE COMMUNITY SCHOOLS	968.99	10,686,172	11,028
69-0044-000	HOLDREGE PUBLIC SCHOOLS	973.00	12,576,176	12,925
28-0015-000	DOUGLAS CO WEST COMMUNITY SCHS	1,030.12	15,028,838	14,589
78-0039-000	WAHOO PUBLIC SCHOOLS	1,048.64	11,266,061	10,744
78-0001-000	ASHLAND-GREENWOOD PUBLIC SCHS	1,075.01	11,870,615	11,042
17-0001-000	SIDNEY PUBLIC SCHOOLS	1,120.52	14,267,586	12,733
41-0504-000	AURORA PUBLIC SCHOOLS	1,157.90	16,800,048	14,509
77-0046-000	SPRINGFIELD PLATTEVIEW COMMUNITY S(	1,188.99	17,328,589	14,574

2024/25 FORMULA STUDENTS IN ASCENDING ORDER

District Number	District Name	Formula Students	Adjusted General Fund Operating Expenditures	Adjusted General Fund Operating Expenditures per Formula Student
07-0006-000	ALLIANCE PUBLIC SCHOOLS	1,280.90	14,902,956	11,635
66-0111-000	NEBRASKA CITY PUBLIC SCHOOLS	1,311.64	11,979,674	9,133
13-0001-000	PLATTSMOUTH COMMUNITY SCHOOLS	1,343.24	15,663,227	11,661
73-0017-000	MC COOK PUBLIC SCHOOLS	1,343.28	14,971,174	11,145
80-0009-000	SEWARD PUBLIC SCHOOLS	1,383.90	17,793,687	12,858
40-0082-000	NORTHWEST PUBLIC SCHOOLS	1,392.79	15,976,214	11,471
93-0012-000	YORK PUBLIC SCHOOLS	1,395.27	15,544,900	11,141
79-0016-000	GERING PUBLIC SCHOOLS	1,789.89	19,069,963	10,654
19-0123-000	SCHUYLER COMMUNITY SCHOOLS	1,808.68	19,240,225	10,638
34-0015-000	BEATRICE PUBLIC SCHOOLS	1,930.00	19,102,344	9,898
55-0145-000	WAVERLY SCHOOL DISTRICT 145	2,075.32	23,760,075	11,449
89-0001-000	BLAIR COMMUNITY SCHOOLS	2,085.14	22,823,725	10,946
76-0002-000	CRETE PUBLIC SCHOOLS	2,131.11	19,052,420	8,940
55-0160-000	NORRIS SCHOOL DIST 160	2,352.03	24,881,541	10,579
24-0001-000	LEXINGTON PUBLIC SCHOOLS	3,017.38	28,258,037	9,365
79-0032-000	SCOTTSBLUFF PUBLIC SCHOOLS	3,247.68	30,158,039	9,286
28-0054-000	RALSTON PUBLIC SCHOOLS	3,274.85	30,858,001	9,423
01-0018-000	HASTINGS PUBLIC SCHOOLS	3,327.35	32,929,302	9,897
56-0001-000	NORTH PLATTE PUBLIC SCHOOLS	3,531.04	39,003,146	11,046
22-0011-000	SO SIOUX CITY COMMUNITY SCHS	3,625.51	38,314,152	10,568
71-0001-000	COLUMBUS PUBLIC SCHOOLS	3,880.61	37,174,820	9,580
28-0059-000	BENNINGTON PUBLIC SCHOOLS	4,176.91	45,073,258	10,791
59-0002-000	NORFOLK PUBLIC SCHOOLS	4,333.13	42,960,687	9,914
27-0001-000	FREMONT PUBLIC SCHOOLS	5,110.83	48,026,088	9,397
10-0007-000	KEARNEY PUBLIC SCHOOLS	5,629.16	57,480,911	10,211
28-0066-000	WESTSIDE COMMUNITY SCHOOLS	6,194.14	73,016,218	11,788
77-0037-000	GRETNA PUBLIC SCHOOLS	6,557.29	67,210,360	10,250
77-0001-000	BELLEVUE PUBLIC SCHOOLS	9,043.54	99,714,262	11,026
40-0002-000	GRAND ISLAND PUBLIC SCHOOLS	9,409.99	82,720,011	8,791
28-0010-000	ELKHORN PUBLIC SCHOOLS	11,171.53	113,018,006	10,117
77-0027-000	PAPILLION LA VISTA COMMUNITY SCHOOLS	11,645.61	127,119,255	10,916
28-0017-000	MILLARD PUBLIC SCHOOLS	22,483.54	235,076,582	10,455
55-0001-000	LINCOLN PUBLIC SCHOOLS	39,841.56	411,124,876	10,319
28-0001-000	OMAHA PUBLIC SCHOOLS	49,716.53	443,736,889	8,925
	STATEWIDE TOTALS:	311,970.84	3,570,392,685	11,445

COMPARISON OF 2024/25 STATE AID
TO PRIOR YEAR CALCULATED AID

SYSTEM / COUNTY DISTRICT NUMBER	DISTRICT NAME	23/24 FORMULA NEEDS	23/24 STATE AID TOTAL CALCULATED	24/25 STATE AID TOTAL CALCULATED	DIFFERENCE BETWEEN 23/24 AND PRIOR YEAR	PERCENT STATE AID CHANGE AS A PERCENT OF FORMULA NEED FOR 23/24 STATE AID	PERCENT CHANGE IN ADJUSTED VALUATION	GENERAL FUND LEVY
01-0003-000	KENESAW PUBLIC SCHOOLS	4,807,516	730,591	598,619	(131,972)	(2.75)	12.01	0.74
01-0018-000	HASTINGS PUBLIC SCHOOLS	43,288,201	20,627,181	20,824,777	197,596	0.46	10.19	1.10
01-0090-000	ADAMS CENTRAL PUBLIC SCHOOLS	13,158,204	2,092,869	2,246,370	153,501	1.17	11.13	0.61
01-0123-000	SILVER LAKE PUBLIC SCHOOLS	4,326,179	340,253	333,932	(6,321)	(0.15)	12.55	0.52
02-0009-000	NELIGH-OAKDALE SCHOOLS	5,790,941	551,086	531,224	(19,862)	(0.34)	5.44	0.90
02-0018-000	ELGIN PUBLIC SCHOOLS	3,884,718	578,026	627,029	49,003	1.26	4.27	0.40
02-0115-000	SUMMERLAND PUBLIC SCHOOLS	8,388,026	669,077	679,890	10,813	0.13	6.17	0.50
03-0500-000	ARTHUR COUNTY SCHOOLS	3,089,136	460,645	447,781	(12,864)	(0.42)	1.64	0.85
04-0001-000	BANNER COUNTY PUBLIC SCHOOLS	3,591,140	649,304	515,922	(133,382)	(3.71)	7.75	0.79
05-0071-000	SANDHILLS PUBLIC SCHOOLS	2,884,773	257,310	189,382	(67,928)	(2.35)	2.37	0.56
06-0001-000	BOONE CENTRAL SCHOOLS	8,858,859	1,356,774	1,443,624	86,850	0.98	7.30	0.45
06-0017-000	ST EDWARD PUBLIC SCHOOLS	3,822,568	267,383	275,817	8,434	0.22	5.89	0.65
06-0075-000	RIVERSIDE PUBLIC SCHOOLS	4,555,603	417,192	376,390	(40,802)	(0.90)	6.41	0.48
07-0006-000	ALLIANCE PUBLIC SCHOOLS	16,904,106	2,437,991	2,637,097	199,106	1.18	6.10	0.90
07-0010-000	HEMINGFORD PUBLIC SCHOOLS	6,761,875	1,228,292	1,243,678	15,386	0.23	4.35	0.88
08-0051-000	BOYD COUNTY SCHOOLS	6,291,284	563,224	539,566	(23,658)	(0.38)	0.68	0.68
09-0010-000	AINSWORTH COMMUNITY SCHOOLS	6,547,939	621,928	600,149	(21,779)	(0.33)	3.88	0.55
10-0002-000	GIBBON PUBLIC SCHOOLS	8,496,043	1,132,886	897,961	(234,925)	(2.77)	9.77	0.95
10-0007-000	KEARNEY PUBLIC SCHOOLS	65,842,748	10,025,855	9,780,062	(245,793)	(0.37)	9.65	0.98
10-0009-000	ELM CREEK PUBLIC SCHOOLS	5,532,070	786,142	839,780	53,638	0.97	7.54	0.88
10-0019-000	SHELTON PUBLIC SCHOOLS	4,863,779	409,256	460,869	51,613	1.06	9.04	1.05
10-0069-000	RAVENNA PUBLIC SCHOOLS	6,606,920	608,162	599,250	(8,912)	(0.13)	5.48	0.64
10-0105-000	PLEASANTON PUBLIC SCHOOLS	5,584,821	622,000	874,190	252,190	4.52	8.29	0.85
10-0119-000	AMHERST PUBLIC SCHOOLS	6,090,731	2,091,214	1,673,855	(417,359)	(6.85)	8.09	0.66
11-0001-000	TEKAMAH-HERMAN COMMUNITY SCHS	7,806,052	842,401	840,515	(1,886)	(0.02)	15.82	0.58
11-0014-000	OAKLAND CRAIG PUBLIC SCHOOLS	6,985,521	628,673	616,525	(12,148)	(0.17)	8.24	0.90
11-0020-000	LYONS-DECATUR NORTHEAST SCHS	5,365,515	424,356	468,977	44,621	0.83	21.11	0.71
12-0056-000	DAVID CITY PUBLIC SCHOOLS	10,395,034	1,092,991	1,138,979	45,988	0.44	7.77	0.64
12-0502-000	EAST BUTLER PUBLIC SCHOOLS	6,020,746	486,010	502,417	16,407	0.27	9.78	0.62
13-0001-000	PLATTSMOUTH COMMUNITY SCHOOLS	18,097,812	4,156,755	4,456,881	300,126	1.66	5.05	1.05
13-0022-000	WEEPING WATER PUBLIC SCHOOLS	4,908,290	459,751	436,944	(22,807)	(0.46)	3.69	1.05
13-0032-000	LOUISVILLE PUBLIC SCHOOLS	9,541,051	1,431,241	1,384,081	(47,160)	(0.49)	5.57	1.02
13-0056-000	CONESTOGA PUBLIC SCHOOLS	9,922,535	1,107,169	1,112,679	5,510	0.06	5.11	0.82
13-0097-000	ELMWOOD-MURDOCK PUBLIC SCHOOLS	7,395,669	1,352,755	1,407,982	55,227	0.75	3.62	0.80
14-0008-000	HARTINGTON NEWCASTLE PUBLIC SC	7,155,202	683,748	666,308	(17,440)	(0.24)	4.77	0.36
14-0045-000	RANDOLPH PUBLIC SCHOOLS	4,560,010	426,258	418,640	(7,618)	(0.17)	8.01	0.41
14-0054-000	LAUREL-CONCORD-COLERIDGE SCHOO	6,935,605	662,355	648,538	(13,817)	(0.20)	6.71	0.61
14-0101-000	WYNOT PUBLIC SCHOOLS	3,809,023	1,405,584	1,451,145	45,561	1.20	4.05	0.95
15-0010-000	CHASE COUNTY SCHOOLS	9,133,683	1,150,737	1,346,284	195,547	2.14	4.55	0.53
15-0536-000	WAUNETA-PALISADE PUBLIC SCHS	4,432,637	365,712	325,191	(40,521)	(0.91)	6.27	0.74
16-0006-000	VALENTINE COMMUNITY SCHOOLS	8,489,457	954,470	944,778	(9,692)	(0.11)	3.89	0.56
16-0030-000	CODY-KILGORE PUBLIC SCHS	3,724,689	1,464,566	1,338,825	(125,741)	(3.38)	6.86	0.76
17-0001-000	SIDNEY PUBLIC SCHOOLS	14,705,649	5,675,851	5,068,332	(607,519)	(4.13)	11.16	1.05
17-0003-000	LEYTON PUBLIC SCHOOLS	3,555,038	217,992	318,825	100,833	2.84	8.88	0.86
17-0009-000	POTTER-DIX PUBLIC SCHOOLS	3,885,892	674,105	655,811	(18,294)	(0.47)	9.00	0.79

NEBRASKA DEPARTMENT OF EDUCATION
SCHOOL FINANCE & ORGANIZATION SERVICES

COMPARISON OF 2024/25 STATE AID
TO PRIOR YEAR CALCULATED AID

SYSTEM / COUNTY DISTRICT NUMBER	DISTRICT NAME	23/24 FORMULA NEEDS	23/24 STATE AID TOTAL CALCULATED	24/25 STATE AID TOTAL CALCULATED	DIFFERENCE BETWEEN 23/24 AND PRIOR YEAR	PERCENT STATE AID CHANGE AS A PERCENT OF FORMULA NEED FOR 23/24 STATE AID	PERCENT CHANGE IN ADJUSTED VALUATION	GENERAL FUND LEVY
18-0002-000	SUTTON PUBLIC SCHOOLS	6,954,454	931,273	949,004	17,731	0.25	5.17	0.57
18-0011-000	HARVARD PUBLIC SCHOOLS	4,364,884	333,502	326,796	(6,706)	(0.15)	5.37	0.92
19-0039-000	LEIGH COMMUNITY SCHOOLS	4,453,525	496,049	622,208	126,159	2.83	8.12	0.71
19-0058-000	CLARKSON PUBLIC SCHOOLS	4,362,045	410,912	343,810	(67,102)	(1.54)	9.18	0.73
19-0070-000	HOWELLS-DODGE CONSOLIDATED SCH	5,084,541	476,942	482,843	5,901	0.12	10.09	0.47
19-0123-000	SCHUYLER COMMUNITY SCHOOLS	22,135,029	4,786,716	3,642,494	(1,144,222)	(5.17)	10.09	0.92
20-0001-000	WEST POINT PUBLIC SCHOOLS	10,511,700	1,163,700	1,174,533	10,833	0.10	9.92	0.54
20-0020-000	BANCROFT-ROSALIE COMM SCHOOLS	5,054,321	1,129,482	1,008,806	(120,676)	(2.39)	14.73	0.51
20-0030-000	WISNER-PILGER PUBLIC SCHOOLS	7,178,015	977,932	979,019	1,087	0.02	7.55	0.55
21-0015-000	ANSELMO-MERNA PUBLIC SCHOOLS	4,507,224	579,412	721,239	141,827	3.15	1.06	0.51
21-0025-000	BROKEN BOW PUBLIC SCHOOLS	11,206,808	1,297,343	1,294,265	(3,078)	(0.03)	1.81	0.76
21-0044-000	ANSLEY PUBLIC SCHOOLS	3,976,779	314,049	307,473	(6,576)	(0.17)	1.07	0.80
21-0084-000	SARGENT PUBLIC SCHOOLS	3,740,928	259,438	246,250	(13,188)	(0.35)	0.90	0.80
21-0089-000	ARNOLD PUBLIC SCHOOLS	3,751,426	375,302	381,021	5,719	0.15	2.18	0.61
21-0180-000	CALLAWAY PUBLIC SCHOOLS	3,893,326	271,313	262,582	(8,731)	(0.22)	1.93	0.67
22-0011-000	SO SIOUX CITY COMMUNITY SCHS	50,146,269	28,080,882	28,819,854	738,972	1.47	8.24	1.02
22-0031-000	HOMER COMMUNITY SCHOOLS	7,551,097	1,850,076	2,008,739	158,663	2.10	10.21	0.61
23-0002-000	CHADRON PUBLIC SCHOOLS	13,616,450	4,676,167	5,579,801	903,634	6.64	6.09	0.99
23-0071-000	CRAWFORD PUBLIC SCHOOLS	3,738,779	553,720	559,911	6,191	0.17	4.22	0.88
24-0001-000	LEXINGTON PUBLIC SCHOOLS	42,079,475	23,709,956	25,313,653	1,603,697	3.81	11.04	0.93
24-0004-000	OVERTON PUBLIC SCHOOLS	4,809,380	801,260	758,653	(42,607)	(0.89)	8.21	0.94
24-0011-000	COZAD COMMUNITY SCHOOLS	13,322,094	2,879,448	2,636,449	(242,999)	(1.82)	11.35	0.99
24-0020-000	GOTHENBURG PUBLIC SCHOOLS	11,617,219	1,729,111	1,614,142	(114,969)	(0.99)	9.25	0.94
24-0101-000	SUMNER-EDDYVILLE-MILLER SCHS	4,392,465	518,053	578,309	60,256	1.37	6.21	0.87
25-0025-000	CREEK VALLEY SCHOOLS	3,819,708	265,467	276,494	11,027	0.29	7.49	0.70
25-0095-000	SOUTH PLATTE PUBLIC SCHOOLS	4,383,085	760,015	666,832	(93,183)	(2.13)	8.29	0.61
26-0001-000	PONCA PUBLIC SCHOOLS	7,261,279	1,794,748	1,639,726	(155,022)	(2.13)	15.28	0.92
26-0070-000	ALLEN CONSOLIDATED SCHOOLS	3,459,829	263,856	278,508	14,652	0.42	14.29	0.63
26-0561-000	EMERSON-HUBBARD PUBLIC SCHOOLS	4,531,510	411,202	377,402	(33,800)	(0.75)	11.71	0.69
27-0001-000	FREMONT PUBLIC SCHOOLS	64,649,961	20,552,905	21,616,697	1,063,792	1.65	13.76	0.92
27-0062-000	SCRIBNER-SNYDER COMMUNITY SCHS	3,801,219	290,297	299,863	9,566	0.25	6.98	0.65
27-0594-000	LOGAN VIEW PUBLIC SCHOOLS	9,009,154	1,562,403	1,391,224	(171,179)	(1.90)	6.12	0.59
27-0595-000	NORTH BEND CENTRAL PUBLIC SCHS	8,549,558	1,450,347	1,632,298	181,951	2.13	4.36	0.54
28-0001-000	OMAHA PUBLIC SCHOOLS	730,038,520	285,573,656	317,175,614	31,601,958	4.33	11.65	0.99
28-0010-000	ELKHORN PUBLIC SCHOOLS	123,400,677	20,055,996	20,391,748	335,752	0.27	17.08	0.90
28-0015-000	DOUGLAS CO WEST COMMUNITY SCHS	14,025,069	2,745,057	2,847,471	102,414	0.73	17.15	0.57
28-0017-000	MILLARD PUBLIC SCHOOLS	256,842,525	74,330,641	64,231,083	(10,099,558)	(3.93)	11.55	0.94
28-0054-000	RALSTON PUBLIC SCHOOLS	42,681,374	9,554,688	10,698,127	1,143,439	2.68	12.49	0.92
28-0059-000	BENNINGTON PUBLIC SCHOOLS	46,500,464	19,508,274	14,056,646	(5,451,628)	(11.72)	21.06	0.95
28-0066-000	WESTSIDE COMMUNITY SCHOOLS	73,913,607	29,258,477	30,256,911	998,434	1.35	10.17	0.87
29-0117-000	DUNDY CO STRATTON PUBLIC SCHS	5,455,672	449,942	425,927	(24,015)	(0.44)	1.81	0.49
30-0001-000	EXETER-MILLIGAN PUBLIC SCHOOLS	3,891,990	267,214	276,156	8,942	0.23	4.88	0.53
30-0025-000	FILLMORE CENTRAL PUBLIC SCHS	9,521,617	948,846	955,228	6,382	0.07	1.76	0.55
30-0054-000	SHICKLEY PUBLIC SCHOOLS	3,273,581	406,610	369,457	(37,153)	(1.13)	3.15	0.73
31-0506-000	FRANKLIN PUBLIC SCHOOLS	5,259,033	608,140	624,137	15,997	0.30	11.14	0.88

COMPARISON OF 2024/25 STATE AID
TO PRIOR YEAR CALCULATED AID

SYSTEM / COUNTY DISTRICT NUMBER	DISTRICT NAME	23/24 FORMULA NEEDS	23/24 STATE AID TOTAL CALCULATED	24/25 STATE AID TOTAL CALCULATED	DIFFERENCE BETWEEN 23/24 AND PRIOR YEAR	PERCENT STATE AID CHANGE AS A PERCENT OF FORMULA NEED FOR 23/24 STATE AID	PERCENT CHANGE IN ADJUSTED VALUATION	GENERAL FUND LEVY
32-0046-000	MAYWOOD PUBLIC SCHOOLS	3,828,923	684,133	860,558	176,425	4.61	8.74	0.83
32-0095-000	EUSTIS-FARNAM PUBLIC SCHOOLS	3,744,587	275,355	276,565	1,210	0.03	10.38	0.67
32-0125-000	MEDICINE VALLEY PUBLIC SCHOOLS	4,114,119	941,033	634,108	(306,925)	(7.46)	12.25	1.03
33-0018-000	ARAPAHOE PUBLIC SCHOOLS	5,414,374	586,437	548,763	(37,674)	(0.70)	8.98	0.67
33-0021-000	CAMBRIDGE PUBLIC SCHOOLS	4,989,818	861,150	757,668	(103,482)	(2.07)	10.76	0.86
33-0540-000	SOUTHERN VALLEY SCHOOLS	6,724,173	588,987	599,658	10,671	0.16	11.45	0.70
34-0001-000	SOUTHERN SCHOOL DIST 1	7,052,770	1,530,406	1,982,298	451,892	6.41	6.60	0.98
34-0015-000	BEATRICE PUBLIC SCHOOLS	25,428,346	5,354,063	5,850,234	496,171	1.95	11.86	0.88
34-0034-000	FREEMAN PUBLIC SCHOOLS	7,577,365	1,648,424	1,693,913	45,489	0.60	6.98	0.62
34-0100-000	DILLER-ODELL PUBLIC SCHOOLS	4,498,099	649,523	676,335	26,812	0.60	6.05	0.60
35-0001-000	GARDEN COUNTY SCHOOLS	4,446,604	306,610	345,481	38,871	0.87	5.97	0.36
36-0100-000	BURWELL PUBLIC SCHOOLS	4,865,107	787,617	751,355	(36,262)	(0.75)	5.13	0.90
37-0030-000	ELWOOD PUBLIC SCHOOLS	3,984,105	339,308	310,733	(28,575)	(0.72)	8.34	0.51
38-0011-000	HYANNIS AREA SCHOOLS	3,569,821	313,140	284,138	(29,002)	(0.81)	7.52	0.34
39-0060-000	CENTRAL VALLEY PUBLIC SCHOOLS	5,739,898	459,191	485,623	26,432	0.46	6.88	0.75
40-0002-000	GRAND ISLAND PUBLIC SCHOOLS	128,394,882	63,649,335	68,970,126	5,320,791	4.14	14.84	0.95
40-0082-000	NORTHWEST PUBLIC SCHOOLS	17,357,708	10,083,571	10,359,111	275,540	1.59	8.85	0.53
40-0083-000	WOOD RIVER RURAL SCHOOLS	7,764,700	771,516	787,969	16,453	0.21	4.56	0.92
40-0126-000	DONIPHAN-TRUMBULL PUBLIC SCHS	7,189,898	734,472	749,725	15,253	0.21	5.83	0.82
41-0002-000	GILTNER PUBLIC SCHOOLS	4,395,488	1,180,926	1,430,624	249,698	5.68	12.66	0.74
41-0091-000	HAMPTON PUBLIC SCHOOLS	3,820,453	840,067	789,040	(51,027)	(1.34)	10.83	0.64
41-0504-000	AURORA PUBLIC SCHOOLS	15,374,400	1,993,031	1,984,429	(8,602)	(0.06)	8.01	0.78
42-0002-000	ALMA PUBLIC SCHOOLS	6,640,003	1,368,382	1,529,859	161,477	2.43	14.62	0.88
43-0079-000	HAYES CENTER PUBLIC SCHOOLS	3,463,230	209,843	226,485	16,642	0.48	7.20	0.67
44-0070-000	HITCHCOCK CO SCH SYSTEM	5,318,600	458,632	444,708	(13,924)	(0.26)	5.61	0.84
45-0007-000	O'NEILL PUBLIC SCHOOLS	11,901,585	1,295,500	1,296,257	757	0.01	6.12	0.80
45-0044-000	STUART PUBLIC SCHOOLS	3,854,219	1,330,109	1,542,391	212,282	5.51	8.46	0.91
45-0137-000	CHAMBERS PUBLIC SCHOOLS	3,176,524	219,682	239,958	20,276	0.64	10.01	0.76
45-0239-000	WEST HOLT PUBLIC SCHOOLS	7,316,731	693,880	670,862	(23,018)	(0.31)	5.77	0.56
46-0001-000	MULLEN PUBLIC SCHOOLS	3,972,874	475,632	460,676	(14,956)	(0.38)	8.67	0.48
47-0001-000	ST PAUL PUBLIC SCHOOLS	9,472,399	1,818,598	1,333,624	(484,974)	(5.12)	6.06	0.96
47-0100-000	CENTURA PUBLIC SCHOOLS	7,258,374	993,805	1,091,248	97,443	1.34	6.77	0.91
47-0103-000	ELBA PUBLIC SCHOOLS	3,079,849	1,143,365	1,144,074	709	0.02	5.63	0.96
48-0008-000	FAIRBURY PUBLIC SCHOOLS	12,339,065	1,355,674	1,362,072	6,398	0.05	7.74	0.88
48-0300-000	TRI COUNTY PUBLIC SCHOOLS	7,195,708	1,075,548	1,332,832	257,284	3.58	5.39	0.62
48-0303-000	MERIDIAN PUBLIC SCHOOLS	4,259,027	1,142,305	1,140,550	(1,755)	(0.04)	10.31	0.60
49-0033-000	STERLING PUBLIC SCHOOLS	3,908,483	322,663	327,126	4,463	0.11	3.89	0.88
49-0050-000	JOHNSON CO CENTRAL PUBLIC SCHS	7,929,170	789,594	813,267	23,673	0.30	4.22	0.84
50-0001-000	WILCOX-HILDRETH PUBLIC SCHOOLS	4,528,138	356,053	381,778	25,725	0.57	11.25	0.57
50-0501-000	AXTELL COMMUNITY SCHOOLS	5,309,352	838,272	1,013,283	175,011	3.30	10.20	0.80
50-0503-000	MINDEN PUBLIC SCHOOLS	10,779,937	1,324,923	1,284,452	(40,471)	(0.38)	10.11	0.68
51-0001-000	OGALLALA PUBLIC SCHOOLS	11,456,674	1,371,322	1,334,042	(37,280)	(0.33)	13.09	0.70
51-0006-000	PAXTON CONSOLIDATED SCHOOLS	3,833,526	785,933	845,567	59,634	1.56	8.44	0.52
52-0100-000	KEYA PAHA COUNTY SCHOOLS	2,877,381	139,606	151,149	11,543	0.40	15.86	0.38
53-0001-000	KIMBALL PUBLIC SCHOOLS	6,921,482	615,620	622,376	6,756	0.10	8.68	0.82

COMPARISON OF 2024/25 STATE AID
TO PRIOR YEAR CALCULATED AID

SYSTEM / COUNTY DISTRICT NUMBER	DISTRICT NAME	23/24 FORMULA NEEDS	23/24 STATE AID TOTAL CALCULATED	24/25 STATE AID TOTAL CALCULATED	DIFFERENCE BETWEEN 23/24 AND PRIOR YEAR	PERCENT STATE AID CHANGE AS A PERCENT OF FORMULA NEED FOR 23/24 STATE AID	PERCENT CHANGE IN ADJUSTED VALUATION	GENERAL FUND LEVY
54-0013-000	CREIGHTON COMMUNITY PUBLIC SCH	5,532,836	464,398	542,279	77,881	1.41	6.67	0.77
54-0096-000	CROFTON COMMUNITY SCHOOLS	6,287,027	937,147	952,717	15,570	0.25	6.82	0.70
54-0501-000	NIOBRARA PUBLIC SCHOOLS	4,687,739	1,731,910	1,955,020	223,110	4.76	7.10	0.82
54-0505-000	SANTEE COMMUNITY SCHOOLS	4,810,115	4,031,850	4,016,478	(15,372)	(0.32)	(10.46)	0.91
54-0576-000	WAUSA PUBLIC SCHOOLS	4,407,249	386,561	431,483	44,922	1.02	6.81	0.76
54-0583-000	VERDIGRE PUBLIC SCHOOLS	3,351,699	264,079	298,001	33,922	1.01	6.43	0.78
54-0586-000	BLOOMFIELD COMMUNITY SCHOOLS	4,708,131	416,170	424,608	8,438	0.18	4.76	0.55
55-0001-000	LINCOLN PUBLIC SCHOOLS	500,371,115	104,411,057	72,974,146	(31,436,911)	(6.28)	16.79	0.93
55-0145-000	WAVERLY SCHOOL DISTRICT 145	24,410,679	3,566,936	3,527,005	(39,931)	(0.16)	10.63	0.86
55-0148-000	MALCOLM PUBLIC SCHOOLS	9,228,823	3,480,797	3,227,512	(253,285)	(2.74)	13.20	0.70
55-0160-000	NORRIS SCHOOL DIST 160	26,533,985	5,324,230	4,902,861	(421,369)	(1.59)	13.52	0.80
55-0161-000	RAYMOND CENTRAL PUBLIC SCHOOLS	10,869,175	1,208,095	1,233,673	25,578	0.24	11.87	0.86
56-0001-000	NORTH PLATTE PUBLIC SCHOOLS	44,741,368	9,913,075	9,345,814	(567,261)	(1.27)	9.93	0.99
56-0006-000	BRADY PUBLIC SCHOOLS	3,822,918	707,051	741,253	34,202	0.89	10.31	0.86
56-0007-000	MAXWELL PUBLIC SCHOOLS	4,750,083	1,776,077	1,862,368	86,291	1.82	7.99	0.75
56-0037-000	HERSHEY PUBLIC SCHOOLS	7,962,025	2,822,223	2,787,275	(34,948)	(0.44)	9.69	0.76
56-0055-000	SUTHERLAND PUBLIC SCHOOLS	5,083,219	606,774	496,434	(110,340)	(2.17)	8.32	0.98
56-0565-000	WALLACE PUBLIC SCH DIST 65 R	3,853,601	487,708	383,104	(104,604)	(2.71)	10.36	0.78
57-0501-000	STAPLETON PUBLIC SCHOOLS	3,808,042	586,099	404,256	(181,843)	(4.78)	3.25	0.62
58-0025-000	LOUP COUNTY PUBLIC SCHOOLS	2,872,061	117,961	131,556	13,595	0.47	8.81	0.60
59-0001-000	MADISON PUBLIC SCHOOLS	8,367,827	818,170	843,291	25,121	0.30	8.44	0.70
59-0002-000	NORFOLK PUBLIC SCHOOLS	53,551,284	10,417,758	10,896,284	478,526	0.89	9.23	0.95
59-0005-000	BATTLE CREEK PUBLIC SCHOOLS	8,005,722	1,742,595	1,573,746	(168,849)	(2.11)	8.81	0.67
59-0013-000	NEWMAN GROVE PUBLIC SCHOOLS	3,993,986	329,546	332,960	3,414	0.09	5.19	0.52
59-0080-000	ELKHORN VALLEY SCHOOLS	7,215,856	710,540	758,395	47,855	0.66	5.67	0.71
60-0090-000	MC PHERSON COUNTY SCHOOLS	2,811,182	84,869	104,082	19,213	0.68	1.90	0.69
61-0004-000	CENTRAL CITY PUBLIC SCHOOLS	10,877,795	1,199,519	1,239,127	39,608	0.36	10.64	0.76
61-0049-000	PALMER PUBLIC SCHOOLS	5,431,344	1,721,292	1,806,034	84,742	1.56	7.21	0.88
62-0021-000	BAYARD PUBLIC SCHOOLS	5,598,098	1,845,749	1,419,274	(426,475)	(7.62)	11.22	0.99
62-0063-000	BRIDGEPORT PUBLIC SCHOOLS	8,354,661	1,581,295	1,727,046	145,751	1.74	11.26	0.95
63-0001-000	FULLERTON PUBLIC SCHOOLS	5,382,190	479,500	479,037	(463)	(0.01)	8.66	0.78
63-0030-000	TWIN RIVER PUBLIC SCHOOLS	7,197,564	656,942	652,683	(4,259)	(0.06)	5.24	0.68
64-0023-000	JOHNSON-BROCK PUBLIC SCHOOLS	5,697,495	1,180,615	1,136,986	(43,629)	(0.77)	11.09	0.46
64-0029-000	AUBURN PUBLIC SCHOOLS	12,133,642	4,088,504	2,881,578	(1,206,926)	(9.95)	15.09	0.92
65-0011-000	SUPERIOR PUBLIC SCHOOLS	7,330,253	892,938	1,015,193	122,255	1.67	4.64	1.02
65-2005-000	SOUTH CENTRAL NEBRASKA UNIFIED	11,272,274	1,089,527	1,108,341	18,814	0.17	4.86	0.72
66-0027-000	SYRACUSE-DUNBAR-AVOCA SCHOOLS	10,925,488	1,290,212	1,332,755	42,543	0.39	9.89	0.75
66-0111-000	NEBRASKA CITY PUBLIC SCHOOLS	19,128,662	4,763,288	4,810,037	46,749	0.24	12.33	0.89
66-0501-000	PALMYRA DISTRICT O R 1	12,432,820	1,720,683	3,664,829	1,944,146	15.64	13.32	0.76
67-0001-000	PAWNEE CITY PUBLIC SCHOOLS	5,156,878	1,120,089	963,378	(156,711)	(3.04)	4.32	0.88
67-0069-000	LEWISTON CONSOLIDATED SCHOOLS	3,858,914	631,560	675,030	43,470	1.13	2.50	0.60
68-0020-000	PERKINS COUNTY SCHOOLS	6,853,226	645,846	675,978	30,132	0.44	20.20	0.48
69-0044-000	HOLDREGE PUBLIC SCHOOLS	13,973,270	1,689,741	1,717,239	27,498	0.20	5.69	0.86
69-0054-000	BERTRAND PUBLIC SCHOOLS	4,413,885	385,740	379,535	(6,205)	(0.14)	7.71	0.70
69-0055-000	LOOMIS PUBLIC SCHOOLS	4,692,738	1,133,969	1,241,343	107,374	2.29	7.59	0.62

COMPARISON OF 2024/25 STATE AID
TO PRIOR YEAR CALCULATED AID

SYSTEM / COUNTY DISTRICT NUMBER	DISTRICT NAME	23/24 FORMULA NEEDS	23/24 STATE AID TOTAL CALCULATED	24/25 STATE AID TOTAL CALCULATED	DIFFERENCE BETWEEN 23/24 AND PRIOR YEAR	PERCENT STATE AID CHANGE AS A PERCENT OF FORMULA NEED FOR 23/24 STATE AID	PERCENT CHANGE IN ADJUSTED VALUATION	GENERAL FUND LEVY
70-0002-000	PIERCE PUBLIC SCHOOLS	9,435,905	1,484,060	1,586,142	102,082	1.08	9.54	0.79
70-0005-000	PLAINVIEW PUBLIC SCHOOLS	5,980,174	544,056	575,440	31,384	0.52	7.52	0.60
70-0542-000	OSMOND COMMUNITY SCHOOLS	3,919,300	367,318	336,255	(31,063)	(0.79)	9.63	0.69
71-0001-000	COLUMBUS PUBLIC SCHOOLS	49,480,854	14,235,067	16,380,852	2,145,785	4.34	10.58	1.02
71-0005-000	LAKEVIEW COMMUNITY SCHOOLS	13,324,748	1,857,093	2,447,940	590,847	4.43	3.75	0.51
71-0067-000	HUMPHREY PUBLIC SCHOOLS	5,231,736	1,144,678	986,546	(158,132)	(3.02)	3.86	0.35
72-0015-000	CROSS COUNTY COMMUNITY SCHOOLS	6,001,789	720,027	726,565	6,538	0.11	7.49	0.62
72-0019-000	OSCEOLA PUBLIC SCHOOLS	4,426,032	372,250	381,839	9,589	0.22	4.04	0.79
72-0032-000	SHELBY - RISING CITY PUBLIC SC	7,097,292	1,161,760	1,135,713	(26,047)	(0.37)	4.87	0.62
72-0075-000	HIGH PLAINS COMMUNITY SCHOOLS	4,430,368	355,717	338,823	(16,894)	(0.38)	7.12	0.50
73-0017-000	MC COOK PUBLIC SCHOOLS	18,097,431	5,527,650	5,571,913	44,263	0.24	9.24	0.93
73-0179-000	SOUTHWEST PUBLIC SCHOOLS	5,428,968	444,042	545,937	101,895	1.88	7.64	0.64
74-0056-000	FALLS CITY PUBLIC SCHOOLS	11,874,364	1,483,061	1,462,183	(20,878)	(0.18)	15.12	0.76
74-0070-000	HUMBOLDT TABLE ROCK STEINAUER	5,598,963	441,590	466,054	24,464	0.44	11.52	0.60
75-0100-000	ROCK COUNTY PUBLIC SCHOOLS	4,165,098	614,485	537,213	(77,272)	(1.86)	6.22	0.49
76-0002-000	CRETE PUBLIC SCHOOLS	30,055,418	10,666,816	12,580,512	1,913,696	6.37	11.57	0.83
76-0044-000	DORCHESTER PUBLIC SCHOOL	4,328,997	503,514	592,441	88,927	2.05	3.96	0.74
76-0068-000	FRIEND PUBLIC SCHOOLS	4,186,230	386,680	369,410	(17,270)	(0.41)	5.38	0.70
76-0082-000	WILBER-CLATONIA PUBLIC SCHOOLS	9,269,695	1,330,107	1,232,649	(97,458)	(1.05)	7.02	0.85
77-0001-000	BELLEVUE PUBLIC SCHOOLS	110,403,050	52,228,116	50,746,695	(1,481,421)	(1.34)	14.16	1.04
77-0027-000	PAPILLION-LA VISTA PUBLIC SCHS	131,585,486	28,670,376	21,053,217	(7,617,159)	(5.79)	11.36	0.93
77-0037-000	GRETNA PUBLIC SCHOOLS	76,772,383	23,535,372	17,158,538	(6,376,834)	(8.31)	19.59	0.90
77-0046-000	SPRINGFIELD PLATTEVIEW COMMUNI	15,363,760	2,922,314	3,213,883	291,569	1.90	17.44	0.41
78-0001-000	ASHLAND-GREENWOOD PUBLIC SCHS	17,117,192	1,884,669	1,913,462	28,793	0.17	12.25	0.64
78-0009-000	YUTAN PUBLIC SCHOOLS	7,433,369	2,630,040	2,244,232	(385,808)	(5.19)	9.79	0.94
78-0039-000	WAHOO PUBLIC SCHOOLS	14,728,838	1,810,729	1,821,154	10,425	0.07	10.40	0.78
78-0072-000	MEAD PUBLIC SCHOOLS	4,921,764	1,127,027	1,055,990	(71,037)	(1.44)	4.94	0.73
78-0107-000	CEDAR BLUFFS PUBLIC SCHOOLS	8,269,516	3,890,785	3,869,712	(21,073)	(0.25)	6.24	0.76
79-0002-000	MINATARE PUBLIC SCHOOLS	3,741,082	2,891,916	2,857,476	(34,440)	(0.92)	11.88	0.85
79-0011-000	MORRILL PUBLIC SCHOOLS	6,560,523	2,014,178	1,424,811	(589,367)	(8.98)	12.18	1.00
79-0016-000	GERING PUBLIC SCHOOLS	22,069,988	9,551,705	9,551,172	(533)	0.00	11.10	0.99
79-0031-000	MITCHELL PUBLIC SCHOOLS	8,635,265	4,660,291	4,234,108	(426,183)	(4.94)	10.75	0.79
79-0032-000	SCOTTSBLUFF PUBLIC SCHOOLS	42,898,877	18,480,589	18,477,438	(3,151)	(0.01)	8.10	0.83
80-0005-000	MILFORD PUBLIC SCHOOLS	11,031,423	2,557,022	1,733,090	(823,932)	(7.47)	10.23	0.92
80-0009-000	SEWARD PUBLIC SCHOOLS	17,294,048	2,460,649	2,427,180	(33,469)	(0.19)	8.14	0.70
80-0567-000	CENTENNIAL PUBLIC SCHOOLS	7,882,114	784,969	791,580	6,611	0.08	6.88	0.45
81-0003-000	HAY SPRINGS PUBLIC SCHOOLS	3,925,828	1,599,696	1,615,758	16,062	0.41	12.57	0.86
81-0010-000	GORDON-RUSHVILLE PUBLIC SCHS	9,397,921	818,398	811,650	(6,748)	(0.07)	8.44	0.78
82-0001-000	LOUP CITY PUBLIC SCHOOLS	5,201,350	464,713	476,737	12,024	0.23	8.30	0.74
82-0015-000	LITCHFIELD PUBLIC SCHOOLS	3,125,298	188,979	234,964	45,985	1.47	3.70	0.95
83-0500-000	SIOUX COUNTY PUBLIC SCHOOLS	2,829,345	130,619	160,079	29,460	1.04	1.88	0.53
84-0003-000	STANTON COMMUNITY SCHOOLS	6,928,779	663,869	678,901	15,032	0.22	5.67	0.83
85-0060-000	DESHLER PUBLIC SCHOOLS	4,740,074	551,792	514,575	(37,217)	(0.79)	6.74	0.70
85-0070-000	THAYER CENTRAL COMMUNITY SCHS	6,970,408	660,130	649,060	(11,070)	(0.16)	9.01	0.61
85-2001-000	BRUNING-DAVENPORT UNIFIED SYS	3,870,644	298,026	303,976	5,950	0.15	4.85	0.47

COMPARISON OF 2024/25 STATE AID
TO PRIOR YEAR CALCULATED AID

SYSTEM / COUNTY DISTRICT NUMBER	DISTRICT NAME	23/24 FORMULA NEEDS	23/24 STATE AID TOTAL CALCULATED	24/25 STATE AID TOTAL CALCULATED	DIFFERENCE BETWEEN 23/24 AND PRIOR YEAR	PERCENT STATE AID CHANGE AS A PERCENT OF FORMULA NEED FOR 23/24 STATE AID	PERCENT CHANGE IN ADJUSTED VALUATION	GENERAL FUND LEVY
86-0001-000	THEDFORD PUBLIC SCHOOLS	3,094,880	368,552	308,599	(59,953)	(1.94)	3.09	0.57
87-0001-000	PENDER PUBLIC SCHOOLS	7,084,821	1,171,332	1,214,201	42,869	0.61	11.06	0.74
87-0013-000	WALTHILL PUBLIC SCHOOLS	6,111,288	3,601,381	3,330,119	(271,262)	(4.44)	22.10	1.05
87-0016-000	UMO N HO N NATION PUBLIC SCHS	8,796,563	7,328,916	7,448,355	119,439	1.36	23.73	0.92
87-0017-000	WINNEBAGO PUBLIC SCHOOLS	10,323,982	7,546,712	7,313,319	(233,393)	(2.26)	20.26	1.05
88-0005-000	ORD PUBLIC SCHOOLS	8,154,064	851,459	847,029	(4,430)	(0.05)	7.95	0.75
88-0021-000	ARCADIA PUBLIC SCHOOLS	3,283,975	1,303,312	1,352,096	48,784	1.49	5.10	1.09
89-0001-000	BLAIR COMMUNITY SCHOOLS	24,078,353	3,752,253	3,630,949	(121,304)	(0.50)	15.88	0.63
89-0003-000	FORT CALHOUN COMMUNITY SCHS	11,124,352	3,844,010	4,344,880	500,870	4.50	14.97	0.95
89-0024-000	ARLINGTON PUBLIC SCHOOLS	10,053,164	2,038,800	2,267,616	228,816	2.28	11.90	0.76
90-0017-000	WAYNE COMMUNITY SCHOOLS	13,461,630	1,714,961	1,812,898	97,937	0.73	10.88	0.79
90-0560-000	WAKEFIELD PUBLIC SCHOOLS	9,113,237	2,697,039	2,044,174	(652,865)	(7.16)	15.15	0.70
90-0595-000	WINSIDE PUBLIC SCHOOLS	4,551,831	921,830	919,264	(2,566)	(0.06)	12.64	0.55
91-0002-000	RED CLOUD COMMUNITY SCHOOLS	4,531,435	714,279	728,179	13,900	0.31	12.04	0.80
91-0074-000	BLUE HILL PUBLIC SCHOOLS	5,313,226	1,074,893	1,114,137	39,244	0.74	12.23	0.82
92-0045-000	WHEELER CENTRAL SCHOOLS	3,262,808	179,311	190,307	10,996	0.34	11.78	0.53
93-0012-000	YORK PUBLIC SCHOOLS	17,754,326	3,080,294	2,917,804	(162,490)	(0.92)	6.78	0.96
93-0083-000	MC COOL JUNCTION PUBLIC SCHS	4,579,257	1,169,500	1,165,607	(3,893)	(0.09)	9.47	0.75
93-0096-000	HEARTLAND COMMUNITY SCHOOLS	5,712,934	556,199	547,039	(9,160)	(0.16)	8.78	0.49

STUDENT BOARD REPRESENTATIVE - MONTHLY REPORT TEMPLATE

Student Board Representative
Board of Education Report
Date: 03/11/2024

Submitted by: Carlye Kresl

1. Student Activities
   a. Spring Season Sports and Activities start: Track, Golf, and Dinner Theater
   b. Quizbowl @ Mitchell 2/28 - next meet @ Bayard 3/13
      i. Members of All Tournament Team - Josh Miller, Boady Hunter, and Carlye Kresl
   c. Speech @ Mitchell 3/2 - next meet @ Perkins Country for Districts 3/11
      i. Three medalists: Madison Meek, Lilly Hasenauer, Grace Lilley-Gitch
   d. ESports Competition 3/7 vs. Pender
      i. Rocket League win: Aiden Benda, Dax Powell, and Michael Helmink

2. Other Pertinent Student Information/Feedback from Students
   a. Students have enjoyed the clean learning environments thanks to the custodial staff
   b. Students body looks forward to giving their thoughts on the facilities and how we can improve them for future use on May 8th
   c. Students appreciate teacher flexibility with the busy spring season and their added involvement coaching sports and other activities

3. Progress on Student Board Member Initiative
    a. Partner through the National Honor Society
    b. Possible Sponsors
        i.
    c. bi-weekly to bi-monthly activities
        i.   Adopt a highway to pick up trash and maintain it
        ii. Paint parking spaces in high school and other needed fixes
        iii. Plant trees for Arbor and Earth Day
        iv. Other community improvement projects
    d. Promote to attain more members
        i.   Posters to explain the importance of volunteering
    e. Come up with mission statement or goals for the programs

Cerebral palsy is a neurological condition that affects muscles, movements, and mobility. It is the most common motor disability of childhood.

Approximately one in 345 children in the U.S. have cerebral palsy. Including adults, there are nearly 1,000,000 people in the U.S. with CP and 18 million people worldwide.

The primary underlying causes are brain damage or abnormal brain development in the womb, during childbirth, or soon after birth. It is not a genetic or contagious disease.

Cerebral Palsy is not contagious and cannot be reversed, although some symptoms can be lessened with physiotherapy, speech therapy, or occupational therapy.

No two people with cerebral palsy are the same - it affects individuals in very different ways

Every minute there is another child born with CP in the United States.

Educated deductions have led scientists to believe that even Siptah — the Pharaoh of Egypt who died at the age of twenty — suffered from cerebral palsy because of his deformed feet and hands.

The symptoms of CP vary significantly by individual, but the primary effects are related to movement, muscles, and mobility. Some of the difficulties children with CP face include poor balance, high muscle tone, painful muscle spasms, and difficulty walking.

CP is the most common physical disability in childhood

CP was more common among boys than girls.

It is not known why cerebral palsy occurs in one infant and not another who has similar risks

There are four types of cerebral palsy that describe the individual's type/s of movement disorder/s: spastic, dyskinetic, ataxic, mixed. (Dyskinetic includes athetoid, choreoathetoid, and dystonic cerebral palsies.)

About 40-50 percent of individuals with cerebral palsy are wheelchair users

The injury that causes cerebral palsy is permanent and does not worsen, but the symptoms of a person's cerebral palsy may change over time.[

The energy used in movements by a person with cerebral palsy is three (3) to five (5) times more than that of a person without cerebral palsy.

	Lifespans of those with cerebral palsy are often similar to those without cerebral palsy.
	CP affects more adults than children despite being widely referred to as a childhood disorder.
	The number of people with CP is expected to increase in the next 5 years.
	For most people, the specific cause of CP is unknown.
	Most (about 75%-85%) people with CP have spastic CP. This means that their muscles are stiff, and as a result, their movements can be awkward.
	Over half (about 50%-60%) of people with CP can walk independently.
	Many children with CP have average to above-average intelligence and attend the same schools as other children their age.
	Many people with CP have one or more additional conditions along with their CP, known as co-occurring conditions or co-morbidities. For example, about 4 in 10 children with CP also have epilepsy.

Hemingford Public Schools
Administrative Reports to Board of Education

March 11, 2024

Mr. Arneson
HES Enrollment

Preschool	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	Total
24(-1)	24 (-1,+1)	22(+1)	23	38(+1)	28(+1)	30	36(-1)	225(+1)

Strategic Plan:
- I am working on the NDE Safety and Security Grant. It is due on March 14. We would like to use the funding to finish the electronic door access system, security camera upgrades, and a few other projects.
- Our rigorous curriculum design work is progressing well. The ESU has been out to assist us with that work.
- We just finished up with "Read Across America" week. The students had a lot of fun reading to different students throughout the school. They especially enjoyed PJ Day on Friday.

Policy/Procedures:
-

Culture/Community
- Thanks for the wonderful staff appreciation dinner last month. It was a great time.

Assessment:
- NAEP Testing went great.
- ACT will be next month so final prep will begin soon.
- NSCAS and MAP Growth will be assessed at the end of April

Mrs. Curtis

HHS Enrollment

7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Total
22	29	29	33	23	24	**160**

.

Strategic Plan Update
- I attend an Accreditation visit at Centura this month. It was wonderful to work with colleagues from all around the state, exchange ideas, and review effective processes in Continuous Improvement and MTSS.
- Staff continued their work with Julie Downing and the ESU team on the Rigorous Curriculum Design process.

Policy/Procedures
- Mrs. Gilkerson and I went to Kearney for the ESU 10 for the 2nd phase of the PowerScheduler training focused on the building process within the program. We stayed for about 2 hours past the training to get help with some system glitches and updates. It was exciting that I ran a validation for errors and got to 100% accuracy on the class and course offering data input and relationships.
- We have received student requests and are in the process of checking each schedule to ensure students are on track for graduation. I will begin to build the schedule once we get all of the schedule requests validated and entered.

Culture/Community
- As we come to the end of the Quarter are following the grading guidelines: Teachers will promptly contact parents when students consistently face challenges in their studies / Teachers will provide additional learning opportunities and support to students who require assistance with homework assignments
- Our FFA team did very well at District FFA taking home 1st place in Agronomy.

- Science Olympiad is heading to Kearney next week for their competition. We have enough students participating that we will also be in the running for some team awards.
- Dinner Theater rehearsals are underway along with our spring sports practices, quiz bowl, FCCLA, and eSports.
- We're excited to see more students getting involved and engaged.

Mrs. Plog
Special Education Numbers - From SRS (Student Records System) Current as of 3/7/24

Birth-3
1 (-1)

Preschool	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	(B-6th) Total
6 (+1)	3	10	8	7	3	5	8	51

7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	12+ (To age 21)	(7-12+) Total
2	8	8 (+1)	4	6	4	1	33 (+1)

Total Enrollment in PowerSchool - 391
Total Special Education Students - 84
Special Education Percentage - 21.5%
State Average- 16% (NDE State Education Profile as of 2022-2023, the most recent data year available)

- March is National Cerebral Palsy Awareness Month! Michelle Weimer, our contracted physical therapist, worked with one of our students with Cerebral Palsy and sent the attached list of Cerebral Palsy Awareness Facts. Mr. Arneson is going to read a fact a day during his morning announcements. Cerebral Palsy Awareness Day is on March 25. Please wear green on March 25 to celebrate the day!

- April 2 every year is World Autism Awareness Day. This day was created to promote acceptance, support, and inclusion of people with Autism. Please wear blue on April 2 to promote Autism Awareness!

- Our yearly Backpack Food Program on-site visit is scheduled for Wednesday, March 13, 2024, at 1:00 PM. We have 24 students in PreK through 9th grade on our Backpack Program list. Heather Kresl, our current DL para, puts a prepackaged sack of food into the student's lockers every Friday. Shari McClure sends a pack home with identified preschool students on Thursday. The breakdown by grade level is: Preschool-4, K-1,

First-3, Second-4, Third-4, Fifth-2, Sixth-4, Eighth-1, Ninth-1. Let me know if you have any questions about our Backpack Food program, thanks!

March 7, 2024

Dr. Travis Miller
Hemingford Public Schools
913 Niobrara Avenue
Hemingford, NE 69348

Dr. Miller

In follow-up to our recent visit to review the current use and programming of existing spaces within the Hemingford School Facilities we have reviewed the following proposed changes to some of the spaces with the buildings. These proposed changes generally include:

- Move pre-school classes into one modular building.
- Move specials classes (Art, Business or other) to one modular building.
- Move 5th grade into the elementary building (assume the current library)
- Move 6th grade to the main HS/MS Building
- Combine the library spaces (elementary and MS/HS)
  - Combine both in the current HS Library with a divider connecting the adjoining room.
- Relocate CNA, foreign language, or other specials to the current admin area and/or pre-school classroom.
- Move the administration area to the south campus building.
- Move science classroom to a space with plumbing access (current art room)

These programing changes within the current spaces do make sense and they offer a number of advantages including but not limited to:

- Pre-School Relocation
  - Separate pre-school drop off area to the west of the school
  - Proximity of preschool playground to Preschool classrooms
  - Better separation of learning age groups of keeping young preschoolers from mixing with middle school/high school students
- 5th 6th grades move to Main Buildings
  - Less student traffic between the modulars and the main building
  - Better proximity of 5th and 6th grade to main building resources and adjoining grades.

- o Better integration for middle schoolers for improved learning environment and closer to other areas they access (library, lunch, gym, etc.)
  - o
- Admin Move to South Campus
  - o Separating the business operations of the district from day-to-day students' activities and student traffic
  - o Improved privacy and security for administrator level discussions, records and conversations.
  - o Ease of access for district residents and/or external resources to administrative team
  - o Better consolidation of administrative activities and separation from learning environment
  - o Reduce students walking across Niobrara Avenue during the school day.
- Combined Library in the HS Building
  - o Combine library resources/staffing into one space.
  - o This would allow for multiple classes in each half of the combined library.

We understand that some specialized classes such as business, art, foreign language, or other elective classes could be in the modular buildings or in the central building. Based on our limited visit, these specifics are not known but overall, these changes make sense.

These changes are all proposed without much need for remodeling improvements. In the opinion of our design team we feel these changes would increase efficiency and provide benefits to students. We would recommend these changes be implemented. We would be happy to assist with any further specific improvements to the spaces or recommendations on specific space needs as you work through this process.

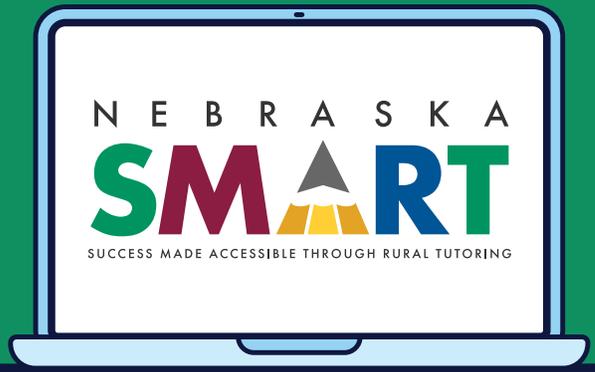Please contact our office with any questions you may have.

Thank you,

JEO Consulting Group, Inc.

Jack Baker

NEBRASKA SMART IS A FREE VIRTUAL TUTORING PROGRAM FOR STUDENTS IN GRADES K-12.

NEBRASKA
SMART
SUCCESS MADE ACCESSIBLE THROUGH RURAL TUTORING

Teacher education candidates from Chadron State, Peru State, and Wayne State Colleges remotely tutor students in Educational Service Units 1, 4, and 13 through an online tutoring platform.

HOW IT WORKS

Nebraska students in grades K-12 within Educational Service Units 1, 4, and 13 have free access to online tutoring with a qualified Tutor in specific subject areas. Students can request pre-scheduled appointments with a Tutor or log in to be connected with the next Tutor available in the queue. Students should provide homework for which they wish to receive help or topics that they would like to cover.

OUR PARTNERS

The Nebraska Department of Education has awarded a grant to the Nebraska State College System to develop a program that provides tutoring to students in grades K-12 in Educational Service Units 1, 4, and 13.

Peru State College

CHADRON STATE COLLEGE

WAYNE STATE COLLEGE

TUTORING HOURS

For tutoring hours, please visit:

nscs.edu/NebraskaSMART

OUR TUTORS

Tutors are full-time students at Chadron, Peru, and Wayne State Colleges who have been admitted to the teacher education program; have completed background checks; and received training through their teacher education program coursework.

NEBRASKA ESUs SERVED

Educational Service Units

13

1

4

NEBRASKA SCHOOLS SERVED
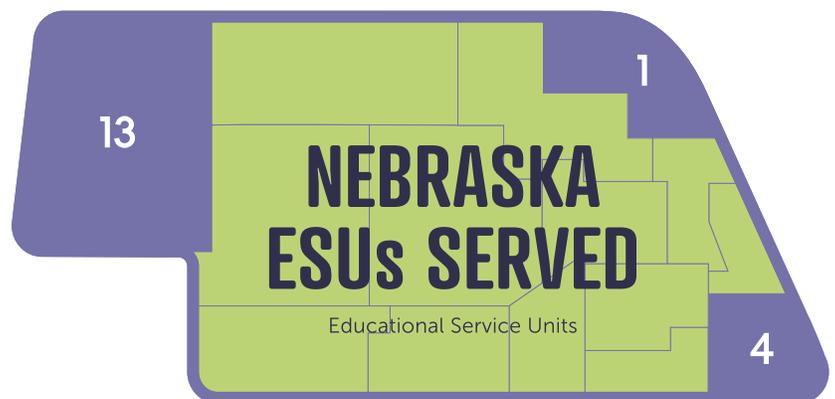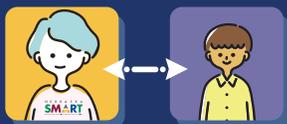
ESU 1 Schools

Allen Public Schools

Bloomfield Community Schools

Cedar Catholic High School

Creighton Community Public Schools

Crofton Community School

East and West Catholic Elementary School

Emerson-Hubbard Community Schools

Hartington-Newcastle Public Schools

Holy Trinity Elementary School

Homer Community Schools

Isanti Community Schools

Laurel-Concord-Coleridge School

Niobrara Public Schools

Pender Public Schools

Ponca Public Schools

Randolph Public Schools

St. Augustine School

St. Ludger School

St. Mary's School

St. Michael's School

St. Rose of Lima School

South Sioux City Community Schools

UmóⁿHoⁿ Nation Public School

Verdigre Public School

Wakefield Community School

Walthill Public School

Wausa Public Schools

Wayne Community Schools

Winnebago Public Schools

Winside Public Schools

Wynot Public Schools

ESU 4 Schools

Auburn Public Schools

Falls City Public Schools

Falls City Sacred Heart

Humboldt - Table Rock - Steinauer Public Schools

Johnson-Brock Public Schools

Johnson County Central Public Schools

Lewiston School

Lourdes Central Catholic Nebraska City

NCECBVI

Nebraska City Public Schools

Palmyra-Bennet Public Schools

Pawnee City Public Schools

St. Andrew Catholic School

Sterling Public Schools

Syracuse - Dunbar - Avoca Public Schools

ESU 13 Schools

Alliance Public Schools

Banner County Public Schools

Bayard Public Schools

Bridgeport Public Schools

Chadron City Schools

Community Christian School

Crawford Public Schools

Creek Valley Public Schools

Garden County Schools

Gering Public Schools

Gordon-Rushville Public Schools

Hay Springs Public Schools

Hemingford Public Schools

Immanuel Evangelical Lutheran School

Kimball Public Schools

Leyton Public Schools

Minatare Public Schools

Mitchell Public Schools

Morrill Public Schools

Pine Ridge Job Corps

Potter-Dix Public Schools

Scottsbluff Public Schools

Sidney Public Schools

Sioux County Schools

St. Agnes Academy

St. Agnes Catholic School

Valley View School

For more information, please visit: **nscs.edu/NebraskaSMART**

Superintendent's Report

March 11, 2024

Mission/Vision/Goals

- We are working to schedule training for our staff on our school improvement goal regarding the use of evidence-based practices. Depending on trainer availability, this will be either during the professional development days at the end of this year or the beginning of next year, or possibly both.

Policy

- Thank you for the feedback on the policy review for this past month. We will have some additional proposed changes to the 200s section next month as a result of the input.

Budget Planning and Management

- Kristy and I will attend NASB training for superintendents and business managers on March 20th in Gering. We also plan to attend the NASBO conference in April.
- Thank you for considering opportunities to improve security and controls for the use of business credit cards.
- I have started adding a few financial metrics to the indicators page on our strategic dashboard. These currently include balances for the general and special building funds, year-to-year changes in position on those funds, and an estimated number of months of cash on hand. If there are other metrics you would like to see on this page, please send me your ideas. Here is a direct link to the page: https://ecriss.ecragroup.com/strategy/Home/Indicators?Building=25555&Dashboard=HEM001

Educational Leadership

- The Nebraska State College System recently started a program to provide free tutoring to K-12 students in our school. I am attaching a flyer with additional information. Please encourage students and families to take advantage of this opportunity. I anticipate the rate of utilization will likely impact whether this program continues.

Organizational and Cultural Leadership

- I appreciate the efforts of Mrs. Frost and the Culture and Climate Committee in putting together the Board/Staff Recognition Dinner. If you have any feedback or ideas to improve the event, please feel free to reach out to Mrs. Frost.

Professional Leadership

- I enjoyed the opportunity to work with Dr. Julie Downing (ESU/NDE) and Dr. Nick Pace (UNL) to put on a session at the ESU#13 winter conference. The feedback we received from the participants was positive.

Community Relations

- I have appreciated feedback from Ryan Dannar and Nan Gould on our Emergency Operations Plan development. Their feedback, along with the feedback from our internal team has been very helpful.
- I am looking forward to our community engagement session with Jack Baker and his team next Monday evening March 18th, at 7:00 PM. We have invited our staff, and community members who have attended other community engagement events. We have sent a notice of possible quorum to the paper and will have flyers to businesses downtown.
- I had the opportunity to attend a couple of ribbon-cutting ceremonies with the Hemingford Chamber of Commerce this month. It is encouraging to see a couple of new businesses in town.

Board-Superintendent Relations

- It seems like a long time from now, but mark your calendars if you would like to attend that state school board conference. The Conference will be held November 20-22, 2024 at the CHI Health Center in Omaha, Nebraska.

Strategic Plan (Highlights)

- Reporting order on these Principles is based on the Prioritization Summary:
  - **Guiding Principle III: Student and Staff Well-Being**
    - Thank you for your support for adding the additional counseling position. I look forward to Mrs. Johnston joining the counseling team.
  - **Guiding Principle I: Student-Centered Learning**
    - Ms. Davies has been doing some quality work regarding individualized math instruction based on computerized assessments. We may continue to explore ways to expand this effort.
  - **Guiding Principle IV: Communication and Engagement**
    - Mr. Arneson reached out to our webpage provider for some statistics recently. We are currently averaging over 1,154 visits per day to our web page. We also have had 459 downloads of the school app.
    - This past month 45,534 messages were sent using the Remind system.
  - **Guiding Principal II: Personnel Effectiveness**
    - We are continuing to work with Dr. Julie Downing on revision of our teacher and principal evaluation documents. We will be hosting some staff from NDE later in March as part of those efforts.
  - **Guiding Principal V: District Resources**
    - We have received feedback from Jack Baker and his team on some proposed rearranging of classrooms/offices/spaces. His letter with that feedback is attached.

Planned Professional Travel
- March 20 - NASB Budget Workshop in Gering
- April 10-12 - NASBO in Lincoln
- I plan to attend student activities as my schedule allows.

Board Reminders (from the Contract with the Superintendent)
- **Evaluation.** The Board shall evaluate the Superintendent twice during the Superintendent's first year of employment and at least once each year thereafter. The first evaluation during the first year of employment and the yearly evaluations after the first year of employment shall occur no later than the regular November meeting. The Superintendent shall: remind the Board members in writing of this provision no later than its regular October meeting; make the Superintendent evaluation an agenda item for the regular November Board meeting during each year of this contract; and provide the Board members with the written evaluation instrument that is on file with the Nebraska Department of Education.
- **Renewal of Contract.** If a Board representative does not inform the Superintendent in writing on or before the seventh day after the regular December 2022 board meeting (and each December thereafter) of the Board's intention to consider the nonrenewal or amendment of this contract, the contract will automatically renew for a period of one year from and after the expiration date provided in Section 1 of this contract. The Superintendent shall remind the Board in writing of this provision no later than its regular November meeting of each year of this contract and shall make the renewal of the Superintendent's employment contract an agenda item for the regular December board meeting during each year of this contract. At the time of each contract renewal and/or amendment, the Superintendent shall be responsible for taking all necessary steps to ensure that the District has complied with the Superintendent Pay Transparency Act.

Leave Log
- I have used 9 days of PTO leave (August 11 and 18, October 30 and 31, and November 3, and December 4th, December 13, December 15th, and February 7th). I have 21 PTO Days Remaining in the contract year ending June 30th.
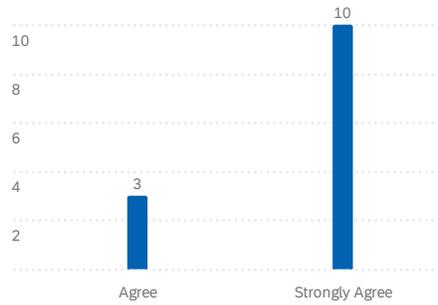
Q10 - Which full day session did you attend?: **F8 Principal's Designee**

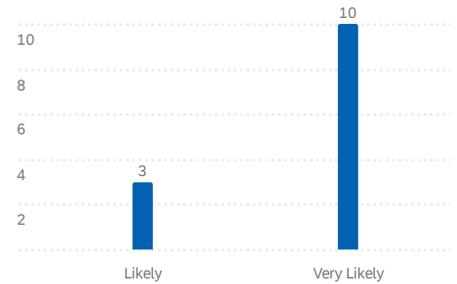# Mid-Winter Conference 2024
Full Day
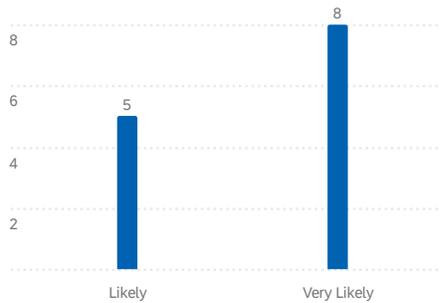
Number of Responses

13

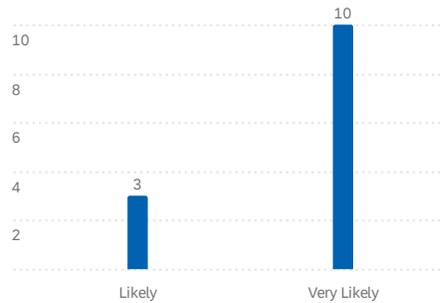**Valuable Professional Learning Experience**

How likely are you to use the information, procedures, processes, or tools... 13

Likely to Share with Others

Recommend this Speaker

Q13 - Please share any additional comments you have for your presenter.

Great session. I learned a lot and the hand outs were valuable

I appreciate the scenarios. Acting out or talking through scenarios is much more appreciated than just reading and listening through examples. I like the recordings, too.

N/A

It was a great day!

Hemingford Public Schools

Facilities Assessment Kickoff Meeting

MONDAY, MARCH 18TH
7:00 PM - COMMUNITY MEETING
AT SOUTH CAMPUS

Purpose: Initial kickoff meeting for the Hemingford Public Schools Facilities Assessment Process. Jack Baker and his team will review the process that JEO/Baker and Associates will use to assess our facilities' condition, identify improvement areas, and solicit public input on priorities and needs of the community.

Hemingford Public School District # 10 Policy review schedule : Adopted January 2024

January 2024	section 100 : 0100 - 0104.01 end	8 policies total
February 2024	section 200 : 0200.00 - 0204.01	25 policies total
March 2024	section 200 : 0204.02 - 0206.05 end	25 policies total
April 2024	section 300 : In full	27 policies total
May 2024	section 400 : 0400 - 0403.07	27 policies total
June 2024	section 400 : 0403.08 - 0406.09	27 policies total
July 2024	section 400 : 0406.50 - 0411.53	27 policies total
August 2024	section 400 : 0412.01 - 014305_ end	28 policies total
September 2024	section 500 : 0500 - 0504.04	26 policies total
October 2024	section 500 : 0504.04R1 - 0504.23	26 policies total
November 2024	section 500 : 0504.24 - 0508.01	26 policies total
December 2024	section 500 : 0508.01E1 - 050801E4_ end	25 policies total
January 2025	section 600 : 0600 - 0605.06	27 policies total
February 2025	section 600 : 0605.07 - 0610.02	26 policies total
March 2025	section 600 : 0611.01 - 0612.17 end	26 policies total
April 2025	section 700 : 0700 - 0705.02	18 policies total
May 2025	section 700 : 0705.03 - 0716.00 end	18 policies total
June 2025	section 800 : In full	27 policies total
July 2025	section 900 : In full	26 policies total
August 2025	section 1000 : In full	23 policies total