

BOX BUTTE COUNTY SCHOOL DISTRICT #07-0010
HEMINGFORD PUBLIC SCHOOLS
BOARD OF EDUCATION MEETING AGENDA
Monday, June 10, 2024
South Campus

The Board of Education of School District 07-0010 will meet on Monday, June 10, 2024 in the South Campus as duly advertised in the Alliance Times-Herald.

- I. Pledge of Allegiance
- II. Notices
- III. Call Meeting to Order
 - III.A. Roll Call
 - III.B. Excuse Absent Board Member(s)
- IV. Report from Board Committee(s)
- V. Regular Meeting Agenda
 - V.A. Presentation and Discussion with Jack Baker regarding the Facilities Assessment Process and Initial Recommendations
 - V.B. Public Participation (Maximum of 30 Minutes Allotted for this Portion of the Meeting)
 - V.C. Correspondence
 - V.D. Consent Agenda
 - Approve minutes for May 13, 2024 meeting
 - Approve Treasurer's Report
 - Approve School Activity Fund Report
 - Approve Control Budget
 - Report Required by State Statute 79-506
 - V.E. Payment of Claims
 - V.F. Discuss, Consider, and Take All Necessary Action Regarding Approval of Resignation(s) of Certificated Staff
 - V.G. Discuss, Consider, and Take All Necessary Action Regarding the First Reading of the Following Policies: Proposed Revised 201.02 - BOARD MEMBERSHIP - ELECTIONS AND APPOINTMENTS, Revised Policy 203.02 President, Proposed Revised 204.12 - PUBLIC COMMENT IN BOARD MEETINGS, Proposed Revised 204.07 - MEETING NOTICE, Proposed Revised 206.02 - BOARD ASSOCIATION MEMBERSHIP, Proposed Revised 402.03 - EMPLOYEE CONFLICT OF INTEREST, Proposed Revised 409.02 - CERTIFICATED EMPLOYEE TRAINING, WORKSHOPS OR CONFERENCES, Proposed Revised 502.02 - NONRESIDENT STUDENTS/OPTION ENROLLMENT, Policy 606.09 Use of Artificial Intelligence by Students and Staff,
 - V.H. Discuss, Consider, and Take All Necessary Action Regarding Approval of Employment of Certificated Staff
 - V.I. Discuss, Consider, and Take All Necessary Action Regarding Procedures to Secure the Position of High School Principal
 - V.J. Discuss, Consider, and Take All Necessary Action Regarding Facilities Reconfiguration Proposals
- VI. Discussion/Possible Action Items
 - VI.A. Presentation and Discussion Regarding Draft Conflict Resolution and Management Plan
- VII. Administration Reports
- VIII. Superintendent Report
- IX. Policy Review (Policies 0403.08 - 0406.09)
- X. Items For Next Board Meeting

XI. 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	
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Hemingford School District—Board of Education
Public Comment Request Card
Name:
District resident: <input type="checkbox"/> Yes <input type="checkbox"/> No
Address:
City/State/Zip Code:
Agenda Item or Topic to address:
Signature:



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: 4rmEChscgMOKZaAWqHa7 | **Proof Updated: May. 15, 2024 at 10:59am MDT**
Notice Name: 6/10 meeting notice

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: 1	Ad Class: Legals
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05/23/2024: General Legal	17.05
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Total	\$17.05
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Regular Board Meeting at 7:00 pm on June 10th 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 7:00 p.m. on Monday the 10th day of June 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 68948. Published in the Hemingford Ledger Hemingford, NE
May 23, 2024 ZNEZ

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

HEMINGFORD PUBLIC SCHOOLS

Board Committee Report

Date of Report:

Committee:

Items Reviewed Discussed:

Information for the Full Board:

Recommendations to the Full Board:



Hemingford Public Schools

Annual Board of Education Calendar

Month	Budget	Curriculum	Personnel	Policy	Board Development	Other
January 5:00 PM			<ul style="list-style-type: none"> • Approve Negotiated Agreement with HEA (Upon Mutual Acceptance) • Appoint Superintendent as Authorized Representative for Federal, State, and Local Matters. 	<ul style="list-style-type: none"> • Adopt Board and Superintendent Goals • Review Board Member Code of Ethics • Review/Revise Policies 	<ul style="list-style-type: none"> • Discussion and/or Appointment of Board Committees • NASB Legislative Issues Conference • Community Engagement Session • Board Retreat/Workshop • Strategic Plan Review/Board Self-Assessment 	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • Review Report on Multicultural Education 	<ul style="list-style-type: none"> • Approve Negotiated Agreement with HEA (Upon Mutual Acceptance) 	<ul style="list-style-type: none"> • Review/Revise Policies 	<ul style="list-style-type: none"> • NASB Presidents' Retreat 	<ul style="list-style-type: none"> • Monitor Proposed Legislation
March 7:00 PM	<ul style="list-style-type: none"> • Review State Aid Certification (When Available) • Establish Technology Budget for Following Year 	<ul style="list-style-type: none"> • Curriculum Committee Review of Curriculum Materials Proposed for Adoption (as needed) • Committee on American Civics Meeting 	<ul style="list-style-type: none"> • Establish Salaries for Administrators • Approve Negotiated Agreement with HEA (Upon Mutual Acceptance) 	<ul style="list-style-type: none"> • Adopt Resolution Pertaining to Non-Resident Students • Review/Revise Policies 	<ul style="list-style-type: none"> • NRCSA Spring Conference 	<ul style="list-style-type: none"> • Discuss School Calendar • Monitor Proposed Legislation
April 7:00 PM	<ul style="list-style-type: none"> • Review State Aid Certification (When Available) 	<ul style="list-style-type: none"> • Consider Adoption of Curriculum and/or Textbooks for Subsequent Year 		<ul style="list-style-type: none"> • Review/Revise Policies 		<ul style="list-style-type: none"> • Adopt School Calendar • Review Report Required by State Statute 79-506
May 7:00 PM	<ul style="list-style-type: none"> • Review State Aid Certification (When Available) 	<ul style="list-style-type: none"> • Review Statewide Assessment Results (Writing) 		<ul style="list-style-type: none"> • Review/Revise Policies 	<ul style="list-style-type: none"> • Attend Graduation Ceremony 	

Hemingford Public Schools

Annual Board of Education Calendar

Month	Budget	Curriculum	Personnel	Policy	Board Development	Other
June 7:00 PM		<ul style="list-style-type: none"> Year End Assessment and Curriculum Review Review School Improvement Plan Committee on American Civics Meeting 	<ul style="list-style-type: none"> Superintendent Evaluation (end of year) 	<ul style="list-style-type: none"> Review Bullying Prevention Policy Approve Student, Athletic, and Staff Handbooks 	<ul style="list-style-type: none"> Board Self-Assessment and Goal Planning NASB School Law Seminar 	
July 7:00 PM	<ul style="list-style-type: none"> Budget Committee Work Session Review Budget Authority and Allowable Reserve Percentage Certification 	<ul style="list-style-type: none"> Review Summer School Program Report 		<ul style="list-style-type: none"> Student Fees Policy Parent Involvement Policy 	<ul style="list-style-type: none"> NASB School Finance Workshop Review NASB Board Awards of Achievement NASB School Law Workshop 	<ul style="list-style-type: none"> Adopt Board Goals Review Report Required by State Statute 79-506
August 7:00 PM	<ul style="list-style-type: none"> Review Proposed Budget Review Certifications of District's Assessed Valuation 				<ul style="list-style-type: none"> NASB Area Membership Meeting 	<ul style="list-style-type: none"> Facilities Tour
September 7:00 PM	<ul style="list-style-type: none"> Budget Hearing Adopt Budget Tax Request Hearing Approve Tax Request for Fund Levies 	<ul style="list-style-type: none"> Review ACT Results Review School Improvement Plan Review Statewide Assessment Results (Reading, Math, Science) 	<ul style="list-style-type: none"> Consider HEA Request for Recognition as Bargaining Agent (if delivered to Board) 		<ul style="list-style-type: none"> NASA/NASB Labor Relations Conference 	<ul style="list-style-type: none"> Review Statewide Assessment Results (when available)
October 7:00 PM	<ul style="list-style-type: none"> Review Fall Enrollment Figures Prepare for Negotiations 		<ul style="list-style-type: none"> Consider HEA Request for Recognition as Bargaining Agent 			<ul style="list-style-type: none"> Review Annual Emergency Safety Plan Review Report Required by State Statute 79-506
November 5:00 PM	<ul style="list-style-type: none"> Audit Committee Review of Audit Report 	<ul style="list-style-type: none"> Review District Annual Report 	<ul style="list-style-type: none"> Distribute/Complete Superintendent Evaluation Begin Negotiations 		<ul style="list-style-type: none"> NASB/NASA State Education Conference 	
December 5:00 PM	<ul style="list-style-type: none"> Approve Fiscal Year Audit Report 	<ul style="list-style-type: none"> Review School Improvement Plan 	<ul style="list-style-type: none"> Approve Negotiated Agreement with HEA (Upon Mutual Acceptance))	<ul style="list-style-type: none"> Host Board/Staff Recognition Dinner

Hemingford Public Schools

Annual Board of Education Calendar

Month	Budget	Curriculum	Personnel	Policy	Board Development	Other
	(November or December)		<ul style="list-style-type: none">• Superintendent Evaluation			

Revised February 2023

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

Number	
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Hemingford School District—Board of Education
Public Comment Request Card
Name:
District resident: <input type="checkbox"/> Yes <input type="checkbox"/> No
Address:
City/State/Zip Code:
Agenda Item or Topic to address:
Signature:

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.

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

May 13, 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 7:02 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: Present, Blanche Randolph: Present, Trish Schumacher: Present, Micki Votruba: Present.

The following students were recognized for Bobcat Excellence: Project Para Career Certification: Breanna Specht, State eSports (5th Place at State): Jacob Garner, Dyson Fritzler, Wyatt Planansky, State and National FCCLA: Madisen Meek, Nathan Randolph (Nationals qualifier), , Sofia Gomez, Emma Hitchcock, ServeSafe Food Handler Career Certification: Ashly King, Brooke Warner, Nicole King, Jade Herbaugh, Nathan Randolph, Allisen Meek, State Quiz Bowl: Aiden Benda, Carlye Kresl, Isabell Gomez, Madisen Meek, Boady Hunter, Josh Miller, Science Olympiad: Aiden Benda, Isabell Gomez, Lillian Hasenauer-Brown, Carlye Kresl, Madisen Meek, Drew Varner, Gavin Bell, Cody Penaluna, Parker Wright, Tyan Hruby, Cash Keane, Porter Sorensen, Ainslee Woltman, Andrew Miller, Fletcher Moseman, Raelee Woltman.

Motion by Blanche Randolph to approve the Consent Agenda Seconded by Micki Votruba Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried.

Motion by Brett Cullan claims for May be approved as presented in the amount of General Fund: \$80,818.56, Building Fund: \$1,260. Seconded by Trish Schumacher Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried.

Motion by Micki Votruba Approve employment of Katie Kimball as school nurse Seconded by Brett Cullan Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried.

Mrs. Gilkerson and Mrs. Johnston presented a proposal for the adoption of curricular materials for the PK-12 counseling program.

Motion by Justin Ansley Authorize adoption of Character Strong Curriculum Seconded by Blanche Randolph Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried.

Motion by Blanche Randolph Approve 2024-2025 service agreement with Educational Service Unit #13 Seconded by Rick Horstman Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried.

Motion by Blanche Randolph Approve copy machine proposal option 2 from Eakes for refurbished copiers for 60 months Seconded by Brett Cullan Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried.

Motion by Blanche Randolph Authorize partnering with National Insurance Services and Alliant to offer an Online Enrollment Platform for Administration of Employee Benefits Seconded by Trish Schumacher Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried.

Motion by Trish Schumacher Approve proposal to replace carpet in band room and library Seconded by Brett Cullan Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried.

Motion by Brett Cullan Approve Contract with McREL for Training on Best First Instruction Strategies to be Paid for with Comprehensive School Improvement Grant Funds Seconded by Justin Ansley Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried.

Motion by Trish Schumacher Approve proposals for the installation of a security vestibule and completion of the key card access to the school district doors to be paid for with state Safety and Security Grant Funding and the Building Fund. Seconded by Blanche Randolph Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried.

Motion by Brett Cullan Approve Joining National School District Social Media Lawsuit Seconded by Blanche Randolph Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried.

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

Policy review for the month was conducted for policies 400.00 through 403.07. The board will review policies 403.08 through 406.09 for next month.

Meeting was adjourned at 9:06 PM.

The next regular meeting of the Hemingford Board of Education will be held on June 10th at 7:00 PM at South Campus.

Dr. Travis Miller
Superintendent

Blanche Randolph
Board Secretary

GENERAL FUND INVOICES/CLAIMS

21ST CENTURY EQUIPMENT, 349.70, ABANTE, 1,330.30, ADAMSON AUTOMOTIVE, 6,932.06, AMAZON, 898.88, ART OF EDUCATION UNIVERSITY, INC., 99.00, B & C STEEL CORP., 112.50, BLACK HILLS ENERGY, 3,975.48, BLOEDORN'S LUMBER CO., 110.40, BLUUM OF TEXAS LLC, 8,031.00, BOX BUTTE AG SERVICE, INC, 1,287.78, BUD'S PEST CONTROL, 175.00, CAPITAL BUSINESS SYSTEMS, INC, 1,014.35, CAROLINA BIOLOGICAL SUPPLY CO, 121.29, CHADRON MEDICAL CLINIC PC, 260.00, COLUMN SOFTWARE PBC, 152.01, COPPERMILL STEAKHOUSE, 99.34, CREATIVE SITES, 2,930.00, CRICUT, 3.78, CROWNS AWARDS, 300.39, CULLIGAN WATER CONDITIONING, 245.12, DAIRY QUEEN, 52.77, DARREN'S CARQUEST AUTO PARTS, 214.80, DAS STATE ACCOUNTING - CENTRAL FINANCE, 535.26, DEPARTMENT OF MOTOR VEHICLES, 7.50, DOCUSHRED, 40.00, ED PUZZLE, 11.50, EDUCATIONAL SERVICE UNIT #13, 6,235.09, EMBASSY SUITES- LINCOLN, 556.00, EVENTBRITE, (45.00), FIREHOUSE SUBS, 33.44, FREDDYS, 16.61, FUEL TRIPS- ELAN, 403.92, H & H SANITATION, 150.00, HEMINGFORD CO-OP TELEPHONE CO, 963.88, HEMINGFORD MUNICIPAL UTILITIE, 7,210.65, HERNANDEZ, ALISHA, 103.11, HUSS AUTO REPAIR, 536.03, HUSS, JANELLE, 750.00, IDEAL LINEN AND UNIFORM, 189.40, IDEAL/BLUFFS FACILITY SOLUTIONS, 3,201.30, INNOVATIVE OFFICE SOLUTIONS, LLC, 1,802.31, JIMMY JOHNS, 267.18, KEATING & ASSOCIATES, INC., 162.50, KITTLEMAN, TRAVIS, 295.97, KRESL, SAMANTHA, 263.50, KSB School Law PC, LLO, 420.00, LEARNING ALLY, 1,169.00, LEGACY COOP, 325.70, LINCOLN JOURNAL STAR, 30.99, LISA BRIGGS, OT, LLC, 2,437.00, MAILCHIMP, 13.00, MAINSTAY SUITES, 1,122.95, MCDONALDS, 47.43, NCECBVI, 4,900.00, NE AGRICULTURAL EDUCATORS ASSOC (NAEA), 275.00, NE COUNCIL OF SCHOOL ADMINISTRATORS, 2,103.00, NE SAFETY CENTER, 525.00, ONE SOURCE BACKGROUND CHECK CO, 19.00, PIZZA HUT, 139.97, PLT4M, 1,000.00, POWERSCHOOL GROUP LLC, 422.91, PROTEX CENTRAL INC., 330.00, QDOBA, 30.98, QUICKCARE MEDICAL SERVICES, 375.00, RABEN'S MARKET, 831.61, RAISING CANES, 303.95, REIF ENTERPRISE, 65.00, ROCKY MOUNTAIN AIR SOLUTIONS, 594.87, ROTH, MIKAELA, 206.23, RUBY TUESDAY, 56.64, RUNZA, 21.08, SAFEWAY, 20.97, SCHOOL SPECIALTY LLC, 667.64, TEACHER DIRECT, 65.76, TREND ENTERPRISES, INC., 38.46, U.S. POSTAL SERVICE, 9.17, VALOR GENERAL STORE, 403.82, WALL STREET JOURNAL, 83.44, WALMART, 25.32, WESTCO, 6,499.37, WESTERN NE NEWSPAPERS, 1,241.60, WEVIDEO, 723.00, WILSON LANGUAGE TRAINING CORP., 237.60, WNCC, 500.00, YESACCESSIBLE, 150.00, **TOTAL, 80,818.56**

BUILDING FUND INVOICES

JEO CONSULTING GROUP, INC/JEO ARCHITECTURE INC. 1,260.00 **TOTAL 1,260.00**

Activity Fund Balance Report - Summary - Exclude Encumbrances
09/2023 - 06/2024

Regular; Beginning Month 09/2023; Processing Month 06/2024; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 ACTIVITY FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704	FUND BALANCE	438,037.00	270.66	0.00	(86,118.00)	351,648.34
05 704 1010	ATHLETICS / ACTIVITIES	(133,542.17)	67,649.54	33,606.60	(93,884.00)	(261,469.11)
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)	18,569.25	25,974.07	3,675.00	8,502.44
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)	17,746.05	11,636.57	5,000.00	(2,725.87)
05 704 1035	FOOTBALL FUNDRAISING	(7,672.08)	19,695.38	947.00	32,516.00	6,095.54
05 704 1036	FOOTBALL	0.00	11,865.25	0.00	0.00	(11,865.25)
05 704 1040	VOLLEYBALL - FUNDRAISING	2,084.71	4,745.16	2,687.50	3,058.00	3,085.05
05 704 1041	VOLLEYBALL	0.00	1,430.00	0.00	0.00	(1,430.00)
05 704 1042	BASKETBALL FUNDRAISING	0.00	0.00	337.79	0.00	337.79
05 704 1044	WRESTLING	0.00	12,552.44	1,908.50	0.00	(10,643.94)
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	1,785.00	1,875.55	0.00	90.55
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 1052	GOLF	0.00	2,289.35	0.00	0.00	(2,289.35)
05 704 1054	TRACK	0.00	6,847.92	0.00	0.00	(6,847.92)
05 704 1055	TRACK FUNDRAISING	260.46	996.79	942.94	241.00	447.61
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	1,648.40	830.00	1,600.00	1,301.89
05 704 2025	CLASS OF 2025	1,342.09	4,093.69	0.00	5,463.00	2,711.40
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)	13,664.07	15,307.68	15,254.00	4,422.79
05 704 3012	ESPORTS	0.00	1,253.41	0.00	0.00	(1,253.41)
05 704 3013	eSPORTS FUNDRAISING	0.00	1,164.30	1,577.56	0.00	413.26
05 704 3015	SPEECH	0.00	4,176.58	1,500.00	0.00	(2,676.58)
05 704 3016	SPEECH FUNDRAISING	0.00	39.97	100.00	0.00	60.03
05 704 3020	ONE ACT	12,453.00	5,010.52	1,036.00	(9,953.00)	(1,474.52)

Activity Fund Balance Report - Summary - Exclude Encumbrances
09/2023 - 06/2024

Regular; Beginning Month 09/2023; Processing Month 06/2024; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 ACTIVITY FUND

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 3021	ONE ACT - FUNDRAISING	0.00	1,151.19	5,536.73	0.00	4,385.54
05 704 3030	FFA	(18,667.66)	24,206.82	36,883.59	40,677.00	34,686.11
05 704 3035	FFA - SHOP MATERIALS	920.88	703.74	3,408.15	5,921.00	9,546.29
05 704 3040	FCCLA	(1,049.51)	3,342.07	3,155.87	1,482.00	246.29
05 704 3050	NHS - HONOR SOCIETY	2,650.00	606.74	790.29	(1,650.00)	1,183.55
05 704 3070	MUSIC	645.13	1,297.00	852.86	4,967.00	5,167.99
05 704 3080	SCHOLARSHIPS	1,284.00	0.00	419.00	968.00	2,671.00
05 704 3090	STUCO - MIDDLE SCHOOL	(144.02)	760.65	369.00	4,352.00	3,816.33
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	3,480.00	18,038.00	6,885.72
05 704 3150	4TH GRADE - JESPERSEN	0.00	349.03	4,368.56	0.00	4,019.53
05 704 3200	SCIENCE	350.07	0.00	350.00	556.00	1,256.07
05 704 3535	SCIENCE OLYMPIAD	0.00	410.19	1,579.82	0.00	1,169.63
05 704 4010	COURTESY FUND	454.02	210.00	80.00	1,812.00	2,136.02
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	67.50	1,076.00	0.00	2,025.78
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	224.19	0.00	0.00	2,051.82
05 704 4040	MISC/STUDENT OPPORTUNITIES	82.22	598.93	892.12	2,958.00	3,333.41
05 704 4045	BOOKFAIR	(37.46)	3,625.60	3,886.37	5,210.00	5,433.31
05 704 4050	FINE ARTS & CULTURE CLUB	276.82	841.22	401.00	901.00	737.60
05 704 4060	HOPE SQUAD	2,735.12	1,277.22	1,788.74	228.00	3,474.64
05 704 4070	BOBCAT CARES	1,050.00	224.75	115.00	0.00	940.25
Fund Total: 05		<u>292,852.72</u>	<u>269,631.02</u>	<u>193,121.51</u>	<u>0.00</u>	<u>216,343.21</u>

HEMINGFORD PUBLIC SCHOOLS

June 10, 2024

GENERAL FUND:

Statement Balance 05-31-24	\$2,177,379.03
G/F MM Statement Balance 05-31-24	\$ 724,531.53
3 Month CD-0989 Mat. 07-26-24	\$ 307,179.45
3 Month CD-0776 Mat. 08-29-24	\$ 310,813.38
3 Month CD-0962 Mat. 06-27-24	\$ 307,139.99
- Outstanding Checks	<u>\$ 8,488.74</u>
Balance 05-31-24	\$3,818,554.64

+ June Tax Receipts:	\$ 334,637.62
+ State Aid:	\$ 122,792.00

Subtotal: General Fund **\$4,275,984.26**

June Bills: \$ 108,076.57

June Payroll: \$ 508,967.90

-Total June Expenses: \$ 617,044.47

Balance General Fund: **\$3,658,939.79**

BUILDING FUND:

Checking Balance 05-31-24	\$ 472,875.67
Liquid Asset Fund (\$1,846.42 Dividend)	\$ 435,371.55
4 CD's : 6 Month(0970) - Mat. 10-26-24	\$ 321,104.58
3 Month(0954) - Mat. 06-27-24	\$ 511,899.97
3 Month(0784) - Mat. 08-29-24	\$ 518,022.29
3 Month(1004) - Mat. 07-26-24	\$ 511,965.74
June Tax Receipts:	<u>\$ 15,399.57</u>
Building Fund Balance	<u>\$2,786,639.37</u>

**Expenditure Report by Function/Object -
Summary**

06/10/2024 10:12 AM

Regular; Processing Month 06/2024

User ID: KAH

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							
0500 0500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1100 REGULAR INSTRUCTIONAL PROGRAMS	3,404,358.00	288,521.54	2,838,919.64	83.80	565,438.36	0.00	13,805.01	551,633.35
1120 1120	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1130 1130	2,610.00	0.00	2,643.59	102.47	(33.59)	0.00	30.90	(64.49)
1140 1140	1,332.00	77.51	2,972.01	241.25	(1,640.01)	0.00	241.45	(1,881.46)
1150 VO AG PROGRAM	9,761.00	763.74	8,702.40	91.64	1,058.60	0.00	242.87	815.73
1160 PROVERTY PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1170 1170	412.00	0.00	406.28	98.61	5.72	0.00	0.00	5.72
1180 1180	5,473.00	364.59	5,308.35	96.99	164.65	0.00	0.00	164.65
1190 EARLY CHILDHOOD ED PROGRAMS	157,498.00	12,602.20	128,997.69	81.90	28,500.31	0.00	0.00	28,500.31
1200 SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS	751,863.00	42,761.60	594,498.92	79.37	157,364.08	0.00	2,250.32	155,113.76
1212 1212	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1213 1213	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1252 1252	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1253 1253	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1291 SPED AGES 3-5	776.00	217.00	729.90	94.06	46.10	0.00	0.00	46.10
1292 SPED AGES 0-2	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1300 SUMMER SCHOOL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2120 GUIDANCE SERVICES	76,848.00	12,107.70	69,743.56	90.99	7,104.44	0.00	180.00	6,924.44
2130 HEALTH SERVICES	63,122.00	5,165.78	53,478.66	84.72	9,643.34	0.00	0.00	9,643.34
2140 PSYCHOLOGICAL SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2141 PSYCHOLOGICAL SERVICES SPED SCHOOL AGE	30,856.00	6,454.80	30,373.20	98.44	482.80	0.00	0.00	482.80
2142 PSYCHOLOGICAL SERVICES SPED AGE 3-5	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2150 SPEECH & AUDIOLOGY SERVICES	976.00	202.50	850.50	87.14	125.50	0.00	0.00	125.50
2151 SPEECH & AUDIOLOGY SERV SPED SCHOOL AGE	49,554.00	4,685.33	42,900.33	86.57	6,653.67	0.00	0.00	6,653.67
2152 SPEECH & AUDIOLOGY SERV SPED AGE 3-5	30,340.00	0.00	20,577.20	67.82	9,762.80	0.00	0.00	9,762.80
2153 SPEECH & AUDIOLOGY SERV SPED AGE 0-2	15,172.00	0.00	10,288.67	67.81	4,883.33	0.00	0.00	4,883.33
2161 OT SERVICES SPED SCHOOL AGE	26,912.00	1,876.49	21,908.63	81.41	5,003.37	0.00	0.00	5,003.37
2162 OT SERVICES SPED AGE 3-5	1,458.00	326.71	1,377.04	94.45	80.96	0.00	0.00	80.96
2163 OT SERVICES SPED AGE 0-2	3,405.00	463.03	2,807.18	82.44	597.82	0.00	0.00	597.82
2171 PT SERVICES SPED SCHOOL AGE	15,052.00	2,233.41	14,734.85	97.89	317.15	0.00	0.00	317.15
2172 PT SERVICES SPED AGE 3-5	2,672.00	357.21	2,335.17	87.39	336.83	0.00	0.00	336.83
2173 PT SERVICES SPED AGE 0-2	3,404.00	257.17	2,703.64	79.43	700.36	0.00	0.00	700.36
2180 VISION SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2181 VISION SERVICES SPED SCHOOL AGE	12,607.00	924.25	12,672.97	100.52	(65.97)	0.00	0.00	(65.97)
2182 VISION SERVICES SPED AGE 3-5	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2190 OTHER PUPIL SUPPORT SERVICES	0.00	453.30	10,570.70	0.00	(10,570.70)	0.00	0.00	(10,570.70)
2210 IMPROVEMENT OF INSTRUCTION	1,923.00	0.00	1,117.41	58.11	805.59	0.00	0.00	805.59
2211 SCHOOL IMPROVEMENT	7,507.00	0.00	4,363.25	62.00	3,143.75	0.00	291.24	2,852.51
2212 INST STAFF CURR DEV	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2213 INST STAFF TRAINING	7,095.00	250.00	6,400.00	90.20	695.00	0.00	0.00	695.00
2214 IMPLEMENTATION OF STANDARDS	2,323.00	0.00	1,348.34	58.04	974.66	0.00	0.00	974.66
2220 LIBRARY/MEDIA SERVICES	43,112.00	3,949.71	35,515.87	82.38	7,596.13	0.00	0.00	7,596.13
2224 EDUCATIONAL TELEVISION SERVICES	24,150.00	1,784.33	20,195.97	83.63	3,954.03	0.00	0.00	3,954.03
2230 INSTRUCTION-RELATED TECHNOLOGY	74,608.00	20,660.71	71,300.44	186.13	3,307.56	0.00	67,567.27	(64,259.71)
2240 ACADEMIC STUDENT ASSESSMENT	14,045.00	1,003.00	9,308.45	66.28	4,736.55	0.00	0.00	4,736.55
2310 BOARD OF EDUCATION	54,772.00	263.58	29,650.76	63.18	25,121.24	0.00	4,956.29	20,164.95
2320 EXECUTIVE ADMINISTRATION	181,599.00	15,595.09	151,324.03	83.39	30,274.97	0.00	107.00	30,167.97
2330 DISTRICT LEGAL SERVICES	24,374.00	620.00	15,860.66	65.07	8,513.34	0.00	0.00	8,513.34
2410 OFFICE OF PRINCIPAL	422,470.00	38,366.11	352,413.65	83.51	70,056.35	0.00	385.85	69,670.50
2440 2440	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2500 2500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2510 GENERAL ADMIN-BUSINESS SERVICE	139,965.00	8,032.28	104,052.99	75.14	35,912.01	0.00	1,121.27	34,790.74

**Expenditure Report by Function/Object -
Summary**

06/10/2024 10:12 AM

Regular; Processing Month 06/2024

User ID: KAH

Function Number	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
8000 TRANSFERS (OUTGOING)	51,600.00	0.00	30,000.00	58.14	21,600.00	0.00	0.00	21,600.00
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	1,047,283.00	881.22	611,528.85	58.39	435,754.15	0.00	0.00	435,754.15
01 GENERAL FUND	8,386,981.00	599,386.89	6,641,019.66	80.44	1,745,961.34	0.00	105,752.93	1,640,208.41

**Expenditure Report by Function/Object -
Summary**

06/10/2024 10:12 AM

Regular; Processing Month 06/2024

User ID: KAH

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
03	EMPLOYEE BENEFIT FUND								
0101	0101	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1100	REGULAR INSTRUCTIONAL PROGRAMS	76,499.00	0.00	19,661.34	25.70	56,837.66	0.00	0.00	56,837.66
2900	OTHER SUPPORT SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9000	NON-PROGRAM EXPENDITURES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9999	9999	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
03	EMPLOYEE BENEFIT FUND	76,499.00	0.00	19,661.34	25.70	56,837.66	0.00	0.00	56,837.66

**Expenditure Report by Function/Object -
Summary**

06/10/2024 10:12 AM

Regular; Processing Month 06/2024

User ID: KAH

Function Number	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance	
05	ACTIVITY FUND								
0500	0500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1100	REGULAR INSTRUCTIONAL PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
2900	OTHER SUPPORT SERVICES	522,985.00	0.00	269,631.02	57.76	253,353.98	0.00	32,432.02	220,921.96
05	ACTIVITY FUND	522,985.00	0.00	269,631.02	57.76	253,353.98	0.00	32,432.02	220,921.96

**Expenditure Report by Function/Object -
Summary**

06/10/2024 10:12 AM

Regular; Processing Month 06/2024

User ID: KAH

Function Number	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance	
06	NUTRITION FUND								
0500	0500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
1100	REGULAR INSTRUCTIONAL PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
2300	2300	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
3000	3000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
3100	FOOD SERVICE OPERATIONS	405,000.00	9,243.06	253,918.67	62.90	151,081.33	0.00	839.62	150,241.71
4000	4000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
5000	DEBT SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
06	NUTRITION FUND	405,000.00	9,243.06	253,918.67	62.90	151,081.33	0.00	839.62	150,241.71

**Expenditure Report by Function/Object -
Summary**

06/10/2024 10:12 AM

Regular; Processing Month 06/2024

User ID: KAH

Function Number	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
08 BUILDING FUND								
0500 0500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4300 ARCHITECTURE & ENGINEERING	0.00	5,749.40	8,899.40	0.00	(8,899.40)	0.00	0.00	(8,899.40)
4700 BUILDING IMPROVEMENTS	113,500.00	0.00	53,877.61	47.47	59,622.39	0.00	0.00	59,622.39
9000 NON-PROGRAM EXPENDITURES	2,686,007.00	0.00	1,157,957.40	43.11	1,528,049.60	0.00	0.00	1,528,049.60
9999 9999	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
08 BUILDING FUND	2,799,507.00	5,749.40	1,220,734.41	43.61	1,578,772.59	0.00	0.00	1,578,772.59

**Expenditure Report by Function/Object -
Summary**

06/10/2024 10:12 AM

Regular; Processing Month 06/2024

User ID: KAH

Function Number	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
10 COOPERATIVE FUND								
1100 REGULAR INSTRUCTIONAL PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3512 DISTANCE EDUCATION INCENTIVE PAYMENTS	95,993.00	8,009.41	80,140.76	83.49	15,852.24	0.00	0.00	15,852.24
10 COOPERATIVE FUND	95,993.00	8,009.41	80,140.76	83.49	15,852.24	0.00	0.00	15,852.24

**Expenditure Report by Function/Object -
Summary**

06/10/2024 10:12 AM

Regular; Processing Month 06/2024

User ID: KAH

Function Number	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
Grand Total:	12,286,965.00	622,388.76	8,485,105.86	70.19	3,801,859.14	0.00	139,024.57	3,662,834.57

06/07/2024 10:47 AM

Posted - All; Batch Description 2024-06 BLDG FUND

User ID: KAH

Vendor Name	Description	Amount
Checking Account ID 8	Fund Number 08 BUILDING FUND	
JEO CONSULTING GROUP, INC/JEO ARCHITECTURE INC.	PAYMENT #3 ON ASSESSMENT REPORT	5,749.40
Check Number 1525 Total	JEO CONSULTING GROUP, INC/JEO ARCHITECTURE INC.	<hr/> 5,749.40
Fund Number 08		<hr/> 5,749.40
Checking Account ID 8		<hr/> 5,749.40

06/07/2024 08:39 AM

Posted - All; Batch Description 2024-05 LUNCH FUND-0002

User ID: KAH

Vendor Name	Description	Amount
Checking Account ID 6	Fund Number 06 NUTRITION FUND	
BRAWLEY, BRANDY	LUNCH REFUND	83.75
Check Number 7152 Total	BRAWLEY, BRANDY	<u>83.75</u>
CAMPBELL, DEB	LUNCH REFUND	107.65
Check Number 7153 Total	CAMPBELL, DEB	<u>107.65</u>
CASH-WA DISTRIBUTING	FOOD	1,501.65
CASH-WA DISTRIBUTING	FOOD	2,487.97
CASH-WA DISTRIBUTING	FOOD	474.07
CASH-WA DISTRIBUTING	FOOD	1,596.69
Check Number 7154 Total	CASH-WA DISTRIBUTING	<u>6,060.38</u>
CLOUSE, AMY	LUNCH REFUND	22.65
Check Number 7155 Total	CLOUSE, AMY	<u>22.65</u>
GROCERY KART	food supply	47.61
Check Number 7156 Total	GROCERY KART	<u>47.61</u>
HARRIS SALES	FOOD	8.00
Check Number 7157 Total	HARRIS SALES	<u>8.00</u>
HICKMAN, LISA	LUNCH REFUND	8.45
Check Number 7158 Total	HICKMAN, LISA	<u>8.45</u>
HILAND DAIRY	MILK	193.45
HILAND DAIRY	MILK	384.18
HILAND DAIRY	MILK	342.02
HILAND DAIRY	MILK	407.19
HILAND DAIRY	MILK	365.03
HILAND DAIRY	MILK	407.19
HILAND DAIRY	MILK	298.50
HILAND DAIRY	MILK	386.12
HILAND DAIRY	MILK	299.75
HILAND DAIRY	milk	406.63
Check Number 7159 Total	HILAND DAIRY	<u>3,490.66</u>
HOPE SPECHT	LUNCH REFUND	87.70
Check Number 7160 Total	HOPE SPECHT	<u>87.70</u>
NE FOOD DISTRIBUTION PROGRAM	FOOD-COMMODITIES	42.30
Check Number 7161 Total	NE FOOD DISTRIBUTION PROGRAM	<u>42.30</u>
PHILLIPS, SHAWN	LUNCH REFUND	2.35
Check Number 7162 Total	PHILLIPS, SHAWN	<u>2.35</u>
POWELL, KRISTIN	LUNCH REFUND	40.91
Check Number 7163 Total	POWELL, KRISTIN	<u>40.91</u>
RABEN'S MARKET	FOOD	116.52
Check Number 7164 Total	RABEN'S MARKET	<u>116.52</u>
SIMPLY CLEAN	DISHWASHER SERVICE	164.01

Vendor Name	Description	Amount
Check Number 7165 Total	SIMPLY CLEAN	164.01
US FOODS	FOOD	254.14
US FOODS	FOOD	3,792.05
US FOODS	FOOD	5,170.22
US FOODS	FOOD	44.40
Check Number 7166 Total	US FOODS	9,260.81
VARNER, AMY	LUNCH REFUND	5.35
Check Number 7167 Total	VARNER, AMY	5.35
Fund Number 06		19,548.50
Checking Account ID 6		19,548.50

06/10/2024 10:09 AM

Posted - All; Batch Description 3 Records Selected

User ID: KAH

Vendor Name	Description	Amount
Checking Account ID 1	Fund Number 01 GENERAL FUND	
21ST CENTURY EQUIPMENT	2 FILTERS	35.94
Check Number 6805	Total 21ST CENTURY EQUIPMENT	35.94
A&W	SCIENCE OLYMPIAD COMP.	261.06
Check Number 6794	Total A&W	261.06
A+ SCIENCE ED	8th grade consumable supply refill	117.12
Check Number 6806	Total A+ SCIENCE ED	117.12
ACCO BRANDS USA LLC	2024 COOOP SUPPLIES	13.24
Check Number 6807	Total ACCO BRANDS USA LLC	13.24
ACT	Pre ACT 8/9 Scoring	476.00
ACT	Pre ACT Scoring	527.00
Check Number 6808	Total ACT	1,003.00
AMAZON	AR Store	33.00
AMAZON	AG ED SUPPLY	35.98
AMAZON	MUSIC SUPPLY AND REPAIR	(111.88)
AMAZON	Senior Signing Day supplies	25.96
AMAZON	Field Day, Elementary Track Meet, PE	575.32
AMAZON	Cable for longer printer access	18.48
AMAZON	fabric bags and paints	46.87
AMAZON	Ducks for Coding	20.98
AMAZON	Mosaic Stone Cement	35.18
AMAZON	Mothers Day Craft Supplies	43.48
AMAZON	Office Chair	159.99
AMAZON	AG ED SUPPLY	47.87
AMAZON	MUSIC SUPPLY AND REPAIR	112.24
Check Number 6794	Total AMAZON	1,043.47
AMERICINN	POWERSCHOOL CONF-LODGING	264.00
AMERICINN	POWERSCHOOL CONF-LODGING-AH	264.00
Check Number 6809	Total AMERICINN	528.00
ARBYS	ASBESTOS MTG 2 - LUNCH	11.01
Check Number 6794	Total ARBYS	11.01
B & C STEEL CORP.	AG ED STEEL	708.15
Check Number 6810	Total B & C STEEL CORP.	708.15
BISON WITCHES	NASBO	19.64
Check Number 6794	Total BISON WITCHES	19.64
BLACK HILLS ENERGY	GAS - SCHOOL	2,281.52
BLACK HILLS ENERGY	GAS - SUPT HOUSE	86.39
Check Number 6811	Total BLACK HILLS ENERGY	2,367.91
BLOEDORN'S LUMBER CO.	WINDOW SCREEN	497.45
BLOEDORN'S LUMBER CO.	SHELF CONSTRUCT/MAINTENANCE SUPPLIES	775.07
BLOEDORN'S LUMBER CO.	2 REPLACEMENT TRIMMER HEADS	79.98
BLOEDORN'S LUMBER CO.	MAINTENANCE SUPPLIES/BATTERY PACK 2PK	760.72
Check Number 6812	Total BLOEDORN'S LUMBER CO.	2,113.22

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Vendor Name	Description	Amount
BLUUM OF TEXAS LLC	Device order for 24/25 school year.	4,156.00
Check Number 6813 Total	BLUUM OF TEXAS LLC	<u>4,156.00</u>
BONFIRE GRILL, THE	NASBO MTG	85.64
Check Number 6794 Total	BONFIRE GRILL, THE	<u>85.64</u>
BOX BUTTE COUNTY SHERIFF	LETTER DELIVERY	44.60
Check Number 6814 Total	BOX BUTTE COUNTY SHERIFF	<u>44.60</u>
BUD'S PEST CONTROL	PEST CONTROL	215.00
Check Number 6815 Total	BUD'S PEST CONTROL	<u>215.00</u>
CAPITAL BUSINESS SYSTEMS, INC	COPIER LEASE PYMT	1,054.02
Check Number 6871 Total	CAPITAL BUSINESS SYSTEMS, INC	<u>1,054.02</u>
CARDMEMBER SERVICES - ELAN FINANCIAL	NEG INV TO ACCT FOR DUPLICATE PMT POSTED	(3,945.38)
CARDMEMBER SERVICES - ELAN FINANCIAL	ONLINE PYMT TO ACTIVATE ACCT	(67.00)
Check Number 6794 Total	CARDMEMBER SERVICES - ELAN FINANCIAL	<u>(4,012.38)</u>
CARTERS HOME, HARDWARE & APPL	TRANSFER PUMP BARE TOOL	179.99
Check Number 6816 Total	CARTERS HOME, HARDWARE & APPL	<u>179.99</u>
CHADRON PUBLIC SCHOOLS	OT; PT; SPEECH; RESOURCE SERVICES	454.26
CHADRON PUBLIC SCHOOLS	OT; PT; SPEECH; RESOURCE SERVICES	409.93
Check Number 6817 Total	CHADRON PUBLIC SCHOOLS	<u>864.19</u>
CHARACTER STRONG	Character Strong SEL Curriculum	5,898.30
Check Number 6818 Total	CHARACTER STRONG	<u>5,898.30</u>
COLUMN SOFTWARE PBC	NEWSPAPER LEGAL NOTICE	20.81
COLUMN SOFTWARE PBC	LEGAL NOTICE	28.97
COLUMN SOFTWARE PBC	NEWSPAPER LEGAL NOTICE	17.05
Check Number 6819 Total	COLUMN SOFTWARE PBC	<u>66.83</u>
COMFORT INN	NAESP PK-3 LEADERSHIP ACADEMY	124.00
Check Number 6820 Total	COMFORT INN	<u>124.00</u>
CRISIS PREVENTION INSTITUTE, INC	Workbooks for CPI Training	619.80
Check Number 6821 Total	CRISIS PREVENTION INSTITUTE, INC	<u>619.80</u>
CULLIGAN WATER CONDITIONING	REVERSE OSMOSIS DELIVERY	15.90
CULLIGAN WATER CONDITIONING	WATER/RENTAL	183.42
Check Number 6822 Total	CULLIGAN WATER CONDITIONING	<u>199.32</u>
EAGLE MOVIE THEATER	6TH GR FIELD TRIP	228.00
Check Number 6794 Total	EAGLE MOVIE THEATER	<u>228.00</u>
ECRA GROUP, INC.	2024-25 STRATEGIC DASHBOARD SERVEICES	1,000.00
Check Number 6823 Total	ECRA GROUP, INC.	<u>1,000.00</u>
ED PUZZLE	SUBSCRIPTION	11.50
Check Number 6794 Total	ED PUZZLE	<u>11.50</u>

Vendor Name	Description	Amount
EDUCATIONAL SERVICE UNIT #13	DL;INT;NEVA;PBDS;MIPS;COUNSEL;ONTOCOLLEG	5,525.13
EDUCATIONAL SERVICE UNIT #13	PSYCH;LOW VISION;SPED;SRS;SUPERVISION	9,035.92
Check Number 6825 Total	EDUCATIONAL SERVICE UNIT #13	<u>14,561.05</u>
EPS OPERATIONS, LLC	Elem SPED supplies 24-25	3,941.19
Check Number 6826 Total	EPS OPERATIONS, LLC	<u>3,941.19</u>
ESU COORDINATING COUNCIL	2024-25 PROOFPOINT RENEWAL	123.00
Check Number 6827 Total	ESU COORDINATING COUNCIL	<u>123.00</u>
EXPRESS PARCS	PARKING - NASBO	22.50
Check Number 6794 Total	EXPRESS PARCS	<u>22.50</u>
FLANNEL BROTHERS	Spraying and Fertilizing	1,677.00
FLANNEL BROTHERS	Tree Care	3,544.00
Check Number 6828 Total	FLANNEL BROTHERS	<u>5,221.00</u>
FLINN SCIENTIFIC INC.	SCIENCE SUPPLIES FOR 24-25	1,378.34
Check Number 6830 Total	FLINN SCIENTIFIC INC.	<u>1,378.34</u>
FOLLETT SCHOOL SOLUTIONS, LLC	Destiny	1,493.16
Check Number 6831 Total	FOLLETT SCHOOL SOLUTIONS, LLC	<u>1,493.16</u>
FREDDYS	NASBO	18.02
Check Number 6794 Total	FREDDYS	<u>18.02</u>
FUEL TRIPS- ELAN	FUEL - APRIL CREDIT CARD STMT	1,207.32
Check Number 6794 Total	FUEL TRIPS- ELAN	<u>1,207.32</u>
GRADUATION SOURCE	Graduation Regalia	407.81
Check Number 6794 Total	GRADUATION SOURCE	<u>407.81</u>
H & H SANITATION	MONTHLY RENTAL ROLL OFF BOX	150.00
Check Number 6832 Total	H & H SANITATION	<u>150.00</u>
HEMINGFORD CO-OP TELEPHONE CO	TELEPHONE/INTERNET	918.11
Check Number 6833 Total	HEMINGFORD CO-OP TELEPHONE CO	<u>918.11</u>
HEMINGFORD MUNICIPAL UTILITIE	UTILITIES	7,587.21
Check Number 6834 Total	HEMINGFORD MUNICIPAL UTILITIE	<u>7,587.21</u>
HF CRAVE	STATE SCIENCE OLYMPIAD	330.00
Check Number 6794 Total	HF CRAVE	<u>330.00</u>
HUSS AUTO REPAIR	FORD #1 SERVICED	97.13
HUSS AUTO REPAIR	FORD #2 SERVICED	97.13
HUSS AUTO REPAIR	SUB #3 SERVICE	113.93
Check Number 6835 Total	HUSS AUTO REPAIR	<u>308.19</u>
IDEAL LINEN AND UNIFORM	CUSTODIAL SUPPLY	94.70
IDEAL LINEN AND UNIFORM	CUSTODIAL SUPPLIES	94.70
Check Number 6836 Total	IDEAL LINEN AND UNIFORM	<u>189.40</u>

Vendor Name	Description	Amount
IDEAL/BLUFFS FACILITY SOLUTIONS	CUSTODIAL SUPPLY	1,595.46
IDEAL/BLUFFS FACILITY SOLUTIONS	CUSTODIAL SUPPLIES	466.95
IDEAL/BLUFFS FACILITY SOLUTIONS	CUSTODIAL SUPPLIES	1,254.56
Check Number 6837 Total	IDEAL/BLUFFS FACILITY SOLUTIONS	<u>3,316.97</u>
INNOVATIVE OFFICE SOLUTIONS, LLC	Toner	449.04
Check Number 6838 Total	INNOVATIVE OFFICE SOLUTIONS, LLC	<u>449.04</u>
JACKS REFRIGERATION SERVICE	Maintenance Supplies/Repair	4,588.31
Check Number 6839 Total	JACKS REFRIGERATION SERVICE	<u>4,588.31</u>
KEATING & ASSOCIATES, INC.	125 PARTICIPATION FEE	162.50
Check Number 6840 Total	KEATING & ASSOCIATES, INC.	<u>162.50</u>
KITTLEMAN, TRAVIS	APRIL MILEAGE REIMBURSEMENT	190.95
KITTLEMAN, TRAVIS	MAY MILEAGE REIMBURSEMENT	133.65
Check Number 6841 Total	KITTLEMAN, TRAVIS	<u>324.60</u>
KSB School Law PC, LLO	LEGAL SERVICES	620.00
Check Number 6842 Total	KSB School Law PC, LLO	<u>620.00</u>
LEGACY COOP	MAINTENANCE SUPPLIES	246.06
LEGACY COOP	BARB BRASS FITTING	9.98
LEGACY COOP	AG ED - HEX WASH	8.99
LEGACY COOP	HOSE COUPLER	5.99
LEGACY COOP	BRASS HOSE COUPLER	11.98
LEGACY COOP	MAINTENANCE SUPPLY	11.33
LEGACY COOP	RAID FOGGER	39.98
LEGACY COOP	CABLE TIES	19.78
LEGACY COOP	MAINTENANCE SUPPLY	4.98
Check Number 6843 Total	LEGACY COOP	<u>359.07</u>
LIFEGUARD MD, INC.	AED BATTERIES	388.00
Check Number 6844 Total	LIFEGUARD MD, INC.	<u>388.00</u>
LINCOLN JOURNAL STAR	SUBSCRIPTION	30.99
Check Number 6794 Total	LINCOLN JOURNAL STAR	<u>30.99</u>
LISA BRIGGS, OT, LLC	OT SERVICE/MILEAGE	2,437.00
Check Number 6845 Total	LISA BRIGGS, OT, LLC	<u>2,437.00</u>
MAILCHIMP	SUBSCRIPTION	13.00
Check Number 6794 Total	MAILCHIMP	<u>13.00</u>
MOBY MAX	Moby Max 100 Licenses	2,077.00
Check Number 6846 Total	MOBY MAX	<u>2,077.00</u>
NCECBVI	PAYMENT 10 OF 10	4,900.00
Check Number 6847 Total	NCECBVI	<u>4,900.00</u>
NEBRASKA DEPT OF EDUCATION	MTSS Conference Registration	125.00
NEBRASKA DEPT OF EDUCATION	NeMTSS Conference	125.00

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Vendor Name	Description	Amount
NEBRASKA DEPT OF EDUCATION	NE MTSS conference registration	125.00
NEBRASKA DEPT OF EDUCATION	NeMTSS conference	125.00
Check Number 6848 Total	NEBRASKA DEPT OF EDUCATION	<u>500.00</u>
NEBRASKA SCIENCE OLYMPIAD	NE SCIENCE OLYMPIAD REGISTRATION	80.00
Check Number 6849 Total	NEBRASKA SCIENCE OLYMPIAD	<u>80.00</u>
PANHANDLE SALES & SERVICE LLC	RE KEY AND INSTALL LOCKS	815.00
Check Number 6850 Total	PANHANDLE SALES & SERVICE LLC	<u>815.00</u>
PROJECTOR PEOPLE	Replacement Projectors	3,597.00
PROJECTOR PEOPLE	Replacement Projectors	945.00
Check Number 6851 Total	PROJECTOR PEOPLE	<u>4,542.00</u>
PYRAMID SCHOOL PRODUCTS	2024 COOP	789.19
Check Number 6852 Total	PYRAMID SCHOOL PRODUCTS	<u>789.19</u>
RABEN'S MARKET	6th grade science	73.61
RABEN'S MARKET	GROCERIES FOR FCS CLASSES	364.59
RABEN'S MARKET	CUSTODIAL SUPPLIES	49.21
RABEN'S MARKET	Life Skills Cooking with Lilly	57.14
Check Number 6853 Total	RABEN'S MARKET	<u>544.55</u>
RAISING CANES	SCIENCE OLYMPIAD	135.80
Check Number 6794 Total	RAISING CANES	<u>135.80</u>
REF REPS, LLC	NSAA Sports Officiating Curriculum	2,250.00
Check Number 6854 Total	REF REPS, LLC	<u>2,250.00</u>
RENAISSANCE LEARNING	STAR Reading and AR	4,084.50
Check Number 6855 Total	RENAISSANCE LEARNING	<u>4,084.50</u>
RIGHT IMPRESSION, THE	RECOGNITION PLAQUE	34.25
Check Number 6856 Total	RIGHT IMPRESSION, THE	<u>34.25</u>
ROBINSON, MARY	ORIENTAION AND MOBILITY SERVICES	276.25
Check Number 6857 Total	ROBINSON, MARY	<u>276.25</u>
ROCKY MOUNTAIN AIR SOLUTIONS	GAS - AG ED	46.60
Check Number 6858 Total	ROCKY MOUNTAIN AIR SOLUTIONS	<u>46.60</u>
SCHOOL SPECIALTY LLC	Next School Year Supplies	97.93
SCHOOL SPECIALTY LLC	Middle and El. School Art Erasers	28.46
Check Number 6859 Total	SCHOOL SPECIALTY LLC	<u>126.39</u>
SOAR PEDIATRIC THERAPY, LLC	PT SERVICE/MILEAGE	2,632.33
Check Number 6860 Total	SOAR PEDIATRIC THERAPY, LLC	<u>2,632.33</u>
STEPH'S STUDIO	Supplies for jewelry unit.	49.05
STEPH'S STUDIO	Senior composite picture	471.25
Check Number 6861 Total	STEPH'S STUDIO	<u>520.30</u>
SUPER DUPER PUBLICATIONS	elementary speech supplies	79.92

Vendor Name	Description	Amount
Check Number 6862 Total	SUPER DUPER PUBLICATIONS	79.92
TACO JOHNS	ASBESTOS MTG-LUNCH	12.39
Check Number 6794 Total	TACO JOHNS	12.39
TEACHING STRATEGIES, LLC	2023 ASSESSMENT PORTFOLIOS	379.50
TEACHING STRATEGIES, LLC	PREK GOLD ASSESMT PORTFOLIOS	390.00
Check Number 6863 Total	TEACHING STRATEGIES, LLC	769.50
THINGS REMEMBERED	RECOGNITION ITEM - DC	125.00
Check Number 6794 Total	THINGS REMEMBERED	125.00
TIME MANAGEMENT SYSTEMS, INC.	2-24-25 RENEWAL	5,782.92
TIME MANAGEMENT SYSTEMS, INC.	ADD'L PAY CODES/JOBS	146.25
Check Number 6864 Total	TIME MANAGEMENT SYSTEMS, INC.	5,929.17
TODD'S BODY SHOP	WINDSHIELD - LIL WHITE	423.45
Check Number 6865 Total	TODD'S BODY SHOP	423.45
U.S. POSTAL SERVICE	PRIORITY MAIL	9.17
U.S. POSTAL SERVICE	PO BOX RENT - ANNUAL	266.00
U.S. POSTAL SERVICE	3 ROLLS STAMPS/CERTIFIED MAIL	83.11
U.S. POSTAL SERVICE	CERTIFIED	9.68
Check Number 6794 Total	U.S. POSTAL SERVICE	367.96
VALENTINOS	BXBS MTG	14.42
Check Number 6794 Total	VALENTINOS	14.42
VALOR GENERAL STORE	CUSTODIAL SUPPLIES	16.36
VALOR GENERAL STORE	CUTOFF RISER	8.50
VALOR GENERAL STORE	CUSTODIAL SUPPLIES	10.48
VALOR GENERAL STORE	ADAPTER	4.29
VALOR GENERAL STORE	MAINTENANCE SUPPLY	6.95
VALOR GENERAL STORE	ART ROOM SHELVES PROJ	14.28
VALOR GENERAL STORE	CUSTODIAL SUPPLIES	17.77
VALOR GENERAL STORE	PAINT AND PAINTING SUPPLIES	705.44
Check Number 6867 Total	VALOR GENERAL STORE	784.07
VILLAGE PIZZA	ACT Lunch	140.00
Check Number 6794 Total	VILLAGE PIZZA	140.00
VINCENZOS	NASBO	44.73
Check Number 6794 Total	VINCENZOS	44.73
WALL STREET JOURNAL	SUBSCRIPTION	41.72
Check Number 6794 Total	WALL STREET JOURNAL	41.72
WALMART	lunch items for day of competition	13.58
Check Number 6794 Total	WALMART	13.58
WESTCO	FUEL	5,015.82
Check Number 6868 Total	WESTCO	5,015.82

Vendor Name	Description	Amount
WORLD MAPS ONLINE	World Gall Orthographic Projection Wall	56.50
Check Number 6869 Total	WORLD MAPS ONLINE	56.50
ZANER-BLOSER INC	3rd grade writing handbooks	401.83
Check Number 6870 Total	ZANER-BLOSER INC	401.83
Fund Number 01		108,076.57
Checking Account ID 1		108,076.57

May 29, 2024

Dear Hemingford Public Schools Board of Education,

At this time, it is with a heavy heart that I am seeking not to continue in my position as Hemingford High School principal as it puts me in conflict with my deeply rooted educational philosophy and values. Under my leadership as Hemingford High School principal, staff and I have engaged in high levels of collaboration, investment, and support to achieve a 100% graduation rate and have shown positive growth on state assessments. Through my guidance, we have implemented a multi-tiered system of support to ensure every student can achieve at high levels. Incredibly, 82% of the students in our junior class maintained or showed growth on the ACT test from the previous year. I have provided unwavering support for our activities and athletic programs meeting my goals to improve student success and participation.

I have led with integrity and honesty to make a positive difference in the lives of my students and staff. Over the past nineteen years, my career in education has been defined by a passion for enriching the lives of my students, fostering an equitable educational experience, and providing a supportive environment.

I love the Hemingford Community and am grateful to have had the opportunity to work alongside our amazing staff and students. It has been a privilege and honor to serve you over the past two years. In order to protect my reputation, my mental well-being, and maintain positive relationships with members of our staff and community please accept my resignation.

Sincerely,

A handwritten signature in black ink, appearing to read "Misty Curtis". The signature is fluid and cursive, with the first name "Misty" and last name "Curtis" clearly distinguishable.

Misty Curtis

606.09 - USE OF ARTIFICIAL INTELLIGENCE (AI) BY STUDENTS AND STAFF

STUDENT USE:

The following resources were used when developing this document:

- *Chat GPT, 2024*
- <https://www.weareteachers.com/ai-policy-for-schools/>

Introduction:

As artificial intelligence (AI) technologies become increasingly integrated into various aspects of society, including education, it is imperative to establish guidelines for its use within our school system. This AI policy is designed to ensure responsible and ethical utilization of AI tools by Hemingford Public Schools (HPS) students. By adhering to the guidelines outlined in this policy, students can identify how AI technologies can be used for educational purposes while upholding ethical principles and promoting responsible behavior within the school community.

1. Purpose:

The primary purpose of this policy is to outline the guidelines for the appropriate use of AI technologies by HPS students to enhance their learning experiences while promoting ethical and responsible behavior.

2. Guidelines for AI Use:

a. Educational Purposes Only:

- AI tools should be used solely for educational purposes, including but not limited to research, learning assistance, and project development. Students may use AI as permitted and instructed by their teachers.

b. Respect for Privacy:

- Students must respect the privacy of others when using AI tools. They should not collect, share, or use personal information of fellow students or school staff.

c. Ethical Use:

- Students must use AI tools in an ethical manner, refraining from engaging in activities such as cheating, plagiarism, or manipulation of AI-generated content.
- Students must be transparent; citing AI text and images properly when they are used in any way.

d. Accountability and Attribution:

- Students are accountable for the content generated or produced through the use of AI tools. Proper credit must be given to AI-generated content in accordance with academic integrity standards.
- When using AI, students must fact-check the content generated and explore potential plagiarism issues.

e. Fairness and Bias Mitigation:

- Students should be aware of biases that may exist within AI algorithms and strive to mitigate their impact. They should critically evaluate AI-generated results and seek diverse perspectives when necessary.

3. Supervision and Oversight:

- Teachers will declare in their syllabus and/or classroom policies if AI is permitted, partially permitted, or not permitted. They should provide guidance and support to students to foster responsible AI usage. If students are unaware of a teacher's policy regarding AI, they should ask the teacher before using it.
 - permitted - AI technology's usage is allowed in most course assignments and tasks, with exceptions only for rare, explicitly announced contexts like in-class exams. This still does not mean that "anything goes" and that will be explained by the teacher.
 - partially permitted - AI technology's usage is allowed in some course assignments and tasks, but not others, and usage is carefully defined and the parameters are announced for use and non-use.
 - not permitted - AI technology's usage is not allowed in any course assignments and tasks, unless specifically and explicitly identified for a very limited context such as a particular in-class illustrative experiment.

4. Reporting Misuse:

Students who observe or suspect misuse of AI tools by their peers should report such incidents to a teacher or school administrator promptly.

STAFF USE:

The following resources were used when developing this document:

- *This content was generated with the assistance of AI - Gemini, 2024*
- *An Initial Guide to Generative AI at WIU: The Fall 2023 AI Task Force's Final Report to Faculty Senate - Western Illinois University, 2023*

Introduction:

Artificial intelligence (AI) has the potential to be a valuable tool in enhancing the K-12 learning experience at Hemingford Public Schools (HPS). This policy outlines the responsible use of AI by staff at HPS to ensure student safety, academic integrity, and ethical implementation.

1. Guidelines for AI Use:

- a. **Student Learning:** AI tools should be used to supplement and support teachers, not replace them. The focus should remain on fostering critical thinking, creativity, and problem-solving skills in students. Staff should declare in their syllabus and/or classroom policies how students are allowed to use AI in their courses. We recommend staff use one of the following terms when doing so: permitted, partially permitted, not permitted.

- permitted - AI technology's usage is allowed in most course assignments and tasks, with exceptions only for rare, explicitly announced contexts like in-class exams. This still does not mean that "anything goes" and that will be explained by the teacher.
 - partially permitted - AI technology's usage is allowed in some course assignments and tasks, but not others, and usage is carefully defined and the parameters are announced for use and non-use.
 - not permitted - AI technology's usage is not allowed in any course assignments and tasks, unless specifically and explicitly identified for a very limited context such as a particular in-class illustrative experiment.
- b. **Academic Integrity:** AI tools should not be used for plagiarism or cheating. Students should be taught responsible use of AI and proper citation methods.
- c. **Data Privacy:** Any AI tool collecting student data must comply with all federal and state student data privacy laws (e.g., FERPA).
- d. **Bias Awareness:** AI tools can perpetuate biases. Staff must be aware of potential biases in AI tools and mitigate their impact on student learning and decision-making.
- e. **Transparency:** Staff using AI tools should be transparent with students about the purpose and limitations of the tool.

2. Guidelines for Staff

- a. **Staff Training:** AI training will be provided periodically by the HPS Technology Committee or Technology Coordinator. Staff intending to use AI should attend such training.
- b. **Pre-approval:** Staff planning to use new AI tools for instructional purposes must seek pre-approval from the designated HPS Technology Committee or Technology Coordinator. They will assess the tool's alignment with curriculum and data privacy practices.
- c. **Documentation:** Staff using AI tools should document their use, including the purpose and tool selection rationale.
- d. **Reporting Misuse:** Staff with concerns about AI use or potential misuse should report them to the school administration promptly.

Approved:

Reviewed:

Revised:

402.03 - EMPLOYEE CONFLICT OF INTEREST

Employees' use of their position with the school district for financial gain shall be considered a conflict of interest with their position as employees and may subject employees to disciplinary action.

No employee earning more than one hundred fifty thousand dollars annually in salary and benefits may enter into any contract, agreement, or understanding on the district's behalf that may cause financial benefit to the employee, a member of the employee's immediate family, or a business with which the employee is associated, without prior full disclosure of the conflict to the board, and without prior approval by the board.

Employees have access to information and a captive audience that could award the employee personal or financial gain. No employee may solicit other employees or students for personal or financial gain to the employee or employee's spouse without the approval of the superintendent. If the approval of the superintendent is given, the employee must conduct the solicitations within the conditions set by the superintendent. Further, the superintendent may require the employee to immediately cease such solicitations as a condition of continued employment.

Employees shall not act as an agent or dealer for the sale of textbooks or other school supplies. Employees shall not participate for personal financial remuneration in outside activities wherein their position on the staff is used to sell goods or services to students or to parents. Employees shall not engage in outside work or activities where the source of information concerning the customer, client or employer originates from information obtained because of the employee's position in the school district.

It shall also be a conflict of interest for an employee to engage in any outside employment or activity which is in conflict with the employee's official duties and responsibilities. In determining whether outside employment or activity of an employee creates a conflict of interest, situations in which an unacceptable conflict of interest shall be deemed to exist shall include, but not be limited to, any of the following:

1. The outside employment or activity involves the use of the school district's time, facilities, equipment and supplies or the use of the school district's badge, uniform, business card or other evidences of office to give the employee or the employee's immediate family an advantage or monetary benefit that is not available to other similarly situated members or classes of members of the general public. For purposes of this section, a person is not "similarly situated" merely by being related to an employee who is employed by the school district.
2. The outside employment or activity involves the receipt of, promise of, or acceptance of more or other consideration by the employee or a member of the employee's immediate

family from anyone other than the school district for the performance of any act that the employee would be required or expected to perform as part of the employee's regular duties or during the hours during which the employee performs service or work for the school district.

3. The outside employment or activity is subject to the official control, inspection, review, audit or enforcement authority of the employee during the performance of the employee's duties.

If the outside employment or activity is employment or activity in (1) or (2) above, the employee must cease the employment or activity. If the activity or employment falls under (3), then the employee must:

- Cease the outside employment or activity; or
- Publicly disclose the existence of the conflict and refrain from taking any official action or performing any official duty that would detrimentally affect or create a benefit for the outside employment or activity. Official action or official duty includes, but is not limited to, participating in any vote, taking affirmative action to influence any vote, or providing any other official service or thing that is not available generally to members of the public in order to further the interests of the outside employment or activity.

It shall be the responsibility of each employee to be aware of and take the necessary action to eliminate a potential conflict of interest should it arise.

Legal Reference: NDE Rule 27.004.03F

Cross Reference: 202.02 Board Member Conflict of Interest
403.04 Gifts to Employees
403.06 Employee Outside Employment

Approved:

Reviewed: 5-13-2024

Revised:

204.12 - PUBLIC COMMENT IN BOARD MEETINGS

The board recognizes the importance of citizen participation in school district matters. ~~In order and has created rules~~ to assure citizens are heard and board meetings are conducted efficiently and in an organized manner. ~~The, the~~ board shall set time aside for public comment during a public comment portion of each ~~regular~~ board meeting except closed sessions and those times specified by the board. ~~If the pressure of business or other circumstances dictate, the board president may decide to eliminate this practice at a particular meeting and will announce that decision at the beginning of the meeting.~~ The orderly process of the board meeting shall not be interfered with or disrupted. Subjects for comment should involve areas within the board's proper responsibility. Hostile conduct and offensive or defamatory comments will not be tolerated.

The board has the discretion to limit the amount of time set aside for public comment. The board president shall specify the total amount of time available for public comment prior to opening the public comment period. If public comment is allowed prior to individual agenda items, that limit on the total comment period should also be defined. Individual comments will be limited to 3 minutes for each participant. The entire public comment period will generally be limited to 30 minutes. The board president will recognize these individuals to make their comments at the appropriate time. Only those speakers recognized by the board president shall be allowed to speak. Comments by others are out of order. If disruptive, the individual making the comments or another individual causing disruption may be asked to leave the board meeting.

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

Individuals who have a complaint about employees or students who have complaints shall follow policies 403.05 and 504.01, respectively. The board will follow policy 1005.01 in handling public complaints.

Any written or printed materials to be circulated for a meeting of the school board must be submitted to the superintendent by the Wednesday preceding a Monday night meeting, and such information will only be added to the agenda packet at the discretion of the superintendent after consultation with the board president.

Legal Reference: Nebraska Statute 84-1408 to 1414

Cross Reference: 201.07 Board Member Liability
403.05 Public Complaints about Employees

Approved:
Reviewed: 3-11-2024
Revised: 2/12/2024

204.07 - MEETING NOTICE

Reasonable advance public notice shall be given for meetings and work sessions held by the board in a local newspaper designated and recorded in the board minutes and, if available, on the newspaper's web site. If the newspaper refuses, neglects, or is unable to publish the notice on time, the district shall (1) post the notice on the newspaper's website, if available, and (2) post the notice in conspicuous public places in the district. The Board Secretary shall keep a written record of the postings. ~~The board may also, but is not required to, post notice of the meeting in public places throughout the district.~~ Public notice shall indicate the meeting's time, place, and date, and shall include a statement that the agenda shall be readily available for public inspection at the district office. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting and a copy kept readily available for public inspection at the superintendent's office of the district. Except for items of an emergency nature the agenda shall not be altered later than 24 hours before the meeting.

A copy of the public notice will be provided to those who have filed a request for notice with the superintendent. These requests for notice must be in writing. A copy of the public notice will also be accessible to employees and students.

In the case of special meetings, public notice shall be given in the same manner as for a regular meeting unless it is an emergency meeting. Public notice of emergency meetings shall be given as soon as practical and possible consideration the situation. Reasonable efforts shall be made to notify news media who have requested notification of meetings.

It shall be the responsibility of the superintendent to give public notice of board meetings and work sessions. The superintendent shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification of the time and place of each meeting and the subjects to be discussed.

Legal Reference: Neb. Statute 84-1408 to 1414
 79-554
 79-560
 79-561

Approved:
Reviewed: 3-11-2024
Revised:

201.02 - BOARD MEMBERSHIP - ELECTIONS AND APPOINTMENTS

The annual school election takes place on the first Tuesday after the first Monday in November in even numbered years. The terms shall be staggered so that three board members are elected at each general election. The newly elected members shall be seated on the board in January following the election in November. School District #10 is divided into three wards for the selection of candidates for the election. If more than two candidates file for election in one ward, the number of candidates will be reduced to two through the primary election. The election in November will be at large with all voters within District #10 voting for one member from each ward. All elections will follow the election statutes of the State of Nebraska.

The Wards are as follows:

Ward A: All of the district west of a north-south line along the section lines running north and south of a point one mile west of the center of the Village of Hemingford, AKA, Box Butte Avenue, Hemingford, NE.

Ward B: All of the district outside the Village of Hemingford corporate limits not included in Ward A.

Ward C: All of the district within the corporate limits of the Village of Hemingford. Incumbents must file for election at the office of the County Clerk, Box Butte County, by February 15 prior to the date of the primary election. All other candidates must file for election by March 1 prior to the date of the primary election.

If a vacancy occurs on the board it may be filled within 45 days by appointment of a qualified registered voter by the remaining members of the board for the remainder of the unexpired term. If the board does not fill the vacancy by appointment, the vacancy may be filled by election at a special election or school district meeting called for that purpose. If a majority of the offices of the school board members are vacant, the Secretary of State will call a special school district election to fill the vacancies. Every candidate for a special district election shall file a candidate filing form according to state statutes.

It is prohibited to meet in closed session for discussion of the appointment or election of a new board member.

Legal Reference: Neb. Statute 32-501 et seq.

Approved:

Reviewed: 2/12/2024

Revised:

206.02 - BOARD ASSOCIATION MEMBERSHIP

Participation in board member associations are beneficial to the board. The board shall maintain an active membership in the Nebraska Association of School Boards (NASB) and the Nebraska Rural Community Schools Association (NRCSA) and in organizations the board determines will be of benefit to the board and the school district.

The district shall publicly disclose the following on its website:

- a. Membership dues paid annually to any association or organization such as NASB:
and
- b. Any fees other than membership dues paid to any individual lobbyist or lobbying firm.

Legal Reference: Neb. Statute 79-512

Cross Reference: 206.03 Board Member Development Opportunities

Approved:

Reviewed: 3-11-2024

Revised:

409.02 - CERTIFICATED EMPLOYEE TRAINING, WORKSHOPS OR CONFERENCES

The Board of Education recognizes the importance of an ongoing system of professional staff development for the certificated staff. The board encourages certificated employees to attend and participate in professional development activities to maintain, develop, and extend their skills. The board shall maintain and support an in-service program for certificated employees.

The superintendent and or designee will develop and schedule in-service workshops as appropriate to the needs of the district and will inform the board regarding in-service staff development. In consultation with the Superintendent, annual time requirements for staff training in areas such as concussion awareness, suicide awareness, dating violence prevention, and others shall utilize a reasonable length of time as determined and approved by the board.

Requests for attendance or participation in a development program, other than those development programs sponsored by the school district, shall be made to the superintendent. Approval of the superintendent must be obtained prior to attendance by a certificated employee in a professional development program when the attendance would result in the certificated employee being excused from their duties or when the school district pays the expenses for the program.

Funds will be provided in the annual budget to support staff development activities of the certificated staff. Time for staff development activities will be identified by postponing school opening times or using early dismissal times on a monthly basis; and further, by identifying pre-opening and in-service days throughout the school term for the purpose of development of personal in-service programs for all personnel to implement promising educational practices, programs and materials to fit the needs of each child enrolled in the local school system. Furthermore, instructional personnel will be expected to utilize graduate school opportunities at the teacher's own expense for additional training to maintain and improve skills as required by the assignment of each individual educator.

Teachers may be granted professional leave to attend conferences or workshops of their choice. Travel expenses may be paid if approved by the Superintendent of Schools. Travel may be paid if the conference will provide a learning experience directly related to the teacher's classroom teaching assignment or if the building principal or superintendent requires the teacher's attendance at the conference. The teacher will pay for the costs of their attendance at the convention if the above stipulations do not apply.

The requirements stated in the Negotiated Contract between employees in that certified collective bargaining unit and the board regarding professional development of such employees shall be followed.

Cross Reference: 402.08 Employee Travel Compensation
402.11 Credit Cards

Approved:

Reviewed: 07/11/2022

Revised:

502.02 - NONRESIDENT STUDENTS/OPTION ENROLLMENT

Students who are eligible to attend a Nebraska public school but who are not legal residents of the school district may be admitted into the school district in accordance with the option enrollment program authorized by state statutes. Option enrollment students shall be accepted without charge. ~~If the student has previously had an option enrollment accepted in any district, the application shall be rejected unless a statutory exception to this rule applies for that student.~~ The option shall be available once during elementary school, once during middle school or junior high school, and once during high school for a total of three times.

Applications: Application for option enrollment should be made between September 1 and March 15 for enrollment during the following and subsequent school years. Upon agreement of the school boards of the resident district and the option (receiving) district, deadlines for application and approval of the option may be waived. Following the March 15 deadline, applications requesting admittance must contain a release approval from the resident ~~district~~ school district, or if the student is an option student at the time of such application and applying to become an option student at a subsequent option school district, a release approval from the option school district the student is attending at the time of such application.

When No Release Approval is Required: The application for option enrollment does not require a release from the resident district or the option school district the student is attending at the time of such application, and the receiving district the student is applying to attend has forty-five days to issue acceptance or rejection if:

1. after February 1 the student relocated to a different resident district, or
2. the student's option district merged with another district effective after February 1, and
3. the student's attendance would occur during the next immediate and subsequent school years.

~~For applications submitted by the March 15 deadline, written notification of approval or rejection of the application will be made before April 1 to the student's parent/guardian and the resident district.~~

Initial Decision for Acceptance or Rejection: The option school district the student is applying to attend shall provide the resident school district, and if applicable, the option school district the student is attending at the time of such application, with the name of the applicant on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission. If the district rejects an application for a student to option in or out, the district will provide notification by certified mail to the parent/guardian of the specific reasons for

rejection including a description of services and accommodations required that the district does not have the capacity to provide and the process for appealing the decision to the State Board of Education.

Attendance at Option District: In general, the option student shall attend the option district until graduation unless the student relocates in a different resident school district, transfers to a private or parochial school, or chooses to return to the resident school. The board shall adopt standards and conditions for acceptance or rejection of a request for release of a resident student submitting an option application after March 15. district, or options into a subsequent option school district, except that no student may use the enrollment option program other than as provided in state statutes. No option student shall attend an option school for less than one year unless the student relocates to a different resident school district, completes requirements for graduation prior to the end of his or her senior year, transfers to a private or parochial school, or upon mutual agreement of the resident and option school districts cancels the enrollment option and returns to the resident school district or the previous option school district the student was attending immediately prior.

Setting Standards for Acceptance or Rejection of an Option Request: Such standards shall not include the failure to meet the March 15 deadline. For those applications, The option district shall notify the parent/guardian and the resident district whether the application is accepted or rejected within sixty days after submission. False or substantively misleading information submitted by a parent/guardian on an application to an option district may be cause for the option district to reject a previously accepted application prior to the student's attendance.

The board shall adopt a resolution and publish its specific standards for acceptance and rejection of applications as an option school prior to October 15th of each school year for the next school year. Standards will conform to those set forth by state statute. These may include the capacity of a program, class, grade level, or school building. The board shall also adopt standards and conditions for acceptance or rejection of a request for release of a resident student submitting an option application after March 15. Such standards shall not include the failure to meet the March 15 deadline.

Capacity for the district's special education services shall be determined on a case-by-case basis as determined by the Director of Special Education or designee. If the district receives an option enrollment application indicating the student has an individualized education program under the Individuals with Disabilities Education Act or may be eligible to receive special education or related services, it shall be evaluated to determine if the appropriate class, grade level, or school building in the district has the capacity to provide the student with the appropriate services and accommodations.

An option enrollment application shall be rejected in the event the capacity of a program, class, grade level, or school building or the availability of appropriate special education programs

operated by the District would be exceeded by acceptance of the application, and an option enrollment application shall be rejected in the event the application is for enrollment in a program, class, grade level, or school building which has been declared unavailable to option students due to lack of capacity.

The application may be rejected if it is not submitted on a form prescribed by the State Department of Education, is not completely and accurately filled in, is not received within the time required by law, or any additional information requested to be supplied is not supplied to the School District within the time lines indicated; or in the event acceptance of the application is not required by law.

Opetion Priorities: An option district shall give first priority for enrollment to siblings of option students within the requirements of state statutes. The board shall follow statutes regarding the application of a student who relocates in a different district but wants to continue attending his or her original resident district or current option district.

Acceptance or Rejection Procedures: The option district shall notify the parent/guardian and the resident district whether the application is accepted or rejected within sixty days after submission. False or substantively misleading information submitted by a parent/guardian on an application to an option district may be cause for the option district to reject a previously accepted application prior to the student's attendance.

If an application is rejected by the option school district or if the resident school district rejects a request for release, the rejecting school district shall provide written notification to the parent or guardian stating (a) the specific reasons for the rejection including, for students with an individualized education program under the Individuals with Disabilities Education Act., or with a diagnosed disability as defined in section 79-1118.01, a description of services and accommodations required that the school district does not have the capacity to provide, and (b) the process for appealing such rejection to the State Board of Education. Such notification shall be sent by certified mail.

The parent or legal guardian may appeal a rejection to the State Board of Education by filing a written request, together with a copy of the rejection notice, with the State Board of Education. Such request and copy of the notice must be received by the board within thirty days after the date the notification of the rejection was received by the parent or legal guardian. The hearing shall be held in accordance with the Administrative Procedure Act and shall determine whether the procedures of sections 79-234 to 79-241 have been followed. Any rejection based upon capacity limitations established under section 79-238 shall be the responsibility of the school district to prove in any appeal filed with the state board.

Reporting to the Department of Education: The district shall provide to NDE required information relating to all applications rejected by the option school district. Such information shall include, but not be limited to, (a) the number of applications rejected in each public school in such district, (b) an explanation why each application was rejected, and (c) whether each

303.01 - ADMINISTRATIVE POSITIONS

The school district shall have, in addition to the superintendent, the following administrative positions, although a change in conditions such as enrollment may necessitate further changes:

Elementary Principal

Secondary Principal

Director of Instructional Services (this can be combined with another assignment)

These administrators shall work closely with the superintendent in the day-to-day operations of the school district.

It shall be the responsibility of these administrators to uphold board policy, to instill a positive, cooperative environment with employees, and to share their expertise with each other and the board under the management team concept.

Cross Reference: 301 Administrative Structure

Approved:

Reviewed: 4-15-2024

Revised:

303.02 - ADMINISTRATOR QUALIFICATIONS, RECRUITMENT, APPOINTMENT

The board shall employ building principals and other administrators, in addition to the superintendent, to assist in the daily operations of the school district.

The board shall consider applicants who meet or exceed the standards set by the Nebraska Department of Education and the qualifications established in the job description for the position. In employing an administrator, the board shall consider the qualifications, credentials and records of the applicants without regard to race, color, religion, sex, national origin, age, or disability. In keeping with the law, however, the board will consider the veteran status of the applicants. The board will look closely at the training, experience, skill and demonstrated competence of qualified applicants in making its final decision.

In choosing an administrator, the board shall also consider the school district's educational philosophy, financial condition, organizational structure, education programs, and other factors deemed relevant by the board.

It shall be the responsibility of the superintendent to make a recommendation to the board for filling an administrative position, based on the requirements stated in this policy. The board shall act only on the superintendent's recommendation.

The board may contract for assistance in the search for administrators.

Approved:

Reviewed: 4-15-2024

Revised:

Fire & Ice Mechanical

6060 East Highway 20
Chadron, NE 69337
Tel 308 432 6722
fireandicemechanical@outlook.com



May 24, 2024

Hemingford High School
911 Niobrara Ave
Hemingford, NE 69348

Removal of Walk-in Freezer and Walk-in Cooler

This is a proposal for the removal of the walk-in cooler and walk-in freezer panels and the equipment to be placed in storage.

Bid # 0524202401 ----- \$ 3,600.00

Warranty is per manufacture.

Freight and mileage charges are not included in the manufacturer's limited parts warranties.

Smitty

This bid is valid for 30 days.

Cash upon completion if paid by card add 3%

DRAFT Facilities Considerations for Transition to 2024-2025 School Year

Modulars: For the coming year, continue to utilize the modulars for grades 5 and 6. Rooms would stay the same for Mrs. Failor, Mrs. Clark, and Mrs. Staudenmeier. The room Mrs. Johnston used to use would be transitioned to a shared space for 2 periods of 5th grade Math and the remainder of the day for special education (Mrs. Bruns). Depending on student needs, Mrs. Bruns could potentially co-teach math, or work with students in another space. This will reduce the tight space currently experienced by our middle and high school special education room.

Social Science/ESports: Transition Mr. McClintock to Mr. Redden's room (which is appropriately configured for ESports).

Business: Mr. Redden will transition to either Mrs. Raben's current room or the room Mr. McClintock will be vacating.

English: Transition Mrs. Raben to the room currently used by Mrs. Bila. (Mrs. Raben's old room)

English: Dr. Kloch will be assigned either Mrs. Raben's current room or the room Mr. McClintock will be vacating.

Elementary Library: Remove the temporary wall and expand back to the original dimensions (where Mrs. Hoxworth's office is).

Library: Transition the high school library to the elementary to become a combined PK-12 library. Transition the current high school library to a needed classroom for counseling. This space may also be used by the JAG teacher as schedules allow. Mrs. Payne and Mrs. Davies would work together to provide a unified library program for students.

Speech-Language Pathologist: Move Mrs. Hoxworth (likely to the current Business Office)

Elementary Special Education: Move Mrs. Swanson to Mrs. Plog's Office (natural lighting).

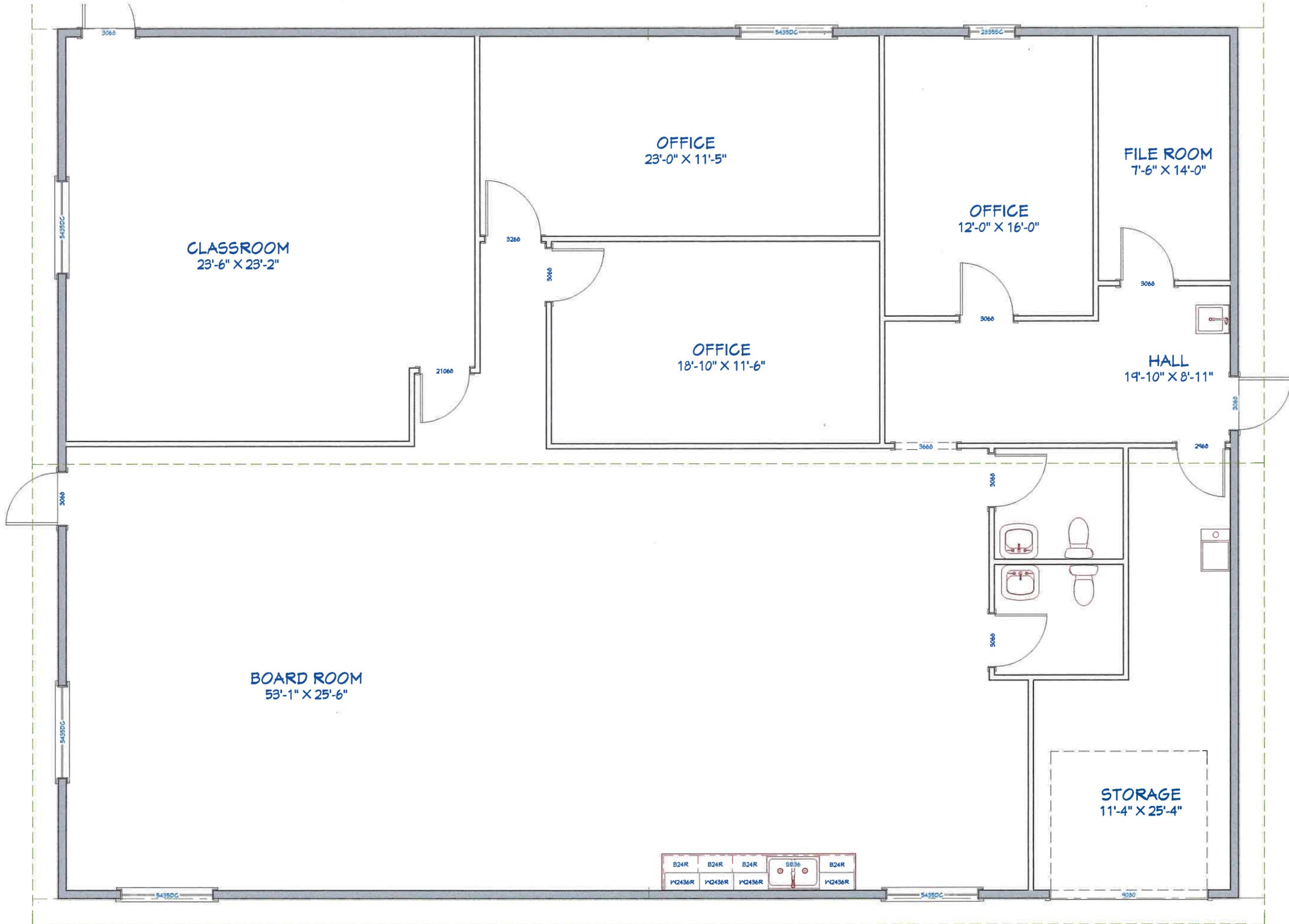
Additional Counselor: Likely move Mrs. Johnston to the room Mrs. Swanson has been using.

Director of Instructional Services/Special Education Director: Likely Move to South Campus

Business Manager: Likely Move to South Campus

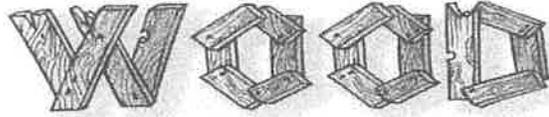
Superintendent: Likely Move to South Campus

Additional Thoughts to Consider: Possibly move the High School Principal to the Main Office in the Red Zone to have both principals and secretaries near the main entrance. If we did this, it could help with keeping eyes on the main entrance and enhancing accessibility of parents/families to the offices (to reduce movement of non-students throughout the buildings). There are also clearly some downsides to this, too. We would need to move the laminator and copier to another location if we did this.



B24R	B24R	B24R	SE36	B24R
W2436R	W2436R	W2436R		W2436R

Thinking of Building? Then you'll need...



P.O. Box 275 1021 Miles Hemingford, NE 69348
Randy Wood 308-760-1346 Ron Wood 308-760-7155
Email: dalewoodconst@gmail.com

June 6, 2024

Hemingford Public Schools
913 Niobrara Ave
Hemingford, NE 69348

Remodel South Campus and Offices in Admin Building

Estimate to demo and remodel south campus into 3 offices and a file room as well as demo and remodel offices in the admin building into a classroom. Does not include electrical, plumbing, heat and air, painting or flooring.

Doors	\$ 4,240.27
Window	\$ 1,613.20
Material	<u>\$ 16,827.89</u>
Total Material	\$ 22,681.36
Labor	\$ 18,575.00
Misc.	<u>\$ 500.00</u>
Total	\$ 41,756.36

Thank You
Dale Wood Construction Inc.

Hemingford Public Schools

Conflict Resolution and Management Plan

Preface

Schools play a vital role in the growth and development of future leaders of our families, communities, states, and nations. They bring together individuals from diverse backgrounds and are entrusted with two of the most precious aspects of people's lives: their children and their tax dollars.

Conflict is an inherent part of human interaction and can be intensified by strong emotional connections (such as those to children) and the allocation of scarce resources. It is unlikely, if not impossible, to eliminate all conflict from our work. A more realistic approach is to provide a process to mitigate the impact of conflict on the educational environment and to establish procedures for addressing, resolving, and managing conflicts effectively.

This plan draws on principles from various major belief systems around the world, including:

- Compassion and Empathy
- Justice and Fairness
- Humility and Self-Control
- Forgiveness
- Honesty and Truthfulness
- Patience and Understanding
- Reconciliation and Harmony
- Consultation and Dialogue

This framework is intended to guide understanding and addressing conflicts in a manner that is fair and consistent with these principles.

Types of Conflict

The types of conflict anticipated by this plan include those between students, staff, and family members. Here are some examples:

Student and Student:

- Bullying
- Arguments over academic competition
- Social exclusion or cliques
- Physical fights
- Cyberbullying

Student and Teacher:

- Disagreements over grades or feedback
- Classroom behavior issues
- Differences in expectations or rules
- Misunderstandings or communication gaps

Teacher and Teacher:

- Professional disagreements
- Competition for resources or recognition
- Differences in teaching philosophies or methods
- Personal conflicts

Student and School Administration:

- Disputes over disciplinary actions
- Conflicts regarding school policies or rules
- Issues related to dress code or conduct
- Concerns about fairness or equity in school decisions

Teacher and School Administration:

- Disagreements over administrative decisions
- Conflicts regarding workload or responsibilities
- Issues related to professional development or evaluation
- Differing visions for the school's direction

Parent and Teacher:

- Disputes over student performance or behavior
- Differences in educational approaches or support
- Concerns about communication or transparency
- Conflicts over accommodations or special needs support

Parent and School Administration:

- Disagreements over school policies or procedures
- Concerns about student safety or well-being
- Conflicts regarding resource allocation or support services
- Issues related to school governance or decision-making

Student and Parent:

- Disputes over academic expectations or performance
- Conflicts about behavior or discipline
- Differences in values or priorities
- Communication breakdowns

Teacher and Support Staff:

- Conflicts over roles or responsibilities
- Misunderstandings or communication issues
- Disagreements about student support or intervention strategies
- Professional respect or recognition issues

Support Staff and School Administration:

- Disagreements over job duties or expectations
- Conflicts regarding workplace conditions or resources
- Issues related to professional development or support
- Communication and coordination challenges

Administration and Administration:

- Conflicts over resource allocation
- Disagreements on policy implementation
- Differences in strategic vision or goals
- Issues related to communication and decision-making processes

Challenging and Changing Social Dynamics

All parties involved in school conflicts operate within a rapidly changing and complex world, even within the relatively controlled environment of our schools. The current social environment is often described as a “VUCA world”:

- **Volatility:** The nature and dynamics of change, including its speed and volume. This involves unpredictable shifts in various aspects such as markets, technology, and social dynamics.
- **Uncertainty:** The lack of predictability and difficulty in understanding and anticipating events. Even with ample information, predicting outcomes or impacts can be challenging.
- **Complexity:** The multiple and interconnected factors that make analyzing and understanding situations difficult. Complex environments have numerous variables that interact in diverse and unpredictable ways.
- **Ambiguity:** The lack of clarity about meaning and the potential for misinterpretations. Ambiguity arises when cause and effect are unclear, and there's no clear roadmap for action or decision-making.

These elements describe a world that requires strategies and adaptive leadership to effectively manage and thrive amidst chaos.

Conflict Resolution Steps

Five Steps:

1. **Identify the source of the conflict:** Go directly to the source to seek resolution.
2. **Look beyond the incident:** Understand the broader context and underlying issues.
3. **Request solutions:** Write down the specific solution you are seeking and share it with the person involved.
4. **Identify solutions both disputants can support:** Find common ground and mutually agreeable solutions.
5. **Agreement:** Reach a final agreement that resolves the conflict.

Additional Guidelines:

- Address the person directly in a respectful and constructive manner.
- Arrange meetings in a place free of distractions, possibly with a mediator or facilitator if needed.
- Consider using a hearing officer or mediation framework for more complex conflicts.
- Encourage all parties to participate in good faith and with a collaborative mindset.

How to Effectively Communicate with Our School Team

When students, parents, or community members need to work through questions or issues, it is essential to know whom to contact. This document outlines the appropriate contacts for various matters, starting with the first person listed. Most issues can be resolved at this initial level. If necessary, appointments can be made with the next person in the chain of command.

Matters involving student schedules and course placement:

1. Classroom Teacher
2. School Counselor
3. Principal
4. Superintendent

Matters involving instruction/curriculum:

1. Classroom Teacher
2. Principal
3. Superintendent

Matters involving student activities:

1. Coach/Sponsor (wait 24 hours after the activity to contact)
2. Activities Director
3. Secondary Principal
4. Superintendent

Matters involving student discipline:

1. Classroom Teacher and Special Education Teacher (if the student has an IEP)
2. Principal
3. Special Education Director (if the student has an IEP)
4. Superintendent

Matters involving transportation:

1. Bus Driver
2. Transportation Director
3. Activities Director (if related to activities)
4. Principal
5. Superintendent

Matters involving school nutrition:

1. Head Cook
2. Elementary Principal
3. Superintendent

Matters involving student physical health:

1. School Nurse
2. Building Principal
3. Superintendent

Matters involving student mental health:

1. School Counselor
2. Building Principal
3. Mental Health Professional (LMHP or School Psychologist)
4. Superintendent

Matters involving facilities:

1. Building Custodian
2. Head Custodian or Head of Maintenance (whichever is applicable)
3. Building Principal
4. Superintendent

Matters involving technology:

1. Classroom Teacher
2. Technology Coordinator
3. Building Principal
4. Superintendent

Matters involving attendance:

1. Classroom Teacher
2. Building Principal
3. Superintendent

Matters regarding students in the SAT Process or 504 Plans:

1. Classroom Teacher
2. School Counselor
3. School Nurse (if 504 plan is health-related)
4. Principal
5. Special Education Director
6. Superintendent

Matters regarding students with disabilities involving general education:

1. Classroom Teacher and Special Education Teacher
2. Principal
3. Special Education Director
4. Superintendent

Matters regarding students with disabilities involving special education:

1. Classroom Teacher and Special Education Teacher
2. Principal
3. Special Education Director
4. Superintendent

Matters involving school safety/security:

1. Safety Committee Chair
2. Principal
3. Superintendent

Thank you in advance for partnering with our team to find effective ways to meet the educational needs of our students.

Direction for School Personnel

Resolution Pathway:

Ensure individuals are directed to the appropriate source for resolving their conflicts. If people complain about decisions, practices, or staff members, direct them to the person with whom they have an issue. If they have already addressed the issue with that person, guide them to the next level in the chain of command. Avoid sympathizing with those who do not follow proper channels, as this erodes trust and undermines effective team dynamics.

Speaking Well of Others:

Except during necessary evaluations or assessments, avoid making unkind or critical remarks about any employee, student, parent, or administrator. Blaming others when things do not go well erodes trust and undermines the collaborative culture in our schools.

Policies to Consider/Review for Alignment and Consistency:

- 201.01R1 - GUIDELINES FOR BOARD AND SUPERINTENDENT OPERATIONS
- 204.12 - PUBLIC COMMENT IN BOARD MEETINGS
- 301.02 - MANAGEMENT TEAM
- 301.04 - COMMUNICATION CHANNELS
- 402.05 - EMPLOYEE GRIEVANCES
- 403.05 - PUBLIC COMPLAINTS ABOUT EMPLOYEES
- 504.01 - STUDENT DUE PROCESS RIGHTS
- 1005.01- PUBLIC COMPLAINTS

Hemingford Public Schools

Administrative Reports to Board of Education

June 10, 2024

Mr. Arneson
HES Enrollment

Preschool	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	Total
25	24	22	24	39	28	31	36	229

Strategic Plan:

- All the end of the year activities went well and were enjoyed by many.
- I attended the first in-person meeting for the NAESP PK-3 Leadership Academy. I am optimistic that the information gained will be beneficial.
- Kindergarten numbers look good for next year. We should be sitting at about 30 students.

Personnel:

- Molly has been working in the office. She's been learning lots and will be spending a lot of time on the school census.

Mrs. Plog

Special Education Numbers - From SRS (Student Records System) Current as of 6/6/24

Birth-3
1

Preschool	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	(B-6th) Total
7	3	9	6	5	3	4	7	45

7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	12+ (To age 21)	(7-12+) Total
2	8	7	4	6	0	0	27

Total Enrollment in PowerSchool - 397

Total Special Education Students - 72

Special Education Percentage - 18.1%

State Average- 16% (NDE State Education Profile as of 2022-2023, the most recent data year available)

- The special education numbers are current and show the students in the grade levels they were as of the last day of school. SRS (Student Record System) is what Nebraska uses for our special education confidential information system. All IEP and MDT paperwork are stored on that site. It is managed by the ESU Coordinating Council (ESUCC.) The state Adviser student reporting is due June 30, 2024, and the SRS system rolls up the students to the next grade level after that is complete. The tentative date for the SRS roll-up is July 8, 2024, so my next board report should have the students in the grades for the 2024-2025 school year.
- I trained four of our Hemingford staff members (two new, two current) on Crisis Prevention and Intervention (CPI) techniques on May 22 and 23, 2024. Erica Bruns, 5th-8th grades resource teacher, Katie Kimball, School Nurse, Heather Kresl, DL Paraprofessional, and Eric Arneson, Elementary Principal, spent two full days learning how to keep our students and staff safe through de-escalation strategies. We will do a follow-up this Fall for our other new staff members who had conflicts with the May training dates.
- By the time I give this report, Bridget Johnston, Dr. Miller, and I will have attended the Youth Mental Health First Aid Course at ESU #13. This is the first day of a School Mental Health Project funded through NDE. Tomorrow we will attend a workshop on Working your School's Mental Health Plan into MTSS. I am excited to be a part of this project.
- I plan to be at the July school board meeting. Like I said last month, I am not at school regularly through the summer, but please contact me anytime with any questions or concerns. My email is mplog@gubn.org and my cell phone is 308-760-5958. Have a great June!!

Superintendent's Report

May 13, 2024

Mission/Vision/Goals

- We are scheduled for training with McREL on evidence-based instructional practices (in alignment with our school improvement goal regarding the use of evidence-based practices). This training is scheduled for August 12 and 13, with a follow-up date tentatively scheduled for January 6, 2025.

Policy

- I anticipate several future policy updates based on changes in statute from the recent legislative session.
- If you have ideas for the best alignment of policies and conflict resolution/management, please share your thoughts. I think the more we can get all of our various policies to be consistent, the more likelihood we can successfully respond to concerns.

Budget Planning and Management

- Work agreements will be distributed to our classified staff this month.
- We are planning on Mobius working with the Bogen (intercom) installer June 18-20 to complete the integration of the phone/intercom system and train our staff on the use of the system.

Educational Leadership

- I have appreciated the teacher input of Pete Gomez, Bridget Johnston, Jennifer Gasseling, and Michelle Osmotherly in working on identifying an updated framework for teacher evaluation. They provided input at various junctures in the process of this work, and their expertise is appreciated. Dr. Julie Downing with ESU#13 and NDE has provided training to our staff on instructional frameworks and we look forward to providing some streamlined processes in place to help our teachers and administrators in their work.
- I have attached DRAFT Copies of a proposed administrative regulation and updated evaluation forms for your review. If you see anything that we need to adjust, please let me know. I hope to have the board consider the updated forms at the July meeting.
- On Friday, we received our review from the Public Policy Center at UNL regarding our EOP submission to NDE. I am attaching a copy of the feedback. Overall the review was favorable. There are a couple of components we will need to add to raise the level of our plan/preparation. Some of that is a matter of documenting what we already have in place (but it needs to be added to the plan).

Organizational and Cultural Leadership

- Our team will continue to work to refine/clarify expectations for conflict resolution over the next month or two. If you have additional feedback or ideas regarding this ongoing work, please share your thoughts with me.

Professional Leadership

- I have shared concerns with our staff about the importance of trying to facilitate community communication with our staff when there are concerns. If you have ideas about how to get people to connect with our staff when they need help, please let me know.

Community Relations

- We are starting the process of planning for our Open House. Last year we invited several community organizations/businesses to participate. I have had a few reach out already regarding the evening.
- We are continuing to partner with Nebraska Bank for the Bobcat Branch savings bank. We anticipate having the bank set-up at open house for people to see and learn more about the program.

Board-Superintendent Relations

- NASB will be sending a link to board members for the superintendent evaluation. We will have that on the June board agenda.
- The Area Membership Meeting in Gering will be held on August 21st. Please let me know if you would like me to get you registered.

Strategic Plan (Highlights)

- Reporting order on these Principles is based on the Prioritization Summary:
 - **Guiding Principle III: Student and Staff Well-Being**
 - Our school selected to be part of an ESU#13 grant-funded program around school mental health. Mrs. Gilkerson, Mrs. Johnston, Mrs. Plog, and I will be working on this project together alongside the ESU#13 representatives.
 - Thank you for approving the request of our counselors for the counseling curricular materials.
 - **Guiding Principle I: Student-Centered Learning**
 - Teachers were provided with time during the May in-service to continue aligning the curriculum with the state standards and our instructional materials.
 - College and Career Readiness: We had several students earn career certifications and dual credit and college credit again this year.
 - Career Certifications
 - 1 student earned the ProjectPara Certification
 - 6 students earned the ServeSafe Food Handler Certification
 - 2 students earned CNA Certification

- College Credit
 - 13 students earned dual credit English from Mrs. Raben.
 - 4 students earned dual credit physics with Mr. Gomez.
 - 4 Students earned dual credit biology from Mrs. Talkington
 - 7 students took 15 courses through both semesters of college credit online.
 - We have a team of staff scheduled to attend training later in June regarding the behavioral components of MTSS.
- **Guiding Principle IV: Communication and Engagement**
 - We will be doing some re-imagining of the Bobcat Bits. If you have ideas about information that should be included each month, please send those ideas to me.
 - This past month 31,966 messages were sent using the Remind system. During the past year, 423,193 messages were delivered.
- **Guiding Principal II: Personnel Effectiveness**
 - I would like to thank Mrs. Plog for taking the lead on getting new staff connected with the StrengthFinders resources and assessment process.
- **Guiding Principal V: District Resources**
 - We will be closely watching any developments around the possibility of any special legislative sessions and the impact that might have on our school district.

Planned Professional Travel

- ESU#13 Mental Health Team Meeting - Scottsbluff (June 10-11)
- Region V NASA/WNA Retreat - Ogallala (June 18-19)
- ALICAP Summer Safety and Insurance Workshop - Gering (July 10)
- Administrators' Days - Kearney (July 23-26)
- University of Nebraska President's Advisory Council - Omaha (August 22)
- 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 2024 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 13 ½ days of PTO leave (August 11 and 18, October 30 and 31, and November 3, and December 4th, December 13, December 15th, February 7th, and March 13th ½, April 8th and 9th, May 13th and 16th). I have 15 ½ PTO Days Remaining in the contract year ending June 30th. I plan to take some PTO time in late June, and some again in July.

406.08R - Growth and Evaluation Procedures

Purpose and Scope

The purpose of this regulation is to outline the procedures for the evaluation of certificated employees, ensuring consistency, fairness, and a focus on continuous improvement. This regulation supports the district's commitment to high standards of classroom organization and management, instructional performance, professional conduct, and personal conduct among its staff.

Goals and Annual Plan for Growth

All teachers, educational specialists, principals, and administrators are required to develop goals and a plan for growth annually. Ideally, this process will involve reflecting on student performance data, aligning practice with the Nebraska Teacher and Principal Performance Standards and Self-Reflection Rubrics, or other areas of opportunities for personal and professional growth. The sole intent of this part of this process is to improve individual effectiveness.

Formal Evaluation

Written Criteria: The formal evaluation forms shall be documented in writing and made available to all certificated employees.

Observation: Each formal evaluation process shall include an observation of the teacher for a full instructional period.

Evaluation Discussion: The formal evaluation process shall include observation of the teacher for a full instructional period (at least 40 minutes), a meeting between the evaluator and the certificated employee to discuss the educator's performance and future areas of growth.

Documentation: The formal evaluation shall be completed by the evaluator, signed by the certificated employee, and transmitted to the superintendent to be filed in the certificated employee's personnel file.

Teacher Response: The teacher shall be allowed to offer a written response to the evaluation within 7 days of the evaluation discussion.

Frequency of Evaluation: New and probationary certificated employees shall be evaluated at least once each semester in their first three years. This evaluation procedure will include at least one classroom observation for one period each semester. Non-probationary certificated employees will be evaluated formally once every three years. The evaluation shall include at least one classroom observation for one period. Principals will annually establish and publish to the teachers a list of observations/evaluations to be completed each year.

Evaluation Components

The evaluation process will assess, at a minimum, the following areas:

- Instructional Performance
- Classroom Organization and Management
- Professional Conduct and Personal Conduct

Nebraska Teacher and Principal Performance Standards and Rubrics

The evaluation forms will utilize the Nebraska Teacher and Principal Performance Standards and Rubrics as a framework. The Nebraska Teacher and Principal Performance Standards and Rubrics provide the basis of an instructional framework for our school which includes focusing on evidence-based instructional strategies to enhance teaching and learning.

Evaluators will be trained to use these standards and rubrics to ensure evaluations are consistent, objective, and supportive of professional growth. Evaluators will be trained annually by the Superintendent or his/her designee.

Proficiency Identification:

Proficiency determinations in each standard shall be rated by the evaluator at one of the following levels: Highly Effective, Effective, Developing, and Ineffective.

- Ratings of Highly Effective shall be considered exemplary.
- Ratings of “Effective” shall be considered to meet the district standard of proficiency for educators.
- Ratings of “Developing” shall be considered to be working toward the district standard of proficiency for educators.
- Ratings of “Ineffective” shall be considered to be below the district standard of proficiency for educators.

Improvement and Deficiency Identification and Correction

Ratings of “Ineffective” are considered to be below the district's standard of proficiency and will require recommendations for correction of deficiencies and plans for correction of those deficiencies.

- A Plan of Assistance is required for Teachers/Educational Specialists who receive a rating of “Ineffective” on any of the Standards covered by the evaluation.

An adequate timeline for implementing the concrete suggestions for improvement shall be established within each Plan for Improvement or Plan of Assistance.

Ratings of “Developing” are considered to be working toward the district standard of proficiency and may require additional goals and plans for growth in addition to the annual goals.

Classroom Walkthroughs and Differentiated Supervision

Classroom Walkthroughs: The use of classroom walkthroughs is authorized as part of the evaluation process to gather data on instructional performance and classroom management. The nature and focus of walkthroughs will necessarily change from time to time based on changing district and building initiatives, the expertise of teachers, and

Differentiated Supervision: Supervision may be differentiated based on the expertise and experience of the teachers, allowing for more targeted and effective evaluation and support.

Ongoing Informal Evaluation: This regulation supports and does not preclude the ongoing informal evaluation of the certificated employee's skills, abilities, and competence.

Approved:

Reviewed:

Revised:

DRAFT



Hemingford Public Schools Goals and Plan for Growth

Educator Name: _____

Building/Position: _____

School Year: _____

Evaluator: _____

All teachers, educational specialists, principals, and administrators are required to develop goals and a plan for growth annually. These goals may be set based on reflecting on student performance data, alignment of practice to the Nebraska Teacher and Principal Performance Standards and Self-Reflection Rubrics, or other areas of opportunities for personal and professional growth. The sole intent of this process is to improve individual effectiveness.

An additional or supplementary plan may also be implemented for educators who receive a rating of “Developing” on any of the Standards covered by their evaluation. A plan may also be implemented in response to other performance concerns.

Additional information about the *Nebraska Teacher and Principal Performance Standards and self-reflection rubrics* can be found at <https://www.education.ne.gov/EducatorEffectiveness>.

Standard(s) identified for growth based on self-reflection and/or consultation with the evaluator.	Goals: Opportunities or Strategies for Growth	Assistance and/or Resources Requested (if appropriate)	Timeline for Growth

My signature verifies that we have discussed goals and plans for growth.

Educator Signature: _____ Date: ____ / ____ / ____

Evaluator Signature: _____ Date: ____ / ____ / ____



Hemingford Public Schools Teacher/Educational Specialist Evaluation

Educator Name:

Grade/Subject:

School Year:

Evaluator:

Additional information about the *Nebraska Teacher and Principal Performance Standards* can be found at <https://www.education.ne.gov/EducatorEffectiveness>.

STANDARD: (1) Planning and Preparation. The teacher plans using district and state content standards, district-supported curriculum, instructional materials, and strategies, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals.	
Evaluator	Description
Highly Effective <input type="checkbox"/>	The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, community context, and standards, and purposefully and consistently leads efforts to develop, test, model, or promote processes that support the growth of individual student learning, development, and achievement.
Effective <input type="checkbox"/>	The teacher consistently integrates knowledge of content, pedagogy, students, community context, and standards with the established curriculum to develop coherent and rigorous units, lessons, and activities that support the growth of individual student learning, development, and achievement.
Developing <input type="checkbox"/>	The teacher demonstrates a limited knowledge of content, pedagogy, students, community context, and standards, but consistently seeks necessary resources to build on experiences to integrate them with the established curriculum to develop units, lessons, and learning activities.
Ineffective <input type="checkbox"/>	The teacher displays a very limited knowledge of content, pedagogy, students, community context, or standards, and/or fails to develop coherent and rigorous units, lessons, and learning activities.
Comments:	
<i>Click here to enter text</i>	

STANDARD: (2) Classroom Organization and Management (The Learning Environment). The teacher creates and maintains a learning environment that promotes student engagement and fosters positive relationships, inclusivity, social and emotional development, and academic growth and achievement.

Evaluator	Description
Highly Effective <input type="checkbox"/>	The teacher creates and maintains an exceptional learning environment and purposefully and consistently leads efforts to develop, test, model, or promote processes that foster positive relationships, inclusivity, social and emotional development, student engagement, and academic growth and achievement.
Effective <input type="checkbox"/>	The teacher consistently creates and maintains an effective learning environment that fosters positive relationships, inclusivity, social and emotional development, student engagement, and academic growth and achievement.
Developing <input type="checkbox"/>	The teacher struggles to create and maintain an effective learning environment but consistently seeks necessary resources to gain experience in building positive relationships, inclusivity, social and emotional development, student engagement, and academic growth and achievement.
Ineffective <input type="checkbox"/>	The teacher fails to create and/or maintain a learning environment that promotes positive relationships, inclusivity, social and emotional development, student engagement, and academic growth and achievement.

Comments:

Click here to enter text

DRAFT

STANDARD: (3) Instructional Performance and Instructional Strategies. The teacher implements evidence-based, district-supported instructional strategies to ensure student growth and achievement.	
Evaluator	Description
Highly Effective <input type="checkbox"/>	The teacher uses highly effective and evidence-based instructional strategies and purposefully and consistently leads efforts to develop, test, model, or promote processes that result in continuous growth in learning for each student.
Effective <input type="checkbox"/>	The teacher consistently uses effective and evidence-based instructional strategies that result in continuous growth in learning for each student.
Developing <input type="checkbox"/>	The teacher demonstrates limited knowledge of effective and evidence-based instructional strategies but consistently seeks necessary resources to gain experience in creating and utilizing strategies that result in continuous growth in learning for each student.
Ineffective <input type="checkbox"/>	The teacher displays a very limited knowledge of effective and evidence-based instructional strategies and/or fails to utilize them to ensure continuous growth in learning for each student.
Comments:	
<i>Click here to enter text</i>	

DRAFT

<p>STANDARD: (4) Assessment. The teacher systematically uses a balanced assessment system that includes formative, interim, and summative assessments to measure student progress and to inform ongoing planning, instruction, and reporting.</p>	
Evaluator	Description
Highly Effective <input type="checkbox"/>	The teacher effectively creates and uses multiple methods of formative, interim, and summative assessments to measure student progress, and purposefully and consistently leads efforts to develop, test, model, or promote processes that foster disaggregation of data for use in planning, preparing for instruction, and reporting.
Effective <input type="checkbox"/>	The teacher consistently develops and uses multiple methods of effective formative, interim, and summative assessments to measure student progress and disaggregates data for use in planning, preparing for instruction, and reporting.
Developing <input type="checkbox"/>	The teacher demonstrates limited knowledge of the various methods of assessment, but consistently seeks necessary resources to gain experience in creating and utilizing effective formative, interim, and summative assessments to measure student progress.
Ineffective <input type="checkbox"/>	The teacher displays a very limited knowledge of effective assessment strategies, and/or fails to utilize them to measure student progress.
Comments:	
Click here to enter text	

DRAFT

STANDARD: (5) Personal and Professional Conduct. The teacher exhibits a commitment to personal conduct and professional ethics and the school’s vision, mission and goals, participates in professional growth opportunities to support student and self-learning, and contributes to the profession.

Evaluator	Description
Highly Effective <input type="checkbox"/>	The teacher demonstrates a commitment to high levels of personal and professional conduct and practice and purposefully and consistently leads efforts to develop, test, model, or promote processes to support student and self-learning as a member of the professional community.
Effective <input type="checkbox"/>	The teacher consistently demonstrates a commitment to personal and professional conduct and practice to support student and self-learning as a member of the professional community.
Developing <input type="checkbox"/>	The teacher inconsistently demonstrates the level of personal and professional conduct and practice necessary for a member of this professional community, but consistently seeks necessary resources to gain experience in practices that support student and self-learning.
Ineffective <input type="checkbox"/>	The teacher fails to demonstrate the level of personal and professional conduct and practice necessary for a member of this professional community.

Comments:

Click here to enter text

DRAFT

STANDARD: (6) Classroom Presence and Academic Engagement. The teacher actively engages with students, maintains high academic expectations, and fosters a collaborative and inclusive learning environment. <i>(HPS local district standard.)</i>	
Evaluator	Description
Highly Effective <input type="checkbox"/>	The teacher consistently demonstrates a strong presence in the classroom, engaging students in meaningful and academically focused lessons. The teacher maintains high and consistent academic expectations, ensuring students are engaged from the beginning to the end of each period, week, quarter, and school year. The teacher fosters a highly collaborative and inclusive environment, provides numerous opportunities for students to learn with timely formative feedback for students, and proactively adjusts instruction to support diverse learning styles.
Effective <input type="checkbox"/>	The teacher regularly engages with students, maintaining solid academic expectations and a strong classroom presence. The teacher ensures students are engaged throughout instructional periods and fosters a collaborative and inclusive environment, providing numerous opportunities for students to learn with timely formative feedback and adjusting instruction as needed to meet student needs.
Developing <input type="checkbox"/>	The teacher demonstrates occasional engagement with students and a presence in the classroom but lacks consistency. The teacher makes efforts to maintain academic expectations and foster collaboration and inclusivity. The teacher needs to improve responsiveness to student needs, provide additional opportunities for students to learn, improve timeliness and helpfulness of formative feedback for students, and ability to make instructional adjustments.
Ineffective <input type="checkbox"/>	The teacher fails to engage with students and lacks a strong presence in the classroom. The teacher does not maintain high academic expectations or foster a collaborative and inclusive learning environment. The teacher fails to provide multiple opportunities for students to learn. The teacher does not provide timely or helpful feedback for students.
Comments:	
<i>Click here to enter text</i>	

STANDARD: (7) Accessibility, Relationship Building, and Professional Growth. The teacher is accessible to students and parents, builds strong relationships, and engages in continuous professional growth through reflection, mentoring, and collaboration. <i>(HPS local district standard.)</i>	
Evaluator	Description
Highly Effective <input type="checkbox"/>	The teacher is highly accessible to both students and parents, building strong, trusting relationships. The teacher consistently engages in active listening, provides support, and creates a classroom atmosphere where students feel valued and heard. The teacher effectively mediates conflicts, balances discipline with opportunities for growth, and engages in end-of-year reflections to improve instructional practices. The teacher actively participates in mentoring, collaboration, and contributes significantly to the school and educational community.
Effective <input type="checkbox"/>	The teacher is accessible to students and parents and has developed good relationships. The teacher engages in active listening, provides support, and creates a positive classroom atmosphere. The teacher mediates conflicts effectively, balances discipline with growth opportunities, and participates in end-of-year reflections and professional growth activities, including mentoring and collaboration.
Developing <input type="checkbox"/>	The teacher demonstrates some level of accessibility and relationship building but needs improvement. The teacher engages in listening and provides support but needs to strengthen his/her approach to conflict mediation, balancing discipline with growth opportunities, and engaging in end-of-year reflections and professional growth activities.
Ineffective <input type="checkbox"/>	The teacher is not accessible to students or parents and fails to build strong relationships. The teacher does not engage in active listening, provide support, or create a positive classroom atmosphere. The teacher does not effectively mediate conflicts, balance discipline with growth opportunities, or engage in end-of-year reflections and professional growth activities.
Comments:	
Click here to enter text	

Evaluator's Summary Comments:
Areas of Strength
Click here to enter text
Areas of Development
Click here to enter text

Plan of Improvement or Plan of Assistance (Only if Needed)

A Plan for Improvement is required for Teachers/Educational Specialists who receive a rating of "Developing" on any of the Standards covered by this evaluation. A Plan of Assistance is required for Teachers/Educational Specialists who receive a rating of "Ineffective" on any of the Standards covered by this evaluation.

- Plan for Improvement (Attached if Applicable)
- Plan of Assistance (Attached if Applicable)



Signature Page

My signature verifies that this evaluation has been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing regarding this evaluation within 7 days of receipt.

Educator Signature: _____ Date: ____/____/____

Evaluator Signature: _____ Date: ____/____/____

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Hemingford Public Schools Principal or Administrator Evaluation

Educator Name:

Building/Position:

School Year:

Evaluator:

Additional information about the *Nebraska Teacher and Principal Performance Standards* can be found at <https://www.education.ne.gov/EducatorEffectiveness>.

<p>STANDARD: (1) Vision for Learning. The principal, as an instructional leader, embodies and inspires all members of the educational community to collectively embrace and actualize the shared vision, mission, and goals of the school and district for high-quality teaching and learning that results in improved student achievement, reduction of opportunity gaps, and enhanced student and staff well-being.</p>	
Evaluator	Description
<p>Highly Effective <input type="checkbox"/></p>	<p>The principal leads the educational community with a systems approach to instruction, investing in building an environment of collective efficacy and commitment to vision, resulting in improved student academic achievement and the enhanced well-being of staff, students, and self.</p>
<p>Effective <input type="checkbox"/></p>	<p>The principal utilizes a systems approach to instruction, establishing an environment with a commitment to vision, improved student academic achievement, and the enhanced well-being of staff, students, and self.</p>
<p>Developing <input type="checkbox"/></p>	<p>The principal demonstrates a lack of systems leadership to create an approach to instruction that improves student achievement and the well-being of staff, students, and self, but seeks necessary resources to build on experiences to develop as a leader to create an environment of collective efficacy and commitment to vision.</p>
<p>Ineffective <input type="checkbox"/></p>	<p>The principal fails to engage the educational community in shaping a commitment to vision designed to result in improved student achievement and the well-being of staff, students, and self.</p>
<p>Comments:</p>	
<p><i>Click here to enter text</i></p>	



STANDARD: (2) Continuous Improvement. The principal, as an instructional leader, leads a continuous improvement process that results in improved student growth and achievement, enhanced student and staff well-being, and greater school effectiveness.

Evaluator	Description
Highly Effective <input type="checkbox"/>	The principal leads the educational community with a systems approach to continuous school improvement, to sustain an environment of collective efficacy, contributing to effective instruction, improved student academic achievement and the enhanced well-being of staff, students, and self.
Effective <input type="checkbox"/>	The principal utilizes a systems approach to continuous school improvement, establishing an environment with a commitment to vision, improved student academic achievement, and the enhanced well-being of staff, students, and self.
Developing <input type="checkbox"/>	The principal demonstrates a lack of systems leadership to create an approach to continuous school improvement that improves student achievement and the well-being of staff, students, and self, but seeks necessary resources to build on experiences to develop as a leader to create an environment of collective efficacy and a systems approach to continuous school improvement.
Ineffective <input type="checkbox"/>	The principal fails to engage the educational community in a continuous school improvement process designed to result in a systemic approach to instruction, improved student achievement, and the well-being of staff, students, and self.

Comments:

Click here to enter text

STANDARD: (3) Staff Support and Development. The principal, as an instructional leader, develops and supports the professional capacity and practice of personnel to maximize student learning opportunities and outcomes that align with district and state content standards and the school's vision, mission, and goals.

Evaluator	Description
Highly Effective <input type="checkbox"/>	The principal leads the educational community with a systems approach to instruction, investing in staff, students, and self to sustain an environment of collective efficacy for innovative personnel practices that result in the recruitment, selection, development, support, and retention of high-quality personnel.
Effective <input type="checkbox"/>	The principal utilizes a systems approach to instruction, establishing an environment for innovative personnel practices that result in the recruitment, selection, development, support, and retention of high-quality personnel.
Developing <input type="checkbox"/>	The principal demonstrates a lack of systems leadership for creating a systemic approach to instruction by investing in staff and self, but consistently seeks necessary resources to build on experiences to develop as a leader to impact the recruitment, selection, development, support, and retention of high-quality personnel.
Ineffective <input type="checkbox"/>	The principal fails to engage the school community in a process designed to impact the recruitment, selection, development, support, and retention of high-quality personnel.
Comments:	
Click here to enter text	

STANDARD: (4) Operations and Management. The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.

Evaluator	Description
Highly Effective <input type="checkbox"/>	The principal leads the educational community with a systems approach to instruction, investing in staff, students, and self to sustain an environment of collective efficacy for a safe, efficient, and effective learning environment, resulting in improved student academic achievement and the enhanced well-being of staff, students, and self.
Effective <input type="checkbox"/>	The principal utilizes a systems approach to instruction, establishing a safe, efficient, and effective learning environment, resulting in improved student academic achievement and the enhanced well-being of staff, students, and self.
Developing <input type="checkbox"/>	The principal demonstrates a lack of systems leadership to impact student achievement and the well-being of staff, students, and self, but consistently seeks necessary resources to build on experiences to develop as a leader to create an environment of collective efficacy for a safe, efficient, and effective learning environment.
Ineffective <input type="checkbox"/>	The principal fails to manage the organization, operations, and resources of the school, resulting in a school that has an unsafe, inefficient, or ineffective learning environment.
Comments:	
<p><i>Click here to enter text</i></p>	

<p>STANDARD: (5) Culture of Learning. The principal, as an instructional leader, cultivates and nurtures an inclusive, caring, and supportive learning environment that promotes the academic success and well-being of each member of the educational community.</p>	
Evaluator	Description
<p>Highly Effective <input type="checkbox"/></p>	<p>The principal leads the educational community with a systems approach to instruction, investing in staff, students, and self to sustain an environment of collective efficacy for culturally responsive practices, resulting in improved student academic achievement and the enhanced well-being of staff, students, and self.</p>
<p>Effective <input type="checkbox"/></p>	<p>The principal utilizes a systems approach to instruction, establishing an environment of culturally responsive practices, resulting in improved student academic achievement and the enhanced well-being of staff, students, and self.</p>
<p>Developing <input type="checkbox"/></p>	<p>The principal demonstrates a lack of systems leadership to create an approach to instruction that improves student achievement and the well-being of staff, students, and self, but seeks necessary resources to build on experiences to develop as a leader to create an environment of collective efficacy for culturally responsive practices.</p>
<p>Ineffective <input type="checkbox"/></p>	<p>The principal fails to engage the school community in culturally responsive practices designed to result in improved student achievement and the well-being of staff, students, and self.</p>
<p>Comments:</p>	
<p><i>Click here to enter text</i></p>	

STANDARD: (6) Personal and Professional Conduct and Professional Ethics and Advocacy. The principal, as an instructional leader, exhibits a high level of professional ethics and advocates for policies of equity and excellence in support of the vision, mission, and goals of the school.

Evaluator	Description
Highly Effective <input type="checkbox"/>	The principal leads the educational community with a systems approach to instruction, investing in staff, students, and self to advocate for policies of equity that result in sustained collective efficacy for improved student academic achievement and the enhanced well-being of staff, students, and self.
Effective <input type="checkbox"/>	The principal utilizes a systems approach to instruction, investing in staff, students, and self to advocate for policies of equity that result in improved student academic achievement and the enhanced well-being of staff, student, and self.
Developing <input type="checkbox"/>	The principal demonstrates a lack of systems leadership to create an approach to instruction that improves student achievement and the well-being of staff, students, and self, but seeks necessary resources to build on experiences to develop as a leader to create an environment of collective efficacy and the advocacy for policies of equity.
Ineffective <input type="checkbox"/>	The principal fails to advocate for policies of equity designed to result in improved student achievement and the well-being of staff, students, and self.

Comments:

Click here to enter text

STANDARD: (7) Engagement and Collaboration in Educational Environments. The principal actively engages with teachers, students, and parents to foster a collaborative and supportive educational environment, ensuring presence in classrooms and promoting a culture of continuous improvement. *(HPS local district standard.)*

Evaluator	Description
Highly Effective <input type="checkbox"/>	The principal frequently visits classrooms, engages in meaningful conversations with teachers and students, and demonstrates a deep understanding of classroom activities. The principal fosters a culture of collaboration, actively involving teachers in decision-making processes and working together to enhance instructional practices.
Effective <input type="checkbox"/>	The principal regularly visits classrooms, engages with teachers and students, and has a good understanding of classroom dynamics. The principal promotes collaboration and involve teachers in discussions about instructional improvement, contributing positively to the school's educational environment.
Developing <input type="checkbox"/>	The principal occasionally visits classrooms and engages with teachers and students but lacks consistent involvement. The principal makes efforts to collaborate with teachers but needs to strengthen his/her engagement to create a more cohesive and collaborative educational environment.
Ineffective <input type="checkbox"/>	The principal rarely visits classrooms or engages with teachers and students. The principal fails to promote collaboration and does not involve teachers in discussions about instructional practices, leading to a lack of cohesion and support within the educational environment.

Comments:

Click here to enter text

STANDARD: (8) Building Trust and Positive Relationships. The principal establishes and maintains strong relationships with teachers, students, and parents, fostering a high level of trust and promoting a supportive and inclusive school culture. <i>(HPS local district standard.)</i>	
Evaluator	Description
Highly Effective <input type="checkbox"/>	The principal has established strong, trusting relationships with teachers, students, and parents. The principal is highly accessible, engages in active listening, and effectively mediates conflicts. The principal demonstrates deep care for students, balancing discipline with opportunities for growth, and consistently provides support and positive interactions.
Effective <input type="checkbox"/>	The principal has developed good relationships with teachers, students, and parents. The principal is accessible and listens actively, helping to resolve conflicts effectively. The principal shows care for students, balancing discipline with opportunities for growth, and provides support through positive interactions.
Developing <input type="checkbox"/>	The principal has established some relationships with teachers, students, and parents but needs to strengthen trust and accessibility. The principal listens and mediates conflicts but requires improvement in balancing discipline with opportunities for growth and in providing consistent support.
Ineffective <input type="checkbox"/>	The principal has poor relationships with teachers, students, and parents, lacks accessibility, and fails to engage in active listening. The principal is ineffective in mediating conflicts and does not balance discipline with opportunities for growth, leading to a lack of trust and support within the school community.
Comments:	
Click here to enter text	

Evaluator's Summary Comments:
Areas of Strength
Click here to enter text
Areas of Development
Click here to enter text

Plan of Improvement or Plan of Assistance (Only if Needed)

A Plan for Improvement is required for Teachers/Educational Specialists who receive a rating of "Developing" on any of the Standards covered by this evaluation. A Plan of Assistance is required for Teachers/Educational Specialists who receive a rating of "Ineffective" on any of the Standards covered by this evaluation.

- Plan for Improvement (Attached if Applicable)
- Plan of Assistance (Attached if Applicable)



Signature Page

My signature verifies that this evaluation has been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing regarding this evaluation within 7 days of receipt.

Educator Signature: _____ Date: ____ / ____ / ____

Evaluator Signature: _____ Date: ____ / ____ / ____

DRAFT



School Emergency Operations Management Plan Summary: Hemingford Public Schools Report

Elements of a High-Quality School Emergency Operations Plan¹

Concept of Operations

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

Organization and Assignment of Responsibilities

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

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

Direction, Control, and Coordination

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

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

Information Collection, Analysis, and Decision Making

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

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

Training and Exercises

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

Administration, Finance, and/or Logistics

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

Plan Development and Maintenance

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

Authorities and References

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

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

Functional Annexes

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

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

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

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

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

The safety plan **does not** contain actions the school will implement on a routine, ongoing basis to secure the school from criminal threats originating from both inside and outside the school.

Threats and Hazards

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

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Fire | <input checked="" type="checkbox"/> Severe Weather | <input type="checkbox"/> Blizzard/Snow |
| <input type="checkbox"/> Earthquake | <input checked="" type="checkbox"/> Intruder/Active Shooter | <input checked="" type="checkbox"/> Bomb Threat(s) |
| <input checked="" type="checkbox"/> Suicide | <input type="checkbox"/> Wildfire | <input type="checkbox"/> Explosion |
| <input type="checkbox"/> Lightning | <input type="checkbox"/> Extreme Temperatures | <input checked="" type="checkbox"/> Tornado |
| <input checked="" type="checkbox"/> Pandemic/Disease Outbreak | <input type="checkbox"/> Wildlife on Campus | <input type="checkbox"/> Flood |
| <input type="checkbox"/> Mass Casualty Incident | <input checked="" type="checkbox"/> Chemical or Hazardous Material Incidents | |
| <input checked="" type="checkbox"/> Other (Please specify): Behavior Crisis, Social Media Attack/Cybersecurity Threat, Accident/Fatality/Bus Accident, Domestic Violence, Utility Line Break, Terroristic Threats, | | |

Comparison of Elements of a High-Quality School Emergency Operations Plan for 2017 & 2023

Category	Description	2017	2024
<i>Concept of Operations</i>			
	This plan includes a Concept of Operations section.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Organization and Assignment of Responsibilities</i>			
	School Staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Families/Guardians	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Law Enforcement	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Fire/EMS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Community Partners	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Direction, Control, and Coordination</i>			
	The plan includes direction, control, and coordination activities.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	The plan references incident command structures (ICS) or the national incident emergency management system (NIMS).	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Information Collection, Analysis, and Decision Making</i>			
	The plan has a section to address the role of information in the successful implementation of activities that occur during an emergency.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Training and Exercises</i>			
	There is a section describing training or exercise activities.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Law Enforcement is included in this section.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Administration, Finance, and/or Logistics</i>			
	There is a section on administrative, financial, and/or logistical activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Plan Development and Maintenance</i>			
	The safety plan has a section on plan development and maintenance.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Law Enforcement is involved in the planning/coordinating process of the school plan before an emergency.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Authorities and References</i>			
	There is a section in the plan on the legal basis for emergency operations and activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	The plan has provisions for the succession of decision-making authority.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Category	Description	2017	2024
<i>Functional Annexes</i>			
	Evacuation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Lockdown	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Lockout / Secure	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Shelter	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Communications and Warning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Public Health Issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Emergency Medical Issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Mental Health Issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Continuity of Operations (COOP)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	The safety plan details procedures for identifying potentially missing students, staff, and visitors.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	The safety plan includes a Family or Student Reunification section.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	The plan contains actions the school will implement to secure the school from criminal threats.	<input type="checkbox"/>	<input type="checkbox"/>
	The safety plan uses the EOP template provided by the NDE.	Not Applicable	<input checked="" type="checkbox"/>
<i>Threats and Hazards</i>			
	Fire	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Tornado	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Severe Weather	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Blizzard	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Extreme Temperature	<input type="checkbox"/>	<input type="checkbox"/>
	Earthquake	<input type="checkbox"/>	<input type="checkbox"/>
	Flood	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Intruder/Active Shooter	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Mass Casualty Incident	<input type="checkbox"/>	<input type="checkbox"/>
	Bomb Threat	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Explosion	<input type="checkbox"/>	<input type="checkbox"/>
	Chemical or Hazardous Material	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Suicide	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Wildfire	<input type="checkbox"/>	<input type="checkbox"/>
	Lightning	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Pandemic/Disease Outbreak	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Wildlife on Campus	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



Dear colleagues,

Thank you for submitting your School Emergency Operations Plan (EOP) to the Nebraska Department of Education (NDE). NDE has partnered with the University of Nebraska Public Policy Center (NUPPC) to review the EOPs and prepare a report for your school district. This report provides a helpful snapshot of the elements present in your plan. The report may also help your team identify areas of your plan to focus on for continuous improvement. We know that your plan has been created to address the unique dynamics of your school district, and trust that your school safety team is best situated to interpret the content of this report and determine its meaning for your school and community.

Some school districts submitted EOPs in 2017 and 2023. For these districts, the attached report will provide a side-by-side comparison of the elements present in both plans, clearly demonstrating areas of improvement and growth over the last six years.

Your school district leadership can determine whether your report is shared with internal or external stakeholders. Any results of this review shared by the NDE or NUPPC will include aggregate results across all Nebraska school districts.

Contact Dr. Jennifer Farley with NUPPC if you have questions about the content of your report (jfarley3@unl.edu).

We appreciate your continued partnership and dedication to the safety, security, and preparedness of Nebraska's students and school staff.

Sincerely,

Jay Martin
Nebraska Department of Education
School Safety & Security Director
500 S. 84th Street., 2nd Floor
Lincoln, NE 68510



Hemingford Public Schools Plan of Assistance

Educator Name: _____

Building/Position: _____

School Year: _____

Evaluator: _____

A Plan of Assistance is required for Teachers/Educational Specialists or Principals or Administrators who receive a rating of "Ineffective" on any of the Standards covered by their evaluation and may also be implemented in response to other concerns about the performance of the educator.

Additional information about the *Nebraska Teacher and Principal Performance Standards* can be found at <https://www.education.ne.gov/EducatorEffectiveness>.

Standard Rated as "Ineffective" (or Other Areas of Concern)	Performance Deficiencies Leading to "Ineffective" Rating	Recommendations to Correct Deficiencies	Assistance and Resources to be Provided (if appropriate)	Timeline for Correction of Deficiencies

At the discretion of the evaluator, an assistance team may be appointed to provide resources and expertise to the educator. If such a team is used, list the members of the Assistance Team below:

Team Member	Position	Area of Expertise	Time/Schedule of Availability to Educator

My signature verifies that this Plan of Assistance has been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing regarding this evaluation within 7 days of receipt.

Educator Signature: _____ Date: ____/____/____

Evaluator Signature: _____ Date: ____/____/____

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