BOX BUTTE COUNTY SCHOOL DISTRICT #07-0010
HEMINGFORD PUBLIC SCHOOLS
BOARD OF EDUCATION MEETING AGENDA
Monday, October 13, 2025
South Campus

The Board of Education of School District 07-0010 will meet on Monday, October 13, 2025 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. Recognition of Student Achievement (Bobcat Excellence)
  V.B. Public Participation (Maximum of 30 Minutes Allotted for this Portion of the Meeting)
  V.C. Correspondence
  V.D. Consent Agenda
    Approve Minutes of Prior Meeting(s)
    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 Request for Authorization of Kristine Benda, PhD Candidate with the University of Nebraska Medical Center to Conduct a Study of Peer to Peer Recognition of Internalizing Behavior
  V.G. Discuss, Consider, and Take All Necessary Action Regarding Annual Review of Emergency Operations Plan
  V.H. Discuss, Consider, and Take All Necessary Action Regarding the First Reading for Adoption of the Following Policies: Proposed Revised Policy 201.01R1, Proposed Revised Policy 203.06, Proposed Revised Policy 204.08, Proposed Revised Policy 204.10, Proposed Revised Policy 204.12, Proposed Revised Policy 301.04, Proposed Policy 301.04R1, Proposed Policy 301,04E1, Proposed Revised Policy 403.05, Proposed Policy 411.53R1, Proposed Policy 504.01, Proposed Policy 704.06, Proposed Revised Policy 1005.01
VI. Discussion/Possible Action Items
VII. Student Board Representative Report
VIII. Administration Reports
IX. Superintendent Report
X. Policy Review
XI. Items For Next Board Meeting
XII. Adjournment



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

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

TALKING POINTS FOR BOARD MEETING

3 MINUTES PER INDIVIDUAL/30 MINUTES ON TOPIC

The board chair will recognize these individuals to make their comments at the appropriate time. Only those speakers recognized by the board chair shall be allowed to speak. Comments by others are out of order. If disruptive, the individual making the comments, or other individuals causing disruption may be asked to leave the board meeting.

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

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

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

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

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

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

Number	

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

Standard Procedures for Executive (Closed) Session
Hemingford Public Schools Board of Education

Closed Session Procedures (Checklist)
Reference/Background Information
- Before the Meeting
- Identify Lawful Purpose(s) for Closed Session
- Make a Proper Motion in Open Session
- Vote on the Motion (In Open Session)
- Conduct the Closed Session Properly
- Return to Open Session and Record in Minutes
- Document Compliance:
- Formal Action:

Closed Session Procedures (Checklist)

- ☐ Make a proper motion in open session
  - ☐ Specific subject matter – A brief description of the topic to be discussed **and**
  - ☐ Stated purpose – A statement of which section of the Nebraska Open Meetings Act applies
    - ☐ protection of the public interest; **or**
    - ☐ prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting.
- ☐ Vote on the motion in open session)
- ☐ The Presiding Officer restates the limitation of the closed session
- ☐ Record the time going to the closed session
- ☐ The Board locks/leaves all electronic devices and proceeds to the school library
- ☐ Conduct the closed session properly
- ☐ Return to South Campus
- ☐ The Presiding Officer declares return to open session,
- ☐ The Presiding Officer restates the limitations of the closed session
- ☐ Record the time returning to open session
- ☐ If necessary, take formal action and vote in open session

Reference/Background Information

Before the Meeting

- Confirm whether the planned subject matter is eligible for a closed session under Nebraska law. (e.g., superintendent or board president consultation with legal counsel).
- Prepare a brief summary of the topic to be cited in the motion.

Identify Lawful Purpose(s) for Closed Session

- Under the Nebraska Open Meetings Act, a public body (such as a school board) may convene in closed (executive) session only for specific, lawful purposes. Closed/Executive Session must be clearly necessary to ensure:
  - protection of the public interest; or
  - prevention of needless injury to the reputation of an individual and if such an individual has not requested a public meeting.
- Common reasons include:
  - Strategy sessions with respect to litigation, real estate purchases, pending or imminent.
  - Discussion regarding collective bargaining negotiations.
  - Discussion regarding the evaluation or job performance of a staff member (like the Board evaluation of the Superintendent), or for the prevention of needless injury to an individual's reputation (if that individual has not requested an open meeting).
  - Discussion concerning security personnel or devices.

Make a Proper Motion in Open Session

- Before moving into a closed session, a board member must make a motion in open session. The motion should include:
  - Specific Subject Matter – A brief description of the topic to be discussed (e.g., "to discuss litigation strategy regarding the [XYZ] lawsuit," "to discuss negotiations with the local teachers' association," etc.) and
  - Stated Purpose – A statement of which section of the Nebraska Open Meetings Act applies (e.g., "to prevent needless injury to the reputation of a staff member" if evaluating job performance).
    - Example: "I move to go into closed session to discuss negotiations (subject matter) for the protection of the public's interest (reason necessitating the closed session)." "I move to go into closed session to discuss a performance evaluation to protect the reputation of an individual and that individual has been notified and has not requested a public meeting."

Vote on the Motion (In Open Session)

- Once the motion is made, the board president (or presiding officer) must call for a vote in open session.
- A majority of board members present must vote in favor of the motion for the board to legally enter closed session.

- The vote must be recorded in the meeting minutes.
- If the motion to close passes, the presiding officer shall restate for the record the limitation of the subject matter of the closed session immediately and prior to moving into closed session.
- Make a note of the time the board entered closed session (Board meeting minutes must include the entire motion, the vote of each member, time in which the closed session started and ended.)

Conduct the Closed Session Properly

- Board Members will close/lock any laptops and will leave their cell phones and any other media or recording devices at South Campus.
- The Board will move to another location to conduct closed sessions (typically the school library in the elementary school.
- Admit Only Necessary Individuals: During the closed session, typically, the board members, required staff (e.g., superintendent, board secretary), legal counsel, or others with relevant input may remain present. Anyone not necessary for the closed-session discussion is welcome to remain at South Campus until the board returns to open session.
- Discuss Only the Announced Topic: The board must limit the discussion strictly to the purpose(s) identified in the motion. Venturing into unrelated topics violates the Open Meetings Act.
- No Formal Action: The board cannot take final action (e.g., vote to approve a policy) during the closed session. Any vote or final decision must be conducted in open session.
- If, during the closed session, a member believes the discussion has strayed away from the reason or motion for the closed session, the board member may challenge the continuation of the closed session. If the board member believes the discussion is inappropriate, next steps:
    - If a challenge is made, the board will return to open session, note the time, and vote in public.
        - If a majority of the board members vote against the challenge to terminate [i.e., motion failed], the board will return to the closed session referencing the original motion to enter closed session, note the time, and continue.
    - If the challenge is made, it shall be reflected in the minutes, and it will list how each member voted.
    - If a challenge is made by a member and the board votes against it, the member making the motion should consider leaving the meeting if he/she believes the board is discussing material that is not relevant to the reason for the closed session. The board member may also return to the closed session.

Return to Open Session and Record in Minutes

- When the board finishes its closed-session discussion:
    - Reconvene in Open Session: The board president (or presiding officer) announces the end of the closed session, restates the limitations of the closed session, and reconvenes the open meeting.
    - Record the Time: The start and end times of the closed session must be noted in the minutes.

Document Compliance:

- The minutes should reflect:
  - The motion to go into closed session, including who made and seconded it.
  - The vote (roll call or otherwise) on the motion.
  - The statutory reason for the closed session.
  - The start time of the closed session and the end time when the board returned to open session.

Formal Action:

- If any formal action (e.g., a decision or vote) results from the closed-session discussion, that action must be taken in the open session so that it is publicly recorded.

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

Hemingford Public Schools
Annual Board of Education Calendar

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

Hemingford Public Schools
Annual Board of Education Calendar

Month	Budget	Curriculum	Personnel	Policy	Board Development	Other
	(November or December)		• Superintendent Evaluation			

Revised February 2023

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

Number	

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

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

September 15, 2025
Board of Education Budget Hearing Meeting Minutes

A budget hearing 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 Alliance Times-Herald. 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 Board conducted a Hearing on the 2025-2026 Budget of Expenses (This hearing covered the General Fund, Depreciation Fund, Employee Benefit Fund, Activities Fund, School Nutrition Fund, Special Building Fund, Cooperative Fund, Qualified Capital Purpose Undertaking Fund, and Student Fee Fund). An overview of the proposed budget was presented to the board and the public.

The budget hearing meeting was adjourned at 7:15 PM.

Dr. Travis Miller
Superintendent

Blanche Randolph
Board Secretary

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

September 15, 2025
Board of Education Regular Meeting Minutes

A regular meeting of the Board of Education of School District 07-0010 was called to order at 7:31 PM at South Campus by Justin Ansley. Notice of the meeting was given in advance through the Alliance Times-Herald. 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 Finance Committee provided a report to the board regarding committee work, preparing the budget, and the tax request.

Dakota Horstman took the Oath of Office as the Student Board Representative for the Fall Semester of the 2025-2026 school year.

Motion by Blanche Randolph to approve the Consent Agenda 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 claims for the end of August and September be approved as presented in the amount of General Fund: $155,194.85, Building Fund: $63,419.78 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 Motion to authorize purchase and use of the iXL program for middle grades (grades 5 and 6) Seconded by Micki Votruba Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried

Motion by Blanche Randolph Approve HEA for Collective Bargaining for 2026-2027 Seconded by Brett Cullan Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried

Motion by Justin Ansley Approve the Budget for 2025-2026 as follows: General Fund $8,902,899, Depreciation Fund $326,838, Employee Benefit Fund $107,546, Activities Fund $595,823, School Nutrition Fund $447,370, Special Building Fund $3,643,631, Qualified Capital Purpose Undertaking Fund $130,975, Cooperative Fund $105,712, Student Fee Fund $0. Total all funds: $14,260,794. Seconded by Micki Votruba Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried

Motion by Micki Votruba Adopt Resolution Setting the Property Tax Request as Presented with the Request Set at General Fund: $6,060,606, Special Building Fund: $752,966, and Qualified Capital Purpose Undertaking Fund: $75,758 Seconded by Justin Ansley Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried

Motion by Justin Ansley to designate Blanche Randolph as the Delegate for Hemingford Public Schools Board of Education at the NASB Delegate Assembly Seconded by Trish Schumacher Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried

Motion by Blanche Randolph Approve the purchase and use of the Character Strong program for High School Seconded by Brett Cullan Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried

Motion by Micki Votruba Approve Resolution to Adopt the Region 23 Emergency Management Hazard Mitigation Plan Seconded by Blanche Randolph Roll Call: Ansley: Aye, Cullan: Aye, Horstman: Aye, Randolph: Aye, Schumacher: Aye, Votruba: Aye 6-0 Motion carried

Motion by Justin Ansley Invest $299,800 of the Depreciation Fund with Nebraska Bank for 3 months, $85,000 of the Employee Benefit Fund with Nebraska Bank for 6 months and $68,500 of the Qualified Capital Purpose

Undertaking Fund with Nebraska Bank for 6 months. 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. Plog, Mr. Redden, and Dr. Miller.

Policy review for the month was conducted for policies in the 100 series. The board will review policies 200.00 through 204.01 in the 200 series of policies for next month.

Meeting was adjourned at 9:02 PM.

The next regular meeting of the Hemingford Board of Education will be held on October 13th at 7:00 PM at South Campus.

Dr. Travis Miller
Superintendent

Blanche Randolph
Board Secretary

GENERAL FUND INVOICES/CLAIMS:
21ST CENTURY EQUIPMENT, 70,506.28, ACTION COMMUNICATIONS INC./DBA C&R ELE, 51.00, AGEDNET.COM, 465.00, ALLIANCE TIMES HERALD, 93.23, AMAZON, 2,426.16, AMERICAN LEGION, 100.00, ANGUS BURGERS & SHAKES, 85.88, AVI-SPL, LLC, 378.00, B & C STEEL CORP., 559.05, BLACK HILLS ENERGY, 316.89, BLUUM USA, INC., 6,074.00, BUCHHEIT PRECISION, 95.00, BUD'S PEST CONTROL, 175.00, CHARACTER STRONG, 4,014.54, CHROMEBOOK PARTS.COM, 19.99, CLASS INTERCOM, 1,495.00, COURTYARD TACOMA DOWNTOWN, 1,557.30, CRABKING, 41.71, CULLIGAN WATER CONDITIONING, 236.72, CUNNIGHAMS JOURNAL, 108.59, DARREN'S CARQUEST AUTO PARTS, 341.74, DOCUSHRED, 80.00, DOMINOS, 33.71, EAKES OFFICE SOLUTIONS, 32.70, ED PUZZLE, 11.50, EDUCATIONAL SERVICE UNIT #13, 2,039.33, FLINN SCIENTIFIC INC., 205.95, FUEL TRIPS- ELAN, 512.16, GARBANZO, 249.00, H & H SANITATION, 679.96, HEMINGFORD CO-OP TELEPHONE CO, 976.27, HEMINGFORD MUNICIPAL UTILITIE, 11,991.93, HOMETOWN LEASING, 731.66, HUHOT MONGOLIAN GRILL, 29.01, HUSS AUTO REPAIR, 1,503.95, IDEAL LINEN AND UNIFORM, 252.20, IDEAL/BLUFFS FACILITY SOLUTIONS, 3,554.01, INNOVATIVE OFFICE SOLUTIONS, LLC, 633.58, JACKS REFRIGERATION SERVICE, 5,939.65, JOHNSTON, BRIDGET, 750.00, JW PEPPER & SON, INC, 775.61, KARLA MAPES, 196.00, KIMBALL MIDWEST, 1,048.80, KOI, THE, 111.27, KSB School Law PC, LLO, 80.00, LEGACY COOP, 1,081.44, LINCOLN JOURNAL STAR, 31.99, LISA BRIGGS, OT, LLC, 1,605.60, LORE, MIKAELA, 71.82, MAILCHIMP, 13.00, MENARDS, 208.39, MID-AMERICAN RESEARCH CHEMICAL, 1,040.57, MORAVA, LAUREN, 231.41, MORFORD'S DECORATING CENTER, 500.00, NASB, 632.00, NATIONAL BUSINESS FURNITURE, LLC, 779.08, NE COUNCIL OF SCHOOL ADMINISTRATORS, 100.00, NE SAFETY CENTER, 790.00, OLIVE GARDEN, 31.32, OMNIFY BENEFITS, 82.60, ORGANIZATION OF AMERICAN KODALY ED., 95.00, PRAIRIE STORAGE CONTAINERS, 150.00, PRO ED, INC, 84.70, PROTEX CENTRAL INC., 3,494.69, QUILL CORPORATION, 1,661.15, RA13 LEGACY CONSULTING LLC, 1,000.00, RABEN'S MARKET, 358.05, REIF ENTERPRISE, 120.00, REMIND101, INC, 1,975.00, ROCKY MOUNTAIN AIR SOLUTIONS, 38.15, RUNZA, 12.83, RUSH MOUNTAIN ADVENTURES, 204.08, SAMS CLUB, 82.67, SCHOMER, CASEY, 550.00, SCHOOL SPECIALTY LLC, 163.00, SELECTBLINDS.COM, 556.56, START 2 SEW, 185.02, TCI, 336.00, TRITLE PLUMBING, 11,195.00, VALENTINOS, 17.62, WALMART, 174.11, WESTCO, 3,006.39, WEVIDEO, 660.00, WNCC, 278.28, WPCI, 38.00, **TOTAL, 155,194.85**

BUILDING FUND INVOICES/CLAIMS:
LEVRACK LLC, 15,545.00, PANHANDLE GEOTECHNICAL AND ENVI., 1,188.00, R&J INDUSTRIES, 43,838.00, WOOD CONSTRUCTION, 2,848.78, **TOTAL, 63,419.78**

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

September 15, 2025
Board of Education Special Hearing to Set the Final Tax Request Meeting Minutes

A special hearing to set the final tax request meeting of the Board of Education of School District 07-0010 was called to order at 7:16 PM at South Campus by Justin Ansley. Notice of the meeting was given in advance through the Alliance Times-Herald. 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 Board Conducted a Hearing on the Property Tax Levy for 2025-2026 for the General Fund, Special Building Fund, and Qualified Capital Purpose Undertaking Fund. An overview of the proposed tax request was presented to the board and the public.

The special hearing to set the final tax request meeting was adjourned at 7:30 PM.

Dr. Travis Miller
Superintendent

Blanche Randolph
Board Secretary

Regular; Beginning Month 09/2025; Processing Month 10/2025; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 ACTIVITY FUND

Chart of Account Number	Chart of Account Description	Beginning Balance	Expenses	Revenues	Balance Change	Balance
05 704	FUND BALANCE	0.00	0.00	0.00	0.00	0.00
05 704 1010	ATHLETICS / ACTIVITIES	41,437.31	4,972.13	3,134.00	0.00	39,599.18
05 704 1015	UNIFORMS	12,419.90	3,747.36	0.00	0.00	8,672.54
05 704 1020	ATHLETIC CLUB / CONCESSION STAND	5,547.23	1,566.24	3,401.37	0.00	7,382.36
05 704 1025	RANDOM DRUG TESTING	367.30	0.00	0.00	0.00	367.30
05 704 1030	CHEERLEADERS - FUNDRAISING	512.93	1,449.47	949.76	0.00	13.22
05 704 1035	FOOTBALL FUNDRAISING	6,270.21	10,518.00	13,718.00	0.00	9,470.21
05 704 1036	FOOTBALL	9,825.70	3,863.38	0.00	0.00	5,962.32
05 704 1040	VOLLEYBALL - FUNDRAISING	3,836.27	540.00	40.00	0.00	3,336.27
05 704 1041	VOLLEYBALL	1,701.24	1,717.00	0.00	0.00	(15.76)
05 704 1042	BOYS BASKETBALL FUNDRAISING	1,017.79	0.00	0.00	0.00	1,017.79
05 704 1043	BASKETBALL	918.62	0.00	0.00	0.00	918.62
05 704 1044	WRESTLING	4,596.91	0.00	0.00	0.00	4,596.91
05 704 1045	BOYS WRESTLING FUNDRAISER	4,431.25	0.00	0.00	0.00	4,431.25
05 704 1046	GIRLS WRESTLING FUNDRAISER	590.75	0.00	272.54	0.00	863.29
05 704 1050	XC FUNDRAISER	3,941.61	139.15	248.00	0.00	4,050.46
05 704 1051	XC	2,366.85	165.00	0.00	0.00	2,201.85
05 704 1052	GOLF	2,660.59	0.00	0.00	0.00	2,660.59
05 704 1053	GOLF FUNDRAISING	105.00	0.00	0.00	0.00	105.00
05 704 1054	TRACK	13,612.34	0.00	0.00	0.00	13,612.34
05 704 1055	TRACK FUNDRAISING	769.31	0.00	0.00	0.00	769.31
05 704 1056	GIRLS ATH FUNDRAISING	11,452.80	6,409.17	0.00	0.00	5,043.63
05 704 1057	GIRLS ON THE RUN	360.19	0.00	0.00	0.00	360.19
05 704 1060	UNIFIED SPORTS	2,082.31	0.00	500.00	0.00	2,582.31
05 704 1999	GRADUATED CLASSES	8,783.66	0.00	0.00	0.00	8,783.66
05 704 2023	CLASS OF 2023	69.81	0.00	0.00	0.00	69.81
05 704 2024	CLASS OF 2024	1,175.74	0.00	0.00	0.00	1,175.74
05 704 2025	CLASS OF 2025	2,180.89	0.00	0.00	0.00	2,180.89
05 704 2026	CLASS OF 2026	3,206.94	0.00	0.00	0.00	3,206.94
05 704 2027	CLASS OF 2027	3,148.14	0.00	799.00	0.00	3,947.14
05 704 2028	CLASS OF 2028	1,900.91	0.00	668.50	0.00	2,569.41
05 704 2029	CLASS OF 2029	1,224.64	0.00	281.75	0.00	1,506.39
05 704 2030	CLASS OF 2030	1,129.67	0.00	125.00	0.00	1,254.67
05 704 2031	FUND BALANCE	150.00	0.00	0.00	0.00	150.00
05 704 3010	WORLDSTRIDES	3,414.55	0.00	400.00	0.00	3,814.55
05 704 3012	ESPORTS	454.35	1,009.88	0.00	0.00	(555.53)

Regular; Beginning Month 09/2025; Processing Month 10/2025; Accounts to Include Accounts with Activity; Fund Number 05

Fund: 05 ACTIVITY FUND

Chart of Account Number	Chart of Account Description	Beginning Balance	Expenses	Revenues	Balance Change	Balance
05 704 3013	eSPORTS FUNDRAISING	330.68	1,076.02	74.50	0.00	(670.84)
05 704 3015	SPEECH	760.93	0.00	0.00	0.00	760.93
05 704 3016	SPEECH FUNDRAISING	60.03	0.00	0.00	0.00	60.03
05 704 3020	ONE ACT	2,475.93	0.00	0.00	0.00	2,475.93
05 704 3021	ONE ACT - FUNDRAISING	2,792.77	0.00	0.00	0.00	2,792.77
05 704 3030	FFA	28,270.95	5,142.28	2,130.00	0.00	25,258.67
05 704 3035	FFA - SHOP MATERIALS	10,500.34	0.00	0.00	0.00	10,500.34
05 704 3040	FCCLA	928.53	50.00	229.00	0.00	1,107.53
05 704 3050	NHS - HONOR SOCIETY	1,257.69	0.00	160.00	0.00	1,417.69
05 704 3070	MUSIC	4,676.49	0.00	162.71	0.00	4,839.20
05 704 3080	SCHOLARSHIPS	4,808.00	0.00	72.00	0.00	4,880.00
05 704 3090	STUCO - MIDDLE SCHOOL	3,886.98	0.00	0.00	0.00	3,886.98
05 704 3100	STUDENT COUNCIL - HS	2,061.66	0.00	0.00	0.00	2,061.66
05 704 3110	HEALTH PROFESSIONS CLUB	989.17	120.00	0.00	0.00	869.17
05 704 3120	YEARBOOK	5,287.31	0.00	450.00	0.00	5,737.31
05 704 3150	4TH GRADE - JESPERSEN	3,400.97	0.00	0.00	0.00	3,400.97
05 704 3151	4TH GRADE FUNDRAISING	622.14	0.00	0.00	0.00	622.14
05 704 3200	SCIENCE	1,256.07	0.00	0.00	0.00	1,256.07
05 704 3535	SCIENCE OLYMPIAD	2,620.90	0.00	50.00	0.00	2,670.90
05 704 4010	COURTESY FUND	2,850.13	39.59	145.00	0.00	2,955.54
05 704 4020	ELEMENTARY TEACHERS	8,955.70	0.00	0.00	0.00	8,955.70
05 704 4021	ELEM PRINCIPAL FUND	1,822.11	0.00	0.00	0.00	1,822.11
05 704 4025	HIGH SCHOOL TEACHERS	8,077.81	0.00	0.00	0.00	8,077.81
05 704 4026	HS PRINCIPAL FUND	1,550.78	0.00	0.00	0.00	1,550.78
05 704 4040	MISC/STUDENT OPPORTUNITIES	3,759.07	0.00	40.00	0.00	3,799.07
05 704 4045	BOOKFAIR	5,451.10	0.00	0.00	0.00	5,451.10
05 704 4050	FINE ARTS & CULTURE CLUB	2,530.18	291.12	0.00	0.00	2,239.06
05 704 4060	HOPE SQUAD	5,445.15	707.86	163.78	0.00	4,901.07
05 704 4070	BOBCAT CARES	788.23	201.01	1,000.00	0.00	1,587.22
05 704 4075	CULTURE & CLIMATE	1,790.55	538.60	0.00	0.00	1,251.95
	Fund Total: 05	277,672.06	44,263.26	29,214.91	0.00	262,623.71

NEBRASKA LIQUID ASSET FUND

Account Statement

For the Month Ending **September 30, 2025**

Hemingford Public Schools - Hemingford Public Schools - 9300699

Trade Date	Settlement Date	Transaction Description	Share or Unit Price	Dollar Amount of Transaction	Total Shares Owned
NLAF					
Opening Balance					**459,915.84**
09/30/25	10/01/25	Accrual Income Div Reinvestment - Distributions	1.00	1,495.59	461,411.43
Closing Balance					**461,411.43**

	Month of September	Fiscal YTD September-September
Opening Balance	459,915.84	459,915.84
Purchases	1,495.59	1,495.59
Redemptions (Excl. Checks)	0.00	0.00
Check Disbursements	0.00	0.00
Closing Balance	**461,411.43**	**461,411.43**
Cash Dividends and Income	1,495.59	1,495.59

Closing Balance	461,411.43
Average Monthly Balance	459,965.69
Monthly Distribution Yield	3.96%

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	3,628,556.45	289,305.93	573,876.57	16.14	3,054,679.88	0.00	11,812.26	3,042,867.62
1120	1120	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1130	1130	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1140	1140	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1150	VO AG PROGRAM	0.00	0.00	0.00	0.00	0.00	0.00	609.93	(609.93)
1160	PROVERTY PROGRAMS	76,575.00	18,767.31	37,120.10	48.48	39,454.90	0.00	0.00	39,454.90
1170	1170	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1180	1180	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1190	EARLY CHILDHOOD ED PROGRAMS	167,243.88	14,363.51	26,217.14	15.99	141,026.74	0.00	522.83	140,503.91
1200	SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS	640,564.18	51,158.81	92,601.06	14.53	547,963.12	0.00	468.72	547,494.40
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	824.97	0.00	0.00	0.00	824.97	0.00	0.00	824.97
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	50.00	(50.00)
2120	GUIDANCE SERVICES	172,856.32	11,311.65	24,699.69	16.62	148,156.63	0.00	4,029.67	144,126.96
2130	HEALTH SERVICES	67,028.63	0.00	0.00	5.31	67,028.63	0.00	3,556.54	63,472.09
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	32,764.91	1,811.70	1,811.70	5.53	30,953.21	0.00	0.00	30,953.21
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	1,037.34	0.00	0.00	0.00	1,037.34	0.00	0.00	1,037.34
2151	SPEECH & AUDIOLOGY SERV SPED SCHOOL AGE	52,622.34	11,089.95	22,426.81	42.62	30,195.53	0.00	0.00	30,195.53
2152	SPEECH & AUDIOLOGY SERV SPED AGE 3-5	32,218.68	0.00	0.00	0.00	32,218.68	0.00	0.00	32,218.68
2153	SPEECH & AUDIOLOGY SERV SPED AGE 0-2	16,113.42	0.00	0.00	0.00	16,113.42	0.00	0.00	16,113.42
2161	OT SERVICES SPED SCHOOL AGE	28,578.81	3,080.91	4,152.51	14.53	24,426.30	0.00	0.00	24,426.30
2162	OT SERVICES SPED AGE 3-5	1,549.88	244.86	283.86	18.31	1,266.02	0.00	0.00	1,266.02
2163	OT SERVICES SPED AGE 0-2	3,616.39	183.03	678.03	18.75	2,938.36	0.00	0.00	2,938.36
2171	PT SERVICES SPED SCHOOL AGE	15,983.76	1,440.53	1,440.53	9.01	14,543.23	0.00	0.00	14,543.23
2172	PT SERVICES SPED AGE 3-5	2,838.38	608.00	608.00	21.42	2,230.38	0.00	0.00	2,230.38
2173	PT SERVICES SPED AGE 0-2	3,616.38	0.00	0.00	0.00	3,616.38	0.00	0.00	3,616.38
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	13,388.38	495.55	495.55	3.70	12,892.83	0.00	0.00	12,892.83
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	5,105.00	40.00	40.00	0.78	5,065.00	0.00	0.00	5,065.00
2210	IMPROVEMENT OF INSTRUCTION	3,800.16	0.00	0.00	0.00	3,800.16	0.00	0.00	3,800.16
2211	SCHOOL IMPROVEMENT	13,568.07	200.00	1,795.00	13.23	11,773.07	0.00	0.00	11,773.07
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	7,534.98	125.00	1,052.43	15.63	6,482.55	0.00	125.00	6,357.55
2214	IMPLEMENTATION OF STANDARDS	2,471.84	0.00	0.00	0.00	2,471.84	0.00	0.00	2,471.84
2220	LIBRARY/MEDIA SERVICES	46,977.23	10,478.53	19,835.81	42.22	27,141.42	0.00	0.00	27,141.42
2224	EDUCATIONAL TELEVISION SERVICES	25,644.46	2,715.94	4,580.27	17.86	21,064.19	0.00	0.00	21,064.19
2230	INSTRUCTION-RELATED TECHNOLOGY	90,697.48	1,375.16	7,965.62	14.09	82,731.86	0.00	4,812.64	77,919.22
2240	ACADEMIC STUDENT ASSESSMENT	14,913.75	0.00	0.00	0.00	14,913.75	0.00	0.00	14,913.75
2310	BOARD OF EDUCATION	61,230.39	3,462.00	4,354.82	12.87	56,875.57	0.00	3,523.35	53,352.22
2320	EXECUTIVE ADMINISTRATION	196,830.44	15,453.93	30,574.65	15.73	166,255.79	0.00	380.48	165,875.31
2330	DISTRICT LEGAL SERVICES	25,881.33	200.00	280.00	1.08	25,601.33	0.00	0.00	25,601.33
2410	OFFICE OF PRINCIPAL	435,936.40	36,171.19	70,968.94	16.49	364,967.46	0.00	895.99	364,071.47
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	150,243.21	9,555.45	18,878.53	12.57	131,364.68	0.00	0.00	131,364.68

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
2530	PRINT, PUB, DUP SERVICES	7,147.00	365.83	731.66	10.24	6,415.34	0.00	0.00	6,415.34
2560	PUBLIC INFO SERVICE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2570	PERSONNEL SERVICES	10,315.16	0.00	0.00	0.00	10,315.16	0.00	0.00	10,315.16
2580	ADMIN TECH SERVICES	3,967.02	0.00	0.00	0.00	3,967.02	0.00	0.00	3,967.02
2610	SUPPORT SERVICES OPERATION OF BUILDING	389,170.49	36,534.56	68,415.01	17.63	320,755.48	0.00	195.00	320,560.48
2620	SUPPORT SERVICES-MAINT OF BUILDING	222,128.77	23,738.26	36,742.36	18.36	185,386.41	0.00	4,045.00	181,341.41
2630	2630	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2650	VEHICLE OPP, ACQUISITION AND MAINTENANCE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2670	SAFETY	25,525.00	1,815.00	5,170.87	45.37	20,354.13	0.00	6,410.46	13,943.67
2710	VEHICLE OPP & PURCH REG ED	735,921.50	49,108.11	77,048.61	10.47	658,872.89	0.00	0.00	658,872.89
2711	VEHICLE OPP & PURCH LCC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2712	VEHICLE OPP & PURCH SCHOOL AGE SPED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2713	VEHICLE OPP & PURCH AGE 0-5 SPED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2730	VEHICLE SERV & MAINT REG ED	87,913.20	11,747.29	13,251.24	15.07	74,661.96	0.00	0.00	74,661.96
2732	VEHICLE SERV & MAINT SCHOOL AGE SPED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2760	2760	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2790	OTHER TRANS REG STUDENTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2792	OTHER TRANS SCHOOL AGE SPED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3300	COMMUNITY SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3500	STATE CATEGORICAL PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3512	DISTANCE EDUCATION INCENTIVE PAYMENTS	26,149.86	4,043.18	7,027.02	26.87	19,122.84	0.00	0.00	19,122.84
3535	HIGH ABILITY LEARNERS	9,331.95	1,236.67	1,523.36	16.32	7,808.59	0.00	0.00	7,808.59
3551	CAREER EDUCATION	0.00	950.00	950.00	0.00	(950.00)	0.00	4,568.00	(5,518.00)
4320	4320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4700	BUILDING IMPROVEMENTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6000	6000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6200	TITLE I, PART A ESSA IMP BASIC BY LOCAL	118,735.14	5,878.56	12,041.01	10.30	106,694.13	0.00	191.99	106,502.14
6210	TITLE I PART A ACCT ESSA IMPROV BASIC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6212	TITLE I PART A SUPPORT IMPROVEMENT	0.00	8,730.00	8,730.00	0.00	(8,730.00)	0.00	0.00	(8,730.00)
6310	TITLE II, PART A ESSA SUPP EFF INSTUCT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6401	6401	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6402	IDEA PART B(611) BASE ALLOC TRANS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6403	IDEA PART B(611) BASE ALLOC-SCHOOL AGE	28,469.56	0.00	0.00	0.00	28,469.56	0.00	0.00	28,469.56
6404	IDEA PART B(611) BASE ALLOC BIRTH TO 4	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6406	IDEA PRESCHOOL(619) BASE ALLOC	4,575.10	334.33	666.77	14.57	3,908.33	0.00	0.00	3,908.33
6408	IDEA PTB 611 BASE	76,575.00	6,442.07	12,884.13	16.83	63,690.87	0.00	0.00	63,690.87
6410	IDEA ENROLLMENT/POVERTY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6412	IDEA PART B PROPORTIONATE SHARE	3,063.00	324.51	647.19	21.13	2,415.81	0.00	0.00	2,415.81
6421	IDEA PART-B ARP-BASE&ENROLLMENT POVERTY BIRTH-21	27,593.55	0.00	0.00	0.00	27,593.55	0.00	0.00	27,593.55
6422	IDEA PRESCHOOL (619) ARP-BASE/ENROLLMENT POVERTY (619)	2,400.37	0.00	0.00	0.00	2,400.37	0.00	0.00	2,400.37
6455	6455	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6500	6500	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6590	6590	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6610	6610	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6630	6630	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6700	FED VOC & APP TECH ED (CARL PERKINS)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6810	6810	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6960	6960	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6985	6985	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6990	OTHER FED CATEGORICAL RECEIPTS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6992	REAP	49,480.72	0.00	0.00	0.00	49,480.72	0.00	0.00	49,480.72
6996	6996	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6997	ESSER II	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
6998	ESSER III	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8000	TRANSFERS (OUTGOING)	54,790.94	0.00	0.00	0.00	54,790.94	0.00	0.00	54,790.94
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	980,832.83	948.09	1,896.18	0.19	978,936.65	0.00	0.00	978,936.65
01	GENERAL FUND	8,902,899.00	635,835.40	1,194,463.03	13.94	7,708,435.97	0.00	46,197.86	7,662,238.11

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
02	DEPRECIATION FUND								
4700	BUILDING IMPROVEMENTS	326,838.00	0.00	0.00	0.00	326,838.00	0.00	0.00	326,838.00
9000	NON-PROGRAM EXPENDITURES	0.00	0.00	299,800.00	0.00	(299,800.00)	0.00	0.00	(299,800.00)
02	DEPRECIATION FUND	326,838.00	0.00	299,800.00	91.73	27,038.00	0.00	0.00	27,038.00

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	107,546.00	0.00	0.00	0.00	107,546.00	0.00	0.00	107,546.00
2900	OTHER SUPPORT SERIVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9000	NON-PROGRAM EXPENDITURES	0.00	0.00	85,000.00	0.00	(85,000.00)	0.00	0.00	(85,000.00)
9999	9999	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
03	EMPLOYEE BENEFIT FUND	107,546.00	0.00	85,000.00	79.04	22,546.00	0.00	0.00	22,546.00

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	0.00
1100	REGULAR INSTRUCTIONAL PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2900	OTHER SUPPORT SERIVICES	595,823.00	0.00	44,263.26	9.00	551,559.74	0.00	9,387.62	542,172.12
05	ACTIVITY FUND	595,823.00	0.00	44,263.26	9.00	551,559.74	0.00	9,387.62	542,172.12

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	0.00
1100	REGULAR INSTRUCTIONAL PROGRAMS	0.00	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	0.00
3000	3000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3100	FOOD SERVICE OPERATIONS	447,370.00	14,005.30	41,552.01	9.29	405,817.99	0.00	0.00	405,817.99
4000	4000	0.00	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	0.00
06	NUTRITION FUND	447,370.00	14,005.30	41,552.01	9.29	405,817.99	0.00	0.00	405,817.99

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
2620	SUPPORT SERVICES-MAINT OF BUILDING	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2670	SAFETY	0.00	0.00	509.99	0.00	(509.99)	0.00	0.00	(509.99)
3552	SAFETY & SECURITY GRANT	38,798.00	0.00	0.00	0.00	38,798.00	0.00	0.00	38,798.00
4200	LAND IMPROVEMENT	267,536.48	0.00	0.00	0.00	267,536.48	0.00	0.00	267,536.48
4300	ARCHITECTURE & ENGINEERING	76,575.00	0.00	0.00	0.00	76,575.00	0.00	0.00	76,575.00
4600	SITE IMPROVEMENT	0.00	0.00	8,900.00	0.00	(8,900.00)	0.00	0.00	(8,900.00)
4700	BUILDING IMPROVEMENTS	626,084.11	0.00	29,775.00	4.76	596,309.11	0.00	0.00	596,309.11
9000	NON-PROGRAM EXPENDITURES	2,634,637.41	0.00	0.00	0.00	2,634,637.41	0.00	0.00	2,634,637.41
9999	9999	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
08	BUILDING FUND	3,643,631.00	0.00	39,184.99	1.08	3,604,446.01	0.00	0.00	3,604,446.01

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
09	QCPUF								
1100	REGULAR INSTRUCTIONAL PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2670	SAFETY	130,975.00	0.00	0.00	0.00	130,975.00	0.00	0.00	130,975.00
9000	NON-PROGRAM EXPENDITURES	0.00	0.00	68,500.00	0.00	(68,500.00)	0.00	0.00	(68,500.00)
9999	9999	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
09	QCPUF	130,975.00	0.00	68,500.00	52.30	62,475.00	0.00	0.00	62,475.00

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	105,712.00	8,378.16	16,756.32	15.85	88,955.68	0.00	0.00	88,955.68
10	COOPERATIVE FUND	105,712.00	8,378.16	16,756.32	15.85	88,955.68	0.00	0.00	88,955.68

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:	14,260,794.00	658,218.86	1,789,519.61	12.94	12,471,274.39	0.00	55,585.48	12,415,688.91

HEMINGFORD PUBLIC SCHOOLS
October 13, 2025

GENERAL FUND:

Statement Balance 09-30-25			$ 1,458,070.69
G/F MM Statement Balance 09-30-25			$ 2,201,911.66
3 Month CD-2094 Mat. 10-29-25			$ 324,262.55
3 Month CD-0776 Mat. 11-28-25			$ 327,943.45
3 Month CD-0962 Mat. 12-27-25			$ 327,500.32
- Outstanding Checks			$ 71,410.03
Balance 09-30-25			$ 4,568,278.64
+September Tax Receipts			$ 274,236.93
+ State Aid			$ 126,043.00
Subtotal			$ 4,968,558.57
October Bills:	$	101,844.81	
October Payroll:	$	563,233.27	
- Total October Expenses			$ 665,078.08
General Fund Balance:			$ 4,303,480.49

BUILDING FUND:

Statement Balance 09-30-25			$ 425,619.49
Liquid Asset Fund ($1,495.59 Dividend)			$ 461,411.43
3 CD's : 6 Month CD-2604 Mat. 10-30-25			$ 879,433.24
3 Month CD-0954 Mat. 12-27-25			$ 545,833.88
3 Month CD-0784 Mat. 11-28-25			$ 546,572.43
September Tax Receipts:			$ 12,505.41
- Outstanding Checks			$ -
Building Fund Balance:			$ 2,871,375.88

QCPUF:

Statement Balance 09-30-25			$ 2,580.56
6 Month CD-3422 Mat. 3-16-26			$ 68,500.00
September Tax Receipts:			$ 3,123.49
QCPUF Fund Balance:			$ 74,204.05

Additional Non-Taxing Fund Certificates of Deposit:

EBF:

Statement Balance 09-30-25	$	2,620.03
6 Month CD-3414 Mat. 3-16-26	$	85,000.00
EBF Balance:	$	87,620.03

DEPREC FUND:

Statement Balance 09-30-25	$	2,729.06
3 Month CD-3406 Mat. 12-16-25	$	299,800.00
Depreciation Fund Balance:	$	302,529.06

Vendor Name				Description	Amount
Checking Account ID 1			Fund Number 01	GENERAL FUND	
21ST CENTURY EQUIPMENT				CREDIT ON ACCOUNT	(53.36)
21ST CENTURY EQUIPMENT				MAINTENANCE SUPPLY	38.85
21ST CENTURY EQUIPMENT				MAINTENANCE SUPPLY	77.51
21ST CENTURY EQUIPMENT				MAINTENANCE SUPPLY	30.75
21ST CENTURY EQUIPMENT				MAINTENANCE SUPPLY	105.96
21ST CENTURY EQUIPMENT				MAINTENANCE SUPPLY	(63.39)
Check Number	8012	Total	21ST CENTURY EQUIPMENT		136.32
A & T ELECTRIC				FB FIELD LIGHTS BREAKER REPLACED	633.78
Check Number	8013	Total	A & T ELECTRIC		633.78
ACTION COMMUNICATIONS INC./DBA C&R ELETRONICS				FCC LICENSE FEE	400.00
ACTION COMMUNICATIONS INC./DBA C&R ELETRONICS				3 NEW RADIOS	3,030.00
Check Number	8014	Total	ACTION COMMUNICATIONS INC./DBA C&R ELETRONICS		3,430.00
ADAMSON AUTOMOTIVE				AUG-SEPT BUS REPAIR/MAINTENANCE	11,747.29
Check Number	8015	Total	ADAMSON AUTOMOTIVE		11,747.29
ALLIANCE TIMES HERALD				BOE LEGALS	268.40
Check Number	8016	Total	ALLIANCE TIMES HERALD		268.40
AMAZON				AG ED SUPPLIES	21.98
AMAZON				Library Goodie bags for Summer reading	110.92
AMAZON				Kdg Supplies	9.99
AMAZON				3rd gr classroom supplies	218.25
AMAZON				Elem Office Supplies	62.70
AMAZON				Odds and ends for the elementary school	171.78
AMAZON				AG ED SUPPLY/REPAIR	49.87
AMAZON				Supplies for Photography unit, sculpture	119.92
AMAZON				Electric Pencil Sharpener, Pencil Sharpe	17.99
AMAZON				Classroom and Bathroom supplies	150.34
AMAZON				Surge Protectors	90.56
AMAZON				PK PARKING SIGNS	155.92
AMAZON				Miscellaneous Technology Supplies	522.95
AMAZON				Microsoft Surface Dock	209.99
AMAZON				Elem Office Supplies	63.81
AMAZON				football kicking tee & badminton birdies	77.08
AMAZON				Elem Office Supplies	720.83
AMAZON				Clickers for Staff	74.97
AMAZON				Elem Office Supplies	97.50
AMAZON				MTG CHAIR	149.99
AMAZON				Replacement Flags	214.71
AMAZON				Elem Office Supplies	213.77
AMAZON				SAFETY BUCKET ITEMS	672.48
Check Number	282	Total	AMAZON		4,198.30
B & C STEEL CORP.				AG ED STEEL	116.02
Check Number	8017	Total	B & C STEEL CORP.		116.02
BLACK HILLS ENERGY				GAS - SCHOOL	442.20
BLACK HILLS ENERGY				GAS - SUPT	58.77
Check Number	8018	Total	BLACK HILLS ENERGY		500.97

Vendor Name			Description	Amount
BOMGAARS			SWEEPER FOR MOWER	269.99
Check Number	283	Total	BOMGAARS	269.99
BUD'S PEST CONTROL			PEST CONTROL	225.00
Check Number	8019	Total	BUD'S PEST CONTROL	225.00
CALEB PIANO TUNING			PIANO TUNING	260.00
Check Number	8020	Total	CALEB PIANO TUNING	260.00
CHROMEBOOK PARTS.COM			Screen replacements.	41.98
CHROMEBOOK PARTS.COM			Chromebook screen	20.99
CHROMEBOOK PARTS.COM			Student broken screen	20.99
Check Number	8021	Total	CHROMEBOOK PARTS.COM	83.96
CODECADEMY			C# coding program	239.88
CODECADEMY			STUDENT RENEWALS	479.76
Check Number	282	Total	CODECADEMY	719.64
CRESCENT ELECTRIC SUPPLY CO.			ELECTRICAL SUPPLIES	312.71
Check Number	8022	Total	CRESCENT ELECTRIC SUPPLY CO.	312.71
CULLIGAN WATER CONDITIONING			SOFT WATER SERVICE	217.60
CULLIGAN WATER CONDITIONING			SOFT WATER	29.95
Check Number	8023	Total	CULLIGAN WATER CONDITIONING	247.55
DARREN'S CARQUEST AUTO PARTS			MAINTENANCE SUPPLY	113.66
DARREN'S CARQUEST AUTO PARTS			SPIRAL ROLL PIN	6.00
Check Number	8024	Total	DARREN'S CARQUEST AUTO PARTS	119.66
DAS STATE ACCOUNTING - CENTRAL FINANCE			SEPT PARTICIPATION FEE	953.61
Check Number	8025	Total	DAS STATE ACCOUNTING - CENTRAL FINANCE	953.61
EAKES OFFICE SOLUTIONS			MOP HEADS	203.32
EAKES OFFICE SOLUTIONS			RETURNED ITEMS-MOPS	(15.90)
Check Number	8026	Total	EAKES OFFICE SOLUTIONS	187.42
ED PUZZLE			MONTHLY SUBSCRIPTION	11.50
Check Number	282	Total	ED PUZZLE	11.50
EDUCATIONAL SERVICE UNIT #13			DL;INTERNET;NEVA;PL;MEDI;PYSCH; VISION	5,839.15
Check Number	8027	Total	EDUCATIONAL SERVICE UNIT #13	5,839.15
EPS OPERATIONS, LLC			SPIRE WORKBOOKS	175.85
EPS OPERATIONS, LLC			SPIRE LICENSE FEE	683.91
Check Number	8028	Total	EPS OPERATIONS, LLC	859.76
FISHER ROOFING			DEDUCTIBLE FOR ELEM ROOF	500.00
Check Number	8029	Total	FISHER ROOFING	500.00
FUEL TRIPS- ELAN			FUEL	44.79
FUEL TRIPS- ELAN			FUEL	26.74
Check Number	282	Total	FUEL TRIPS- ELAN	71.53

Vendor Name				Description	Amount
H & H SANITATION				MONTHLY ROOL OFF BOX RENTAL	150.00
Check Number	8030	Total	H & H SANITATION		150.00
HARBOR FREIGHT				SAFETY BUCKETS	19.90
Check Number	283	Total	HARBOR FREIGHT		19.90
HEMINGFORD CO-OP TELEPHONE CO				TELEPHONE/INTERNET/PORTS	1,812.54
Check Number	8031	Total	HEMINGFORD CO-OP TELEPHONE CO		1,812.54
HEMINGFORD CREDIT UNION				inducement to complete parent survey	200.00
Check Number	8032	Total	HEMINGFORD CREDIT UNION		200.00
HEMINGFORD MUNICIPAL UTILITIE				UTILITIES	15,055.32
Check Number	8033	Total	HEMINGFORD MUNICIPAL UTILITIE		15,055.32
HOLIDAY INN EXPRESS & SUITES LNK AIRPORT				NASES LODGING	321.00
Check Number	8035	Total	HOLIDAY INN EXPRESS & SUITES LNK AIRPORT		321.00
HOLIDAY INN EXPRESS -- KEARNEY				NE LABOR RELATIONS CONF	159.00
Check Number	8034	Total	HOLIDAY INN EXPRESS -- KEARNEY		159.00
HOMETOWN LEASING				COPIER LEASE PAYMENT	365.83
Check Number	8036	Total	HOMETOWN LEASING		365.83
HOUGHTON MIFFLIN HARCOURT PUBLISHING CO				Additional Into Lit materials	383.50
HOUGHTON MIFFLIN HARCOURT PUBLISHING CO				Additional Into Lit materials	98.02
Check Number	8037	Total	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO		481.52
IDEAL LINEN AND UNIFORM				CUSTODIAL SUPPLIES	134.92
IDEAL LINEN AND UNIFORM				CUSTODIAL SUPPLIES	134.92
Check Number	8038	Total	IDEAL LINEN AND UNIFORM		269.84
IDEAL/BLUFFS FACILITY SOLUTIONS				CUSTODIAL SUPPLIES	238.42
IDEAL/BLUFFS FACILITY SOLUTIONS				CUSTODIAL SUPPLIES	299.55
IDEAL/BLUFFS FACILITY SOLUTIONS				CUSTODIAL SUPPLIES	294.08
Check Number	8039	Total	IDEAL/BLUFFS FACILITY SOLUTIONS		832.05
INNOVATIVE OFFICE SOLUTIONS, LLC				Toner	1,291.20
Check Number	8040	Total	INNOVATIVE OFFICE SOLUTIONS, LLC		1,291.20
INTERNATIONAL ACADEMY OF EDUCATIONAL LEADERS				IAEL Membership/Conference Registration	125.00
Check Number	8041	Total	INTERNATIONAL ACADEMY OF EDUCATIONAL LEADERS		125.00
IXL LEARNING				IXL Quote	1,266.00
Check Number	8042	Total	IXL LEARNING		1,266.00
JACKS REFRIGERATION SERVICE				MOTOR AND CAPACITOR	664.81
Check Number	8043	Total	JACKS REFRIGERATION SERVICE		664.81
JW PEPPER & SON, INC				For upcoming Choral Events & Concert	293.62

Vendor Name			Description	Amount
JW PEPPER & SON, INC			For upcoming Choral Events & Concert	123.45
JW PEPPER & SON, INC			For upcoming Choral Events & Concert	291.97
JW PEPPER & SON, INC			CREDIT MEMO	(81.98)
JW PEPPER & SON, INC			CREDIT MEMO	(145.97)
Check Number	8045	Total	JW PEPPER & SON, INC	481.09
KARNEY, GORDON			MILEAGE REIMB-FISH FOR TANK	130.20
Check Number	8046	Total	KARNEY, GORDON	130.20
KIMBALL MIDWEST			MAINTANANCE TOOLS	902.13
Check Number	8047	Total	KIMBALL MIDWEST	902.13
KSB School Law PC, LLO			LEGAL SERVICES	200.00
Check Number	8048	Total	KSB School Law PC, LLO	200.00
LEGACY COOP			MAINTENANCE SUPPLY	0.92
LEGACY COOP			HITCH PINS	7.98
LEGACY COOP			PRIMER	8.49
Check Number	8049	Total	LEGACY COOP	17.39
LIFE TRACK SERVICES			Survey for Seniors	496.00
Check Number	8050	Total	LIFE TRACK SERVICES	496.00
LINCOLN JOURNAL STAR			MONTHLY SUBSCRIPTION	31.99
Check Number	283	Total	LINCOLN JOURNAL STAR	31.99
LISA BRIGGS, OT, LLC			OT SERVICE/MILEAGE	3,508.80
Check Number	8051	Total	LISA BRIGGS, OT, LLC	3,508.80
LORE, MIKAELA			SEPT 2025 MILEAGE REIMB	125.68
Check Number	8052	Total	LORE, MIKAELA	125.68
MAILCHIMP			MONTHLY SUBSCRIPTION	13.00
Check Number	283	Total	MAILCHIMP	13.00
MC SIGNS AND DECALS			2 KEYS MADE	5.35
Check Number	283	Total	MC SIGNS AND DECALS	5.35
MCGRAW-HILL, LLC			Math Teacher's Edition Books	179.10
MCGRAW-HILL, LLC			Math Teacher's Edition Books	79.27
MCGRAW-HILL, LLC			Math Teacher's Edition Books-CREDIT	(34.32)
Check Number	8053	Total	MCGRAW-HILL, LLC	224.05
MIDWEST TECHNOLOGY PRODUCTS			AG ED SUPPLY	70.80
Check Number	282	Total	MIDWEST TECHNOLOGY PRODUCTS	70.80
MOBIUS COMMUNICATIONS CO			ADJUST INTERCOM CAMERAS	135.00
MOBIUS COMMUNICATIONS CO			4TH QTR MONITORING FEE	600.00
Check Number	8054	Total	MOBIUS COMMUNICATIONS CO	735.00
NE COUNCIL OF SCHOOL ADMINISTRATORS			2025 NASES FALL CONF MEMBERSHIP	190.00
NE COUNCIL OF SCHOOL ADMINISTRATORS			LABOR RELATIONS CONFERENCE REGISTRATION	240.00
Check Number	8055	Total	NE COUNCIL OF SCHOOL	430.00

Vendor Name			Description	Amount
			ADMINISTRATORS	
NE STATE FIRE MARSHAL/BOILER INSPECTION DIVISION			ANNUAL BOILER CERTIFICATES	72.00
Check Number	8056	Total	NE STATE FIRE MARSHAL/BOILER INSPECTION DIVISION	72.00
NEBRASKA DEPT OF EDUCATION			MTSS REGISTRATION	125.00
NEBRASKA DEPT OF EDUCATION			MTSS REGISTRATION	125.00
NEBRASKA DEPT OF EDUCATION			NEMTSS REGISTRATION	125.00
Check Number	8057	Total	NEBRASKA DEPT OF EDUCATION	375.00
NEBRASKA LIBRARY COMMISSION			OVERDRIVE ANNUAL PARTICIPATION FEE	500.00
Check Number	8058	Total	NEBRASKA LIBRARY COMMISSION	500.00
NEBRASKA SCHOOLMASTERS CLUB			2025-26 DUES	40.00
Check Number	8059	Total	NEBRASKA SCHOOLMASTERS CLUB	40.00
NEBRASKA WESLEYAN UNIVERSITY			REGISTRATION - 25/ AC	950.00
Check Number	8060	Total	NEBRASKA WESLEYAN UNIVERSITY	950.00
NSASSP REGION V ELEMENTARY PRINCIPALS			REGION V ELEM MEMBERSHIP	60.00
Check Number	8061	Total	NSASSP REGION V ELEMENTARY PRINCIPALS	60.00
NSASSP REGION V PRINCIPALS			25-26 MEMBERSHIP - SECONDARY	60.00
Check Number	8062	Total	NSASSP REGION V PRINCIPALS	60.00
OMNIFY BENEFITS			PARTICIPATION FEE	105.10
Check Number	8063	Total	OMNIFY BENEFITS	105.10
ONE SOURCE BACKGROUND CHECK CO			BACKGROUND CHECK	20.00
Check Number	8064	Total	ONE SOURCE BACKGROUND CHECK CO	20.00
OUTLAW PRINTERS			Window Clings for the ele office	256.40
Check Number	8065	Total	OUTLAW PRINTERS	256.40
PANHANDLE PARTNERSHIP			Western NE Mental Health Conference	240.00
Check Number	283	Total	PANHANDLE PARTNERSHIP	240.00
PAT'S CREATIVE			SEWING FABRIC	92.58
PAT'S CREATIVE			Special adapted sewing machine	950.00
PAT'S CREATIVE			Sewing machine for SPED student	950.00
Check Number	8066	Total	PAT'S CREATIVE	1,992.58
PRAIRIE STORAGE CONTAINERS			OCT RENT	150.00
Check Number	8067	Total	PRAIRIE STORAGE CONTAINERS	150.00
QUICKCARE MEDICAL SERVICES			DOT PHYSICAL	125.00
QUICKCARE MEDICAL SERVICES			DOT PHYSICAL	125.00
QUICKCARE MEDICAL SERVICES			DOT PHYSICAL	125.00
Check Number	8068	Total	QUICKCARE MEDICAL SERVICES	375.00
QUILL CORPORATION			Batteries, command strips Clorox wipes	236.78
QUILL CORPORATION			Receipt book, tape refills, Manilla enve	135.21
QUILL CORPORATION			ENVELOPES	37.37

Vendor Name			Description	Amount
Check Number	283	Total	QUILL CORPORATION	409.36
RABEN'S MARKET			-Life Skills cooking	24.25
RABEN'S MARKET			25-26 Class Grocery Supply	575.50
RABEN'S MARKET			CUSTODIAL SUPPLIES	23.79
RABEN'S MARKET			SCIENCE EXPERIMENT SUPPLIES	35.05
Check Number	8069	Total	RABEN'S MARKET	658.59
RASMUSSEN MECHANICAL SERVICES, INC.			GLYCOL	250.00
RASMUSSEN MECHANICAL SERVICES, INC.			FILTERS AND VALVE REPAIR	1,498.03
Check Number	8070	Total	RASMUSSEN MECHANICAL SERVICES, INC.	1,748.03
ROBERTS ELECTRIC INC.			BAND ROOM OUTLETS	1,106.81
Check Number	8071	Total	ROBERTS ELECTRIC INC.	1,106.81
ROCKY MOUNTAIN AIR SOLUTIONS			GAS RENTAL	38.15
Check Number	8072	Total	ROCKY MOUNTAIN AIR SOLUTIONS	38.15
SAX ALLEY			Saxophone Repairs	719.00
Check Number	8073	Total	SAX ALLEY	719.00
SCRIPPS NATIONAL SPELLING BEE			JH and ELE spelling bee registration	398.00
Check Number	283	Total	SCRIPPS NATIONAL SPELLING BEE	398.00
SOAR PEDIATRIC THERAPY, LLC			PT SERVICE/MILEAGE	2,048.53
Check Number	8074	Total	SOAR PEDIATRIC THERAPY, LLC	2,048.53
SORENSEN PLUMBING, LLC			SEWER CAMERA WORK	1,180.00
Check Number	8075	Total	SORENSEN PLUMBING, LLC	1,180.00
SPARQ DATA SOLUTIONS			NEGOTIATIONS SOFTWARD SUBSCIPTION	2,500.00
Check Number	8076	Total	SPARQ DATA SOLUTIONS	2,500.00
SUBWAY			NEW STAFF-MENTOR LUNCHEON	177.43
Check Number	283	Total	SUBWAY	177.43
TALACKO SAFETY SOLUTIONS			Bleeding Control Kits	680.00
Check Number	8077	Total	TALACKO SAFETY SOLUTIONS	680.00
TCI			TCI Digital License	244.00
Check Number	8078	Total	TCI	244.00
TEACHING STRATEGIES, LLC			PREK GOLD Bundle Renewal	403.50
Check Number	8079	Total	TEACHING STRATEGIES, LLC	403.50
TJGCONSULTING			On site professional development (ATSI/C	8,730.00
Check Number	8080	Total	TJGCONSULTING	8,730.00
TREASURED GROUNDS			STUDENT EXCELLENCE AWARDS	588.50
Check Number	8081	Total	TREASURED GROUNDS	588.50
TRITLE PLUMBING			18 FLUSH VALVES	5,463.90
Check Number	8082	Total	TRITLE PLUMBING	5,463.90

Vendor Name				Description	Amount
U.S. POSTAL SERVICE				CERTIFIED MAIL POSTAGE	9.99
Check Number	283	Total	U.S. POSTAL SERVICE		9.99
VERNIER SOFTWARE AND TECHNOLOGY				replacement batteries for Labquest2 eq.	406.60
Check Number	8083	Total	VERNIER SOFTWARE AND TECHNOLOGY		406.60
WALMART				notebooks for 5th/6th grade	10.21
WALMART				DESK	148.00
WALMART				FCS supplies	54.23
Check Number	283	Total	WALMART		212.44
WESTCO				FUEL	6,321.85
Check Number	8084	Total	WESTCO		6,321.85
WESTERN NE ADMINISTRATORS				2025-26 WNA DUES	150.00
Check Number	8085	Total	WESTERN NE ADMINISTRATORS		150.00
WPCI				ANNUAL RANDOM POOL MGMT-POLICY ASSURANCE	300.00
WPCI				DOT TESTING (2)	76.00
Check Number	8086	Total	WPCI		376.00
Fund Number 01					101,844.81
Checking Account ID 1					101,844.81

Vendor Name			Description		Amount
Checking Account ID 8			Fund Number 08	BUILDING FUND	
FIRE AND ICE MECHANICAL			Kitchen Oven		8,900.00
Check Number	1567	Total	FIRE AND ICE MECHANICAL		8,900.00
MORFORD'S DECORATING CENTER			BV BLINDS/ CARPET PROJECT		30,284.99
Check Number	1566	Total	MORFORD'S DECORATING CENTER		30,284.99
Fund Number 08					39,184.99
Checking Account ID 8					39,184.99

Vendor Name				Description	Amount
Checking Account ID 6			Fund Number 06	NUTRITION FUND	
CASH-WA DISTRIBUTING				FOOD SUPPLIES	2,229.32
CASH-WA DISTRIBUTING				FOOD SUPPLIES	1,066.80
CASH-WA DISTRIBUTING				FOOD SUPPLIES	1,631.74
CASH-WA DISTRIBUTING				FOOD SUPPLIES	1,769.09
Check Number	7261	Total	CASH-WA DISTRIBUTING		6,696.95
HILAND DAIRY				MILK	430.38
HILAND DAIRY				MILK	383.02
HILAND DAIRY				MILK	383.02
HILAND DAIRY				MILK	263.24
HILAND DAIRY				MILK	405.22
Check Number	7262	Total	HILAND DAIRY		1,864.88
RABEN'S MARKET				FOOD SUPPLIES	113.12
Check Number	7263	Total	RABEN'S MARKET		113.12
SIMPLY CLEAN				DISHWASHER MAINTENANCE	182.21
Check Number	7264	Total	SIMPLY CLEAN		182.21
US FOODS				FOOD SUPPLIES	3,441.73
US FOODS				FOOD SUPPLIES	4,022.20
Check Number	7265	Total	US FOODS		7,463.93
WALMART				FOOD SUPPLIES	148.27
WALMART				FOOD SUPPLIES	115.59
Check Number	2	Total	WALMART		263.86
WILLS, KAMI				LUNCH ACCOUNT REFUND	4.05
Check Number	7266	Total	WILLS, KAMI		4.05
Fund Number 06					16,589.00
Checking Account ID 6					16,589.00

September 16, 2025

Kristine Benda, APRN
CON-West Nebraska Division
UNMC - 69361

IRB # 0210-25-EP

TITLE OF PROPOSAL: Peer-to-Peer Recognition of Internalizing Behaviors

DATE OF REVIEW: 05/26/2025

DATE OF APPROVAL:09/16/25
VALID UNTIL: 05/26/2026

CLASSIFICATION OF RISK: Minimal

EXPEDITED CATEGORY OF REVIEW: 45 CFR 46.110, Category 7, Research on individual or group characteristics or research employing interview procedures

PREGNANT WOMEN: SUBPART B 45 CFR 46.204 OR HRPP equivalent protections to 45 DFR 46.204; consent of just the pregnant woman is required

CHILDREN: SUBPART D 45 CFR 46.404 OR HRPP equivalent protections to 45 CFR 46.40; 1 parent consent (permission)

The UNMC Institutional Review Board (IRB) has completed its review of the above-titled protocol. The IRB has determined you are in compliance with HHS Regulations (45 CFR 46), and is satisfied you have provided adequate safeguards for protecting the rights and welfare of the subjects to be involved in this study. In addition to the IRB's determination, the Office of Regulatory Affairs (ORA) has confirmed that the Organization's HRPP policies and applicable Institutional requirements have been satisfied. This letter constitutes official notification of approval and release of your project. You may now start this research.

On behalf of the ORA,

Signed on: 2025-09-16 15:22:44.380

Nancy A. Olson, JD
IRB Analyst II
Office of Regulatory Affairs

UNMC | COLLEGE OF NURSING

Is your child a student in grade 5-12 in Nebraska?



THEY MAY BE ELIGIBLE TO BE IN A RESEARCH STUDY

The **Peer-to-Peer Recognition of Internalizing Behavior** Study

Our study aims to learn how students notice when their classmates might be feeling really sad, worried, or having pain with no clear reason. This study may find better ways to support kids in schools and communities in Nebraska.

WHO CAN JOIN?

PARENTAL *AND* **STUDENT** CONSENT IS *REQUIRED*.

- Students in grades 5 through 12
- Live in Nebraska
- Speak English
- Can read and write
- Can participate in an interview

WHAT TO EXPECT:

Your student will participate in a private, in-person interview at a local library, school, or health clinic most convenient to you.

COMPENSATION IS AVAILABLE!

TO FIND OUT MORE ABOUT THIS STUDY EMAIL:

Kristine Benda
RN, MSN, CPNP-AC, PNP-BC

krbenda@unmc.edu

In collaboration with:

Panhandle Public Health District

IRB# 0210-25-EP

Hemingford Public Schools

Emergency Operations Plan

Approved by Board of Education March 11, 2024
Review Pending October 13, 2025

RECORD OF CHANGES

CHANGE NUMBER	CHANGE LOCATION	CHANGE MADE BY (signature)	DATE OF SCHOOL BOARD APP/INF	DATE OF CHANGE
000	*Section V (pg 25-26)*	*(Signature)*	*March 2020*	*March 2020*
001	Initial Adoption by Board	Board of Education	March 11, 2024	March 2024
002	Appendix K2	Eric Arneson		August 2025
003	Principal Name Update	Josh Redden		Sept. 2025
004	Safety Team List Update, Population Numbers Updated, Facilities Description Updated, Trainings/Drills Information Updated,	Travis Miller		Oct. 2025

Table of Contents

RECORD OF CHANGES....2
SIGNATURE PAGE....7
I. INTRODUCTION....8
A. Purpose of the Plan....8
B. Scope of the Plan....8
1. Definitions....8
2. School Board Policy Statement....9
Policy 1004.04 - CRISIS MANAGEMENT COMMUNICATIONS....9
C. Situation Overview/Hazard Analysis Summary....9
1. School Population....9
a. General Population and Facilities Description....9
b. Special Needs Population....10
2. Building Information....10
3. Hazard Analysis Summary....11
Table 1. Hazard Analysis....12
4. Prevention, Preparedness, Response, and Recovery Overview....15
D. Planning Assumptions and Limitations....15
1. Planning Assumptions....15
2. Limitations....16
II. CONCEPT OF OPERATIONS....17
A. National Incident Management System (NIMS)....17
B. Implementation of the Incident Command System (ICS)....17
C. Initial Response (Standard Response Protocol) (SRP)....18
III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES....18
A. Superintendent / Principal / Building Administrator....19
B. Incident Commander....19
C. Board Members....19
D. Teachers....20
E. Paraeducators....20
F. Counselors, Social Workers, and Psychologists....20
G. School Nurses/Health Assistants....21
H. Custodians/Maintenance Personnel....21
I. School Secretary/Office Staff....21
J. Technology....21
K. Food Service/Cafeteria Workers....21
L. Transportation Director/Bus Drivers....22
M. Other Staff (e.g., Itinerant Staff, Substitute Teachers)....22
N. Students....22
O. Parents/ Guardians....22
IV. DIRECTION, CONTROL, AND COORDINATION....24

A. School Incident Command System (ICS)....24
B. Coordination With Safety Team....27
C. Local Emergency Operations Plan (LEOP)....28
D. Coordination With First Responders....28
E. Source and Use of Resources....28
V. COMMUNICATIONS....29
A. Internal Communications....29
1. Communication Between Staff/Faculty Members....29
2. Communication With the School District Office....29
B. External Communications....29
1. Communication With Parents....29
2. Communication With Media....30
3. Handling Rumors....30
4. Communication With First Responders....31
5. Communication After an Incident (Recovery Process)....31
C. Communication Tools....32
VI. ADMINISTRATION, FINANCE, AND LOGISTICS....33
A. Agreements and Contracts....33
B. Recordkeeping....33
1. Administrative Controls....33
2. Activity Logs....33
C. Incident Costs....33
1. Annual Incident Management Costs....33
2. Incident Costs....34
D. Preservation of Records....34
VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION....35
A. Approval and Dissemination of the Plan....35
1. Record of Changes....35
2. Record of Distribution....35
B. Plan Review and Updates....35
C. Training and Exercising the Plan....36
VIII. AUTHORITIES AND REFERENCES....37
Functional Systems....39
Standard Response Protocol (SRP)....40
I. PURPOSE....40
II. SCOPE....40
III. RESPONSIBILITIES....40
IV. SPECIALIZED PROCEDURES....41
Standard Reunification Method (SRM):....42
I. Purpose....42
II. Scope....42
CONTINUITY OF OPERATIONS (COOP) PLAN....48
I. PURPOSE....48

II. SCOPE....48
III. RESPONSIBILITIES....48
Essential Functions Performed by COOP Plan Personnel....48
Order of Succession....52
Policy 301.03 - SUCCESSION OF AUTHORITY TO THE SUPERINTENDENT....52
A. Activation and Relocation....54
B. Alert, Notification, and Implementation Process....54
C. Relocation Sites....55
D. Alternate Facilities and Strategy....55
Interoperable Communications/Backup Sites....55
Vital Records and Retention File....55
Human Capital Management....56
Reconstitution....56
Plan Maintenance, Testing, Training, Exercising....57
RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES / PSYCHOLOGICAL FIRST AID (PFA)....59
I. PURPOSE....59
A. Prevention phase....60
B. Preparedness phase....60
C. Response phase....60
D. Recovery phase....60
II. SCOPE....60
III. RESPONSIBILITIES....61
IV. SPECIALIZED PROCEDURES....61
Hazard- and Threat-Specific Systems:....63
OVERVIEW....63
ADMINISTRATOR CHECKLIST....63
EMERGENCY NUMBERS....63
GENERAL COMMUNICATION PLAN....64
Fire....64
Intruder/Active Shooter....64
Bomb Threats....65
Suicide....66
Tornado....67
Chemical or Hazardous Material Incidents....67
Off-Campus Evacuation: Fire, Tornado, Chemical Spill, or Other Reason....68
Other (Medical Emergency)....68
Other (Major Medical Emergency)....68
Other (Bus or Van Accident)....69
Other (Unexpected Death)....69
GLOSSARY OF TERMS....71
Appendix List - Hemingford....74
Appendix A Staff Roster....74
Appendix B - Students/Staff Needing Additional Assistance....78

Appendix C - Map of School Buildings and Grounds..... 79
Appendix D - Company/Utilities Name and Phone Number.....83
Appendix E1 - ICS Organizational Chart.....84
Appendix E2 - ICS Contact List.....85
Appendix E 3 - Finance/Administration Future School Budgets (District provides).....86
Appendix F - Chronological Log of Activities.....87
Appendix H.....88
Appendix I..... 89
Appendix J - Recording and Distributing the EOP Plan..... 90
Appendix K1 - Record of Drills/Trainings (2023-2024 YR).....91
Appendix K2 - Schedule/Record of Drills (2024-2025 YR).....92
Appendix K3 - Record of Exercises (2023-2024).....93
Appendix L1 - Transport Organization Chart (Fillable).....95
Appendix L2 Offsite Reunification Chart (Fillable).....97
Appendix M1 - COOP (Continuity Of Operations Plan).....98
Appendix M2 - COOP Form (Fillable)..... 99
Appendix N1 - Threats/Hazards List..... 100
Appendix N2 - Risk Assessment Worksheet.....101
Appendix N2 - Risk Assessment Worksheet.....102
Appendix N3 - Examples of Threats/Hazards in SRP Areas.....103
Appendix N4 - Goals/Objectives and Action Plan..... 109
Appendix N4 - Goals/Objectives and Action Plan..... 112
Appendix N5 - Goals/Objectives and Action Plan (Fillable).....114

SIGNATURE PAGE

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

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

Name: Justin Ansley
Title: HPS Board President
Date:

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

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

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

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

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

Name: Katie Kimball
Title: HPS Safety Team Member
Date:

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

Name: Josh Redden
Title: HPS Safety Team Member/HS Principal
Date:

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

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

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

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

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

Name: Shad Bryner
Title: Hemingford EMS Chief
Date:

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

I. INTRODUCTION

A. Purpose of the Plan

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

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

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

B. Scope of the Plan

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

1. Definitions

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

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

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

2. School Board Policy Statement

The Hemingford Public School Emergency Operations Plan operates within the framework of the Hemingford Public School Board policy.

Policy 1004.04 - CRISIS MANAGEMENT COMMUNICATIONS

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

The procedure should include the following provisions:

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

Cross Reference: 905 Safety Program

C. Situation Overview/Hazard Analysis Summary

1. School Population

a. General Population and Facilities Description

October 2025 -- The current enrollment of Hemingford Public Schools is approximately 203 elementary-school students and 179 secondary-school students. The elementary students are located in a two-story building and four classrooms in the high school building (grades 5 and 6). The preschool is located in a modular building to the north of the High School. The High School students are located in one, one-story building, two modular buildings north of the high school, a gymnasium east of the elementary school, and an Ag Shop located North of the gym. The school district has operations on both the north and south sides of Nebraska Highway 2. Within the Village of Hemingford the highway is also designated as Niobrara Avenue, and designated as Dodge Road outside of the Village. Facilities on the north side of the highway as commonly considered to be on the main campus. There is a building located to the south of the Elementary building where district-wide business offices are located along with an Alternative School/Credit Recovery program. The building on the south side of the highway is commonly referred to as South Campus. Students are supported by a committed staff and faculty consisting of:

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

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

b. Special Needs Population

Hemingford Public School is committed to the safe evacuation and transport of students and staff with special needs. As of *January 4, 2024*, the special needs population includes students/staff with:

- Blindness or visually impaired, 1 student, 1 adult
- Deaf or hard of hearing, 2 students
- Mobility/physical disabilities (permanent and temporary), 2 students
- Students on the Autism Spectrum, 2 students
- Significant cognitive disabilities, 2 students
- Other special educational needs, including cognitive and emotional disabilities, approximately 65 students
- Limited English proficiency, 0 students
- Medically fragile health (including asthma and severe allergies), 0 students

The school's current enrollment of students with special needs is approximately 75; however, this number will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, wheelchairs, etc.

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

2. Building Information

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

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

_____ Evacuation routes
_____ Shelter locations
_____ Fire alarm pull stations
_____ Fire hydrants
_____ Fire extinguishers
_____ First aid kits
_____ AED (Automatic External Defibrillator)
_____ Hazardous materials storage
_____ Utility shutoffs
    _____ Electricity
    _____ Gas
    _____ Water
    _____ HVAC

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

3. Hazard Analysis Summary

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

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

The most recent risk assessment by ALICAP Insurance Company was completed on 9/12/2023. Table 1. Shows the results of the Hazard Analysis. Table 2. briefly discusses Hemingford Public School's high-priority hazards including social media attacks, severe storms, utility line breaks, domestic violence, and terroristic threats.

Table 1. Hazard Analysis

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

Threat/Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
Medical Emergency	**4) Highly likely** 3) Likely 2) Possible 1) Unlikely	4) Catastrophic 3) Critical **2) Limited** 1) Negligible	**4) Minimal** 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours **1) < 3 hours**	▢ High ▢ **Medium** ▢ Low
Building Fire	4) Highly likely 3) Likely **2) Possible** 1) Unlikely	**4) Catastrophic** 3) Critical 2) Limited 1) Negligible	**4) Minimal** 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	**4) 12+ hours** 3) 6-12 hours 2) 3-6 hours 1) < 3 hours	▢ **High** ▢ Medium ▢ Low
Vehicle or Bus Accident	4) Highly likely **3) Likely** 2) Possible 1) Unlikely	**4) Catastrophic** **3) Critical** 2) Limited 1) Negligible	**4) Minimal** 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours **2) 3-6 hours** **1) < 3 hours**	▢ **High** ▢ Medium ▢ Low
Swatting or False Reporting	4) Highly likely **3) Likely** 2) Possible 1) Unlikely	4) Catastrophic **3) Critical** 2) Limited 1) Negligible	**4) Minimal** 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours **3) 6-12 hours** 2) 3-6 hours 1) < 3 hours	▢ **High** ▢ Medium ▢ Low
Active Shooter	4) Highly likely **3) Likely** **2) Possible** 1) Unlikely	**4) Catastrophic** 3) Critical 2) Limited 1) Negligible	**4) Minimal** 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	**4) 12+ hours** **3) 6-12 hours** **2) 3-6 hours** 1) < 3 hours	▢ **High** ▢ Medium ▢ Low
Cyber Attack	4) Highly likely **3) Likely** 2) Possible 1) Unlikely	**4) Catastrophic** 3) Critical 2) Limited 1) Negligible	**4) Minimal** 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	**4) 12+ hours** **3) 6-12 hours** 2) 3-6 hours 1) < 3 hours	▢ **High** ▢ Medium ▢ Low
Animal on Campus (Dog, Mountain Lion, Etc.)	**4) Highly likely** **3) Likely** 2) Possible 1) Unlikely	4) Catastrophic **3) Critical** **2) Limited** 1) Negligible	**4) Minimal** 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours **1) < 3 hours**	▢ High ▢ **Medium** ▢ Low
Snow Squall or Dirt Storm	4) Highly likely 3) Likely **2) Possible** 1) Unlikely	4) Catastrophic **3) Critical** 2) Limited 1) Negligible	**4) Minimal** 3) 6-12 hours 2) 12-24 hours 1) 24+ hours	4) 12+ hours 3) 6-12 hours 2) 3-6 hours **1) < 3 hours**	▢ High ▢ **Medium** ▢ Low

Table 2. High-Priority Hazards

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

4. Prevention, Preparedness, Response, and Recovery Overview

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

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

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. Hemingford Public School fosters preparedness at all levels including students, parents, teachers, staff, and community partners. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

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

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

D. Planning Assumptions and Limitations

1. Planning Assumptions

Stating the planning assumptions allows Hemingford Public School to deviate from the plan if certain assumptions prove not to be true during operations. The School EOP assumes:

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warnings to the public and implementation of increased readiness measures may be possible; 'however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save,lives and protect school property.

- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/ or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Proper prevention actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident related losses.
- Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

2. Limitations

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

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

II. CONCEPT OF OPERATIONS

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

A. National Incident Management System (NIMS)

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

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

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

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

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

B. Implementation of the Incident Command System (ICS)

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

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

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

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

SECURE - GET INSIDE, LOCK OUTSIDE DOORS (Threat related)
Secure is called when there is a threat or hazard outside of the school building. Whether it is due to violence or criminal activity in the immediate neighborhood, or a dangerous animal in the playground. Secure uses the security of the physical facility to act as protection.

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

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

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

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

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

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

III. ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

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

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

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

A. Superintendent / Principal / Building Administrator

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

B. Incident Commander

The Incident Commander responsibilities include:

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

C. Board Members

Responsibilities include:

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

D. Teachers

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

- Attend to students with special and/or trauma needs.
- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warnings, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action commands during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be trained and certified in first aid and CPR.

E. Paraeducators

Responsibilities include:

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

F. Counselors, Social Workers, and Psychologists

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

Responsibilities include:

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

The following are the current members of the Crisis Team (as of October 2025):

Samantha Gilkerson Samantha Miller	Eric Arneson Josh Redden	Travis Miller Mandy Plog

Jim Miles	Bridget Johnston	

G. School Nurses/Health Assistants

Responsibilities include:

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

H. Custodians/Maintenance Personnel

Responsibilities include:

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

I. School Secretary/Office Staff

Responsibilities include:

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

J. Technology

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

K. Food Service/Cafeteria Workers

Responsibilities include:

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

L. Transportation Director/Bus Drivers

Responsibilities include:

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

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

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

Responsibilities include:

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

N. Students

Responsibilities include:

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

O. Parents/ Guardians

Responsibilities include:

- Cooperate with Law Enforcement, Emergency Responders, and School Staff.

- Follow all SRP procedures (secure, lockout, evacuate, and shelter).
- Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
- Participate in volunteer service projects to promote school incident preparedness.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- Understanding their roles during a school emergency.
- Monitor school and community communications (school website, text notifications) for updates.
- Follow all requests and procedures regarding reunification of parents and students.
- Report to the directed location for reunification.

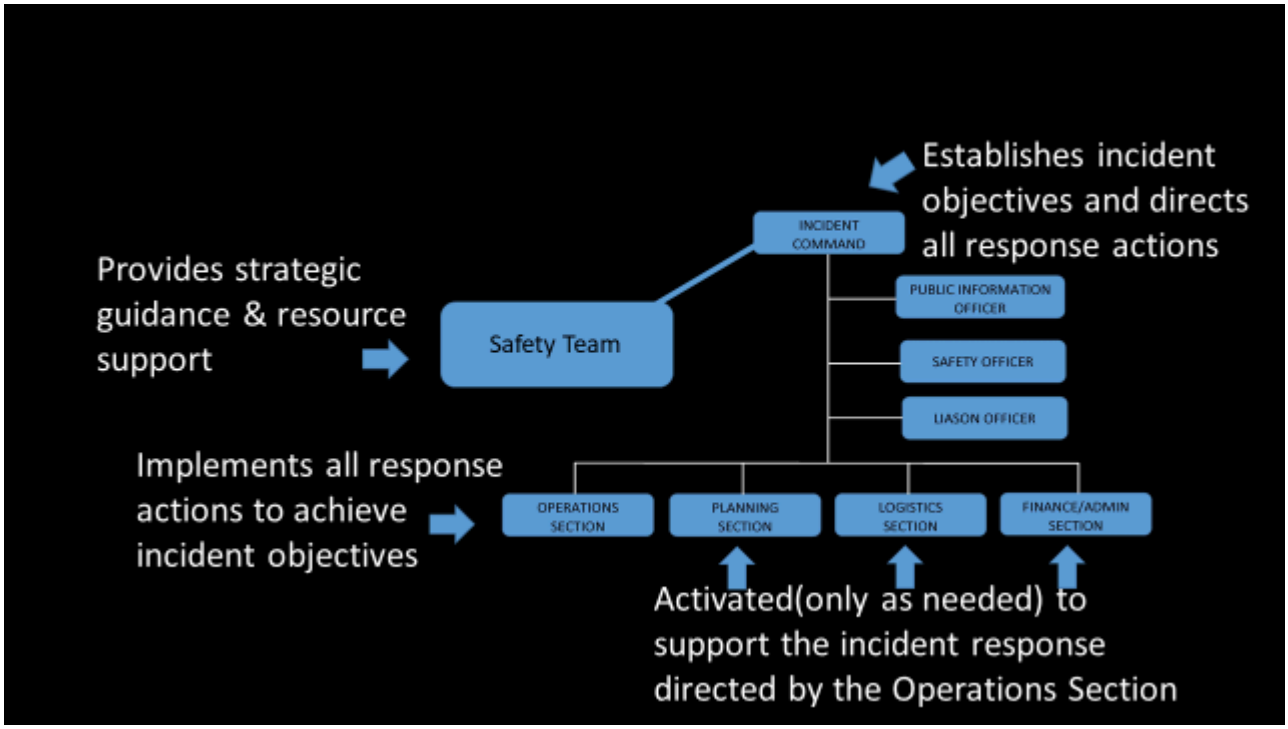
IV. DIRECTION, CONTROL, AND COORDINATION

A. School Incident Command System (ICS)

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

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

Figure 1. Incident Management Team



The ICS is organized into the following functional areas:

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

School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants. (including students, staff, volunteers, and responders)

- Coordinate media relations and information dissemination with the principal.
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Keep elected officials and other executives informed of the situation and decisions.
- Document all activities on the Chronological Log of Activities. Appendix F

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

Specific responsibilities include:

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

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

Table 2 Operations Section Teams

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

Reunification Team **Evacuation/ Shelter/ Care Phase I** **Student Release** **Phase II**	Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. Establish an Incident Command. The Reunification Team is responsible for: ● Classroom evacuation. ● Mobilize the reunification team. ● Provide a secure assembly area, greeting area, check-in table, reunification area. ● Law Enforcement support and investigations. ● Student/Staff Transport. ● Proper unification paperwork. ● Accounting for the whereabouts of all students, staff, and volunteers. ● Coordinating with the Logistics Section to secure the needed space and supplies. Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Reunification Team is responsible for: ● Setting up a secure reunion area. ● Checking student emergency cards for authorized releases. ● Completing release logs. ● Coordinating with the Public Information Officer on external messages.
Safety Team / Facility & Security Response Team	The Facility & Security Response Team is responsible for: ● Locating all utilities and turning them off, if necessary. ● Securing and isolating fire/HazMat. ● Assessing and notifying officials of fire/HazMat. ● Conducting perimeter control.
PFA Support Team	The PFA Support Team is responsible for: ● Assessing the need for onsite mental health support. ● Determining the need for outside agency assistance. ● Providing onsite intervention/counseling. ● Monitoring the well-being of the school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.

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

Duties may include:

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

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

Additional responsibilities include:

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

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

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records..
- Document all activities on the Chronological Log of Activities. Appendix F

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

B. Coordination With Safety Team

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

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

The Hemingford Public Schools Superintendent/Principal/Incident Commander will keep the Safety Team informed. The following are the current members of the safety team (as of August 2025):

Todd Westover Timothy Gilkerson Katie Kimball Eric Arneson Samantha Gilkerson Deb Hill Molly Turek	Jim Miles Kristy Hanks Karla Mapes Matthew Wood Heather Staudenmaier Lisa Janssen Rozie Wax Heather Kresl	Travis Miller Michelle Hoxworth Josh Redden Sarah Arneson Katie Failor Mandy Plog Baden Shelmadine Ray Valdez

C. Local Emergency Operations Plan (LEOP)

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

D. Coordination With First Responders

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

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

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

E. Source and Use of Resources

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

V. COMMUNICATIONS

Communication is a critical part of incident management. This section outlines Hemingford Public Schools communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

A. Internal Communications

1. Communication Between Staff/Faculty Members

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

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

2. Communication With the School District Office

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

B. External Communications

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

1. Communication With Parents

Before an incident occurs, Hemingford Public Schools will:

- Discuss specific strategies with parents of students with special needs or trauma, the best way to support their children during an incident.
- Develop a relationship with parents so that they trust and know how to access alerts and incident information.

- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the Bobcat Bits and on the school website.
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.

During the incident, Hemingford Public Schools will:

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

After an incident, Hemingford Public Schools administrators will schedule an After Action Review.

2. Communication With Media

Incident Commander will:

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

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

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

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

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

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Hemingford Public Schools will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Designate and brief personnel answering calls to help control misinformation.
- Maintain communication with community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
- Consistent statement is provided as a response to possible questions.

4. Communication With First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. Hemingford Public Schools exercises the School's EOP with first responders to practice effective coordination and transfer of command.

5. Communication After an Incident (Recovery Process)

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

The staff/faculty teams will:

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

The school district will:

- Review the use of the ICS and identify areas for modification.
- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Monitor absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.

- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms, alternative learning environment).
- Get stakeholder input on prevention measures that can be incorporated into short-term and long-term recovery plans.

C. Communication Tools

Some common internal and external communication tools that Hemingford Public Schools may use include the following:

- **Landline Phone:** A designated school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- **Cell phones:** These phones may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site.
- **App:** Remind, Social Media, Hemingford Public School's Website,
- **Intercom/Phone systems:** The intercom and phone system includes teacher-initiated communication with the office using a telephone handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school's emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Website https://www.hemingfordschools.org
- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their location and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents - for example, fire lockdown or special alert (with instructions to follow). All staff/ faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.

VI. ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

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

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

B. Recordkeeping

1. Administrative Controls

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

2. Activity Logs

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

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

C. Incident Costs

1. Annual Incident Management Costs

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

2. Incident Costs

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

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

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

D. Preservation of Records

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

VII. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

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

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

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

A. Approval and Dissemination of the Plan

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

- Review and Update the Plan.
- Present the Plan to the local school board. (for Comments or Suggestions)
- Obtain Plan Approval Annually. (local school board)
- Distribute the Plan. Appendix J

1. Record of Changes

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

2. Record of Distribution

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

B. Plan Review and Updates

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

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

C. Training and Exercising the Plan

(Definitions)

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

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

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

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

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

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

School EOP training will include:

- Hazard and incident awareness training for all staff.
- Orientation to the School EOP.
- First Aid and CPR/AED training for designated staff.
- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.
- Online FEMA courses: ICS 100, IS-362, and IS-700 for assigned staff. Courses are available for free at FEMA's Emergency Management Institute Website.

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

Appendix K1: Record of Trainings
Appendix K2: Schedule/Record of Drills
Appendix K3: Record of Exercises

VIII. AUTHORITIES AND REFERENCES

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

Rule 10

- 011.01B Each school system has a safety and security plan for the schools' in the system. The plan addresses the safety and security of students, staff, and visitors. The plan is approved by the local governing body.

- 011.01C Each school system has a school safety committee which includes representatives of faculty, parents, and the community. The committee meets at least annually to prepare and/or review safety and security plans and procedures including emergency plans and procedures.

- 011.01D The school systems safety and security plan(s) are reviewed annually by one or more persons not on the local school system safety committee and not an employee of the school system. The review will include a visit to school buildings to analyze plans, policies and procedures, and practices and recommendations. Any recommendations made as a result of the analysis are forwarded to the head administrator and to the school safety committee to be considered in making revisions to the plan.

79-2,143. State school security director; appointment.
The position of state school security director is created within the State Department of Education. The Commissioner of Education shall appoint the director based on experience, knowledge, and skills in the field of school security.

79-2,144. State school security director; duties. (Those included are specific to EOP)
The state school security director appointed pursuant to section 79-2,143 shall be responsible for providing leadership and support for safety and security for the public schools. Duties of the director include, but are not limited to:

(1) Collecting safety and security plans, required pursuant to rules and regulations of the State Department of Education relating to accreditation of schools, and other school security information from each school system in Nebraska. School districts shall provide the state school security director with the safety and security plans of the school district and any other security information requested by the director, but any plans or information submitted by a school district may be withheld by the department pursuant to subdivision (8) of section 84-712.05;

(4) Identifying deficiencies in school security based on the minimum standards adopted by the State Board of Education and making recommendations to school boards for remedying such deficiencies;

(5) Establishing security awareness and preparedness tools and training programs for public school staff;

(8) Establishing tornado preparedness standards which shall include, but not be limited to, ensuring that every school conducts at least two tornado drills per year;

GUIDANCE: Authority for this Plan is contained in:

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

F. Nebraska Administrative Code, Chapter 7; Nebraska Emergency Management Agency Title 67, July 21, 2001;
G. Nebraska Revised Statutes 81-201 (Reissue 1996), 54-701 (reissue 1998 and Cum. Supp. 2002, and 54-1180 to 54-1182 (Reissue 1998 and Cum. Supp. 2002), (Nebraska Department of Agriculture's general response procedures); 2-1072 to 2-10, 117, the Plant Protection and Pest Act; and 54-847 to 54-863, (Reissue 1998) the Commercial Feed Act; 81-2,257 to 81-2,261 (Reissue 1996 and Cum. Supp. 2002), the Nebraska Pure Food Act; S2-3901 to 2-3911 (Reissue 1997 and Cum. Supp. 2002), the Nebraska Pasteurized Milk Law; 2-3913 to 2-3946 (Reissue 1997 and Cum. Supp. 2002), Manufacturing Milk Act;
H. USC Title 21, section 134(a), (USDA response procedures for animal disease events);
I. USC Title 7, sections 7701-7772, (USDA Plant Protection Act);
J. 21 CFR, Parts 500-599 (Food, Drug, and Cosmetic Act);
K. Homeland Security Presidential Directive (HSPD) 5 "Management of Domestic Incidents," 28 Feb. 2003;
L. Presidential Policy Directive (PPD) 8 "National Preparedness" March 30, 2011;
M. State of Nebraska, Executive Order 05-02, State Adoption of the National Incident Management System (NIMS), March 4, 2005.

Functional Systems

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

- Common procedures.
- Specialized procedures.

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

All functional systems should address:

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

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

Standard Response Protocol (SRP)

I. PURPOSE

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

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

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

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

II. SCOPE

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

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

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

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

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

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

III.RESPONSIBILITIES

To implement the Standard Response Protocol:

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

IV. SPECIALIZED PROCEDURES

Mobile AED Life Station is available for all outside activities.

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

Standard Reunification Method (SRM):

I. Purpose

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

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

II. Scope

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

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

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

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

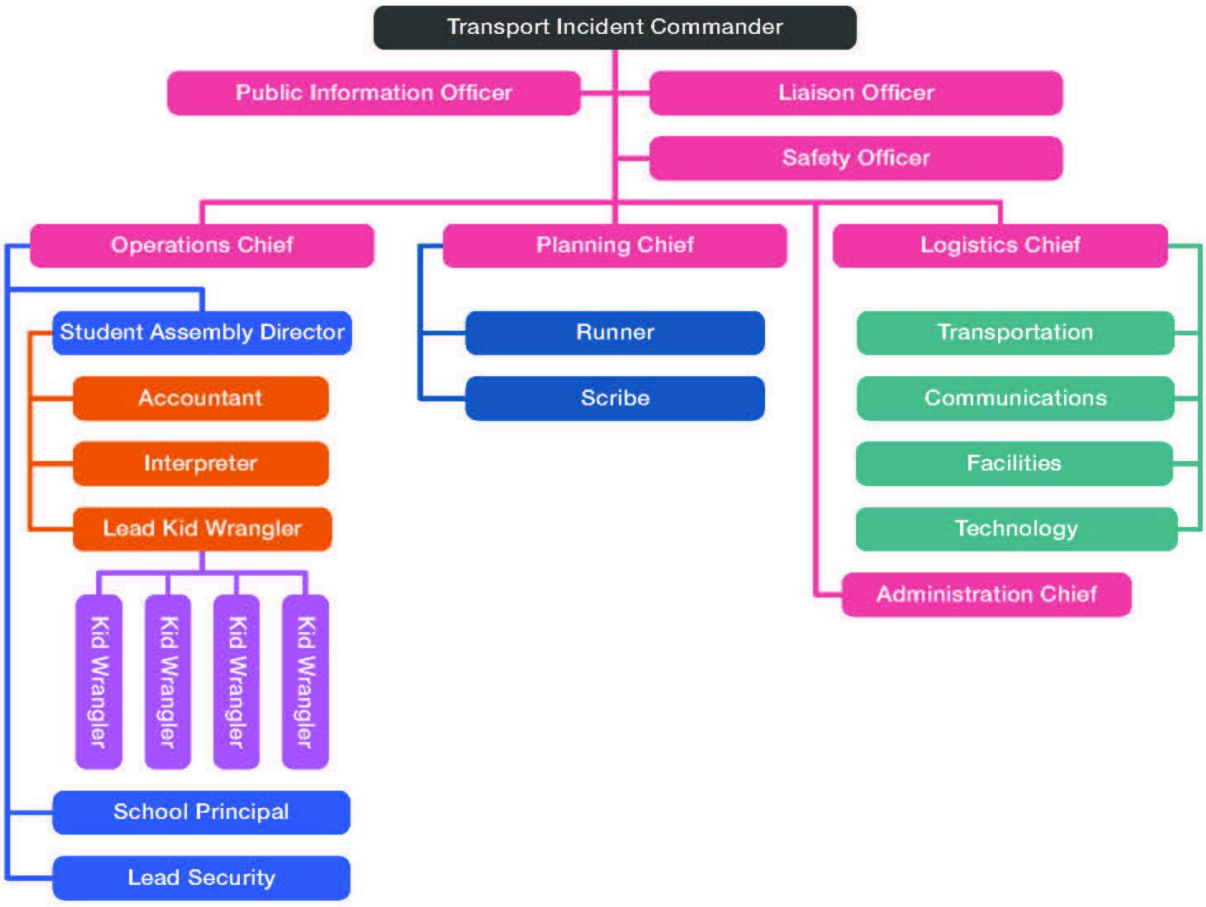
The SRM Process in a Nutshell
The materials provide the fundamentals for a comprehensive district plan. The beauty of the Standard Reunification Method is its simplicity in the following steps:

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

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

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

SAMPLE TRANSPORT ORGANIZATION CHART



SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



SRM Staging the

STEP 1
ESTABLISH ONSITE INCIDENT COMMAND

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



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

Objectives: Safe transport of students and staff to reunification site

Strategy: The Standard Reunification Method

Tactics: Will be determined by the environment

STEP 2
CLASSROOM EVACUATION

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



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

STUDENTS WITH DISABILITIES

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



SRM Actions and

COMMUNITY ACTION
PARENTS WILL BEGIN TO ARRIVE

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



REUNIFICATION SITE
MOBILIZE REUNIFICATION TEAM

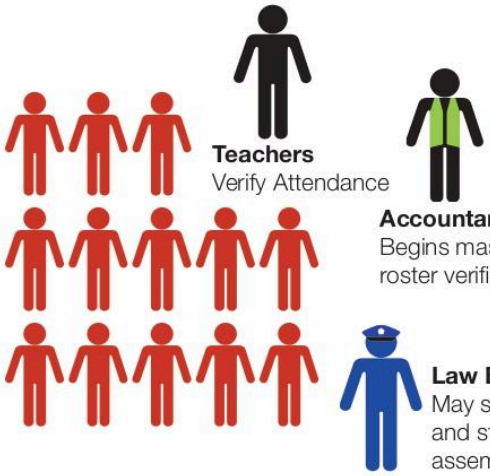
Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.



School for Transport

STEP 3
SECURE ASSEMBLY AREA

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



Teachers
Verify Attendance

Accountant
Begins master roster verification

Law Enforcement
May search students and staff at the assembly area

STEP 4
STUDENT AND STAFF TRANSPORT

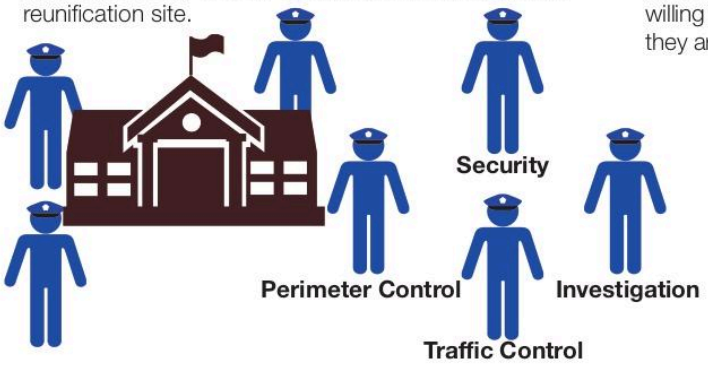
Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.



Considerations

LAW ENFORCEMENT
SUPPORT AND INVESTIGATIONS

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



Security

Perimeter Control

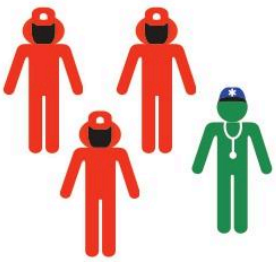
Investigation

Traffic Control

FIRE AND EMS
CASUALTY CARE

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





CONTINUITY OF OPERATIONS (COOP) PLAN

I. PURPOSE

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

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

II. SCOPE

It is the responsibility of Hemingford Public School officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying hazards, threats, and incidents, and preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules. They apply to Hemingford Public School, 726 4th St Hemingford, Nebraska.

III. RESPONSIBILITIES

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

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

Essential Functions Performed by COOP Plan Personnel

Person Responsible	**Actions**
Superintendent /Director of Instructional Services/ Principals	● Determine when to close schools, and/or send students/staff to alternate locations. ● Disseminate information internally to students and staff. ● Communicate with parents, media, and the larger school community. Brief and train staff regarding their additional responsibilities. ● Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.

Primary Person: Dr. Travis Miller	Superintendent	Phone/Email: 308-641-5489 tmiller@gubn.org
Alternate: Mrs. Mandy Plog	Director of Instructional Services / Special Education Director	Phone/Email: 308-760-5958 mplog@gubn.org
Second Alternate: Mr. Eric Arneson	Elementary Principal	Phone/Email: 402-450-4435 earneson@gubn.org

Third Alternate: Mr. Josh Redden	Secondary Principal	Phone/Email: 605-891-3700 jredden@gubn.org
Assistant Principal and/or Department Heads	● Ensure systems are in place for rapid contract execution after an incident. ● Identify relocation areas for classrooms and administrative operations. ● Create a system for registering students. (out of district or into alternative schools) ● Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. ● Identify strategies to continue teaching. (e.g., remote learning) ● Reevaluate the curriculum.	
Primary Person: Eric Arneson		Phone/Email: 402-450-4435 earneson@gubn.org
Alternate:		Phone/Email:
Second Alternate:		Phone/Email:
Custodians/ Maintenance Personnel	● Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. ● Manage the restoration of school buildings and grounds. (e.g., debris removal, repairing, repainting, and/or re-landscaping)	
Primary Person: Jim Miles	Head of Maintenance	Phone/Email: (308) 760-2826 jmiles@gubn.org
Alternate: Rozie Wax	Head Custodian	Phone/Email:(308) 760-3160 rwax@gubn.org
Second Alternate: Kevin Conley	Custodian	Phone/Email: 308-760-7114 kconley@gubn.org
Business Manager / School Secretary / Office Staff	● Maintain inventory. ● Maintain essential records (and copies of records) including the school's insurance policy. ● Ensure redundancy of records is kept at a different physical location. ● Secure classroom equipment, books, and materials in advance. ● Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records. ● Retrieve, collect, and maintain personnel data. ● Provide accounts payable and cash management services.	
Primary Person: Kristy Hanks	Business Manager	Phone/Email: 308-760-8551 khanks@gubn.org
Alternate: Deb Campbell	Elementary Secretary	Phone/Email: (308) 760-7016 dcampbell@gubn.org
Second Alternate: April Hanson	Secondary Secretary	Phone/Email: (308) 760-8641 ahanson@gubn.org

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

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

Students	● Follow the educational Continuity of Learning Plan provided by the school. ● Maintain communication with teacher(s).
Others (Specific)	

Primary Person: Kristy Hanks		Phone/Email:308-760-8551 khanks@gubn.org
Alternate:		Phone/Email:
Second Alternate:		Phone/Email:

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

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

Order of Succession

Policy 301.03 - SUCCESSION OF AUTHORITY TO THE SUPERINTENDENT

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

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

The school counselor(s)

The activity director

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

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

Cross Reference: 302 Superintendent

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

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

A. Activation and Relocation

The principal will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The principal or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The principal will also notify the district office and provide contact information for the relocation.

B. Alert, Notification, and Implementation Process

Each Building Principal or designee shall notify employees of COOP procedures activation and provide situation information via Remind, as available. Parents/guardians will be alerted and notified using the automated notification system and/or Remind as important information becomes available.

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

Alternative Communications				
Device type/name	**Internal Capability (Y/N)**	**External Capability (Y/N)**	**Data/System/Services that can be accessed**	**Redundant (Y/N)**
Handheld radios	Y	Y	Communications Center	N
Remind App	Y	Y		

C. Relocation Sites

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

D. Alternate Facilities and Strategy

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

Facility/Site Name	Alternate Sites Name/Location	Alternate Site Contact Information	Existing or Prepositioned Assets & Capabilities at Alternate Facility	Additional Resources Needed at Alternate Facility
Hemingford Elementary	Multipurpose Hall at Fairgrounds	To Be Determined	To Be Determined	To Be Determined
Hemingford High School	Multipurpose Hall at Fairgrounds	To Be Determined	To Be Determined	To Be Determined
Hemingford Elementary	South Campus	Internal Staff	Communications (Phone and Internet)	To Be Determined
Hemingford High School	South Campus	Internal Staff	Communications (Phone and Internet)	To Be Determined

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

Interoperable Communications/Backup Sites

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

Vital Records and Retention File

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

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

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

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

Human Capital Management

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

Reconstitution

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

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

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

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

Plan Maintenance, Testing, Training, Exercising

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

COOP Maintenance			
	Person Responsible		
Activity	**Primary**	**Alternate**	**Completion**
Schedule COOP maintenance meeting	Superintendent	Safety Chairman	
Review list of essential functions	Safety Chairman	Superintendent	
Identify essential employees and confirm their availability	Safety Chairman	Superintendent	
Update contact information, emergency call roster, and checklists	Safety Chairman	Superintendent	
Establish assistance/ cooperative agreements with suppliers and vendors	Safety Chairman	Superintendent	
Identify computer network interdependencies (such as servers connected to the district network)	Tech Coordinator	Superintendent	
Notify/Follow-up with facilities management regarding any repairs or maintenance to buildings	Principal	Superintendent	
Other:			
Other:			
Other:			

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

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

I. PURPOSE

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

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

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

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

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

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

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

A. Prevention phase

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

B. Preparedness phase

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

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

C. Response phase

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

D. Recovery phase

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

II. SCOPE

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

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

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

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

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

III.RESPONSIBILITIES

To implement the recovery of psychological healing procedures:

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

IV. SPECIALIZED PROCEDURES

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

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

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families. (refer to the communication procedures in the basic plan)
- Set up support rooms. (include PFA team and outside mental health professionals to assist)

- Encourage teachers to read the script about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Avoid specific details of the incident, just basic facts. Any students who are excessively distraught should be referred to the PFA Team.
- Designate a place for staff, students, and community members to leave condolences, well-wishes, messages and items, and determine a standard amount of time for those items to remain.

Hospital/Funeral Arrangements:

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

Post-Incident Procedures:

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

Hazard- and Threat-Specific Systems:

OVERVIEW

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

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

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

ADMINISTRATOR CHECKLIST

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

EMERGENCY NUMBERS

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

Hemingford Utilities:

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

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

GENERAL COMMUNICATION PLAN

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

Fire

If a fire occurs:

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

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

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

- Contact the Superintendent's office.

Intruder/Active Shooter

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

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

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

2. Announcement of “Lockdown” for intruder alert or “active shooter”.

3. The Principal will notify the Superintendent.

4. Move to a safe area

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

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

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

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

- A headquarters for law enforcement will be designated on school grounds according to need.
- All media calls will be handled by the Superintendent's office.
- The crisis team will meet to deal with any aftermath if deemed necessary.

Bomb Threats

BOMB THREAT PROCEDURES

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

What time is the bomb set for? _____

Where is the bomb? _____

What does the bomb look like? _____

Why are you doing this? _____

Who are you? _____

Evaluate the:

Voice of the Caller: Background noise:

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

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

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

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

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

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

6. The Superintendent will call the police.

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

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

Suicide

POTENTIAL SUICIDE

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

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

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

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

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

Tornado

Tornado

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

If on a school bus,

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

Chemical or Hazardous Material Incidents

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

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

If spill fumes occur in the school building:

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

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

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

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

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

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

4. Remain with your students and await further instructions.

Other (Medical Emergency)

MEDICAL EMERGENCY
Response to Victim

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

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

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

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

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

3. Notify parent/guardian

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

Other (Major Medical Emergency)

MAJOR MEDICAL EMERGENCY

When there is an emergency the office will radio the Nurse

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

2. Move students to neighboring classrooms.

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

4. Resume normal daily routine as soon as possible.

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

Other (Bus or Van Accident)

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

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

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

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

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

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

Other (Unexpected Death)

UNEXPECTED DEATH RESPONSE PLAN

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

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

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

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

Refer to the following Appendices:

Appendix N1: Threats/Hazards List
Appendix N2: Risk Assessment Worksheet
Appendix N3: Examples of Threats/Hazards in SRP Areas
Appendix N4: Sample Goals/Objectives and Action Plan
Appendix N5: Goals/Objectives and Action Plan (Fillable)

GLOSSARY OF TERMS

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

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

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

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

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

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

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

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

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

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

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

designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix List - Hemingford

Appendix A Staff Roster

Office personnel have access to this file. **Staff Roster/Personnel List**

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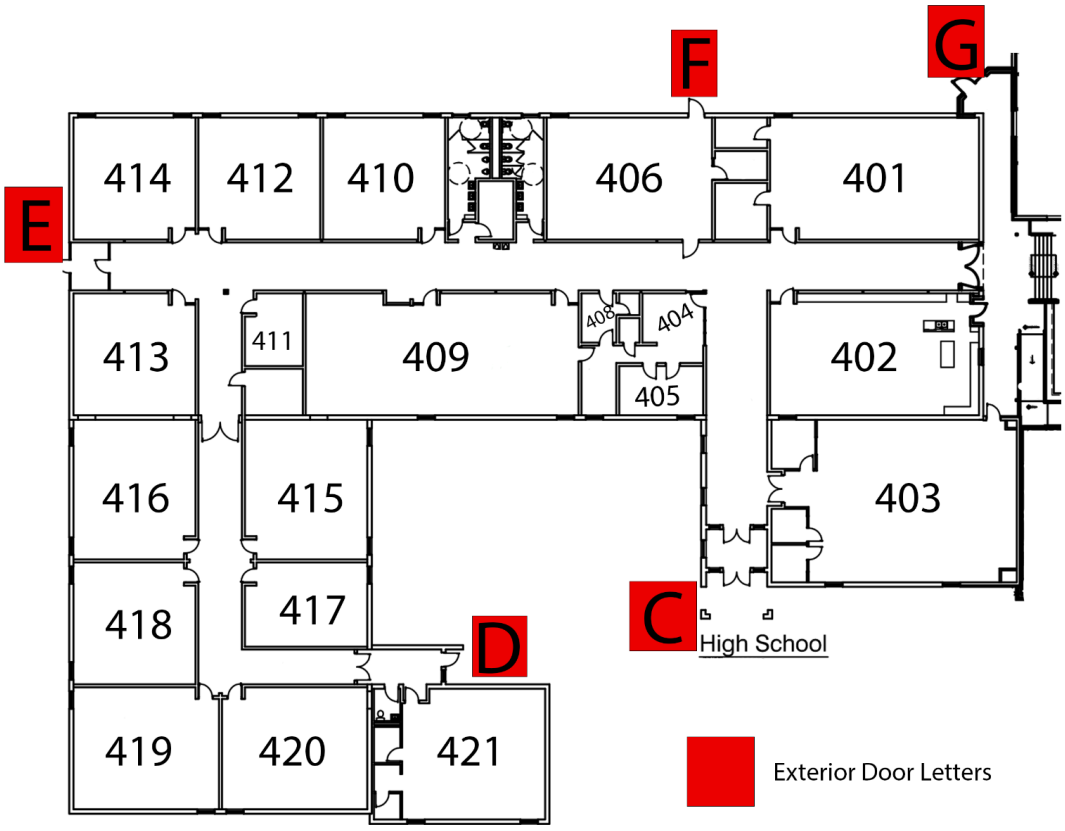
Appendix B - Students/Staff Needing Additional Assistance

Administrators have this report as it is confidential information

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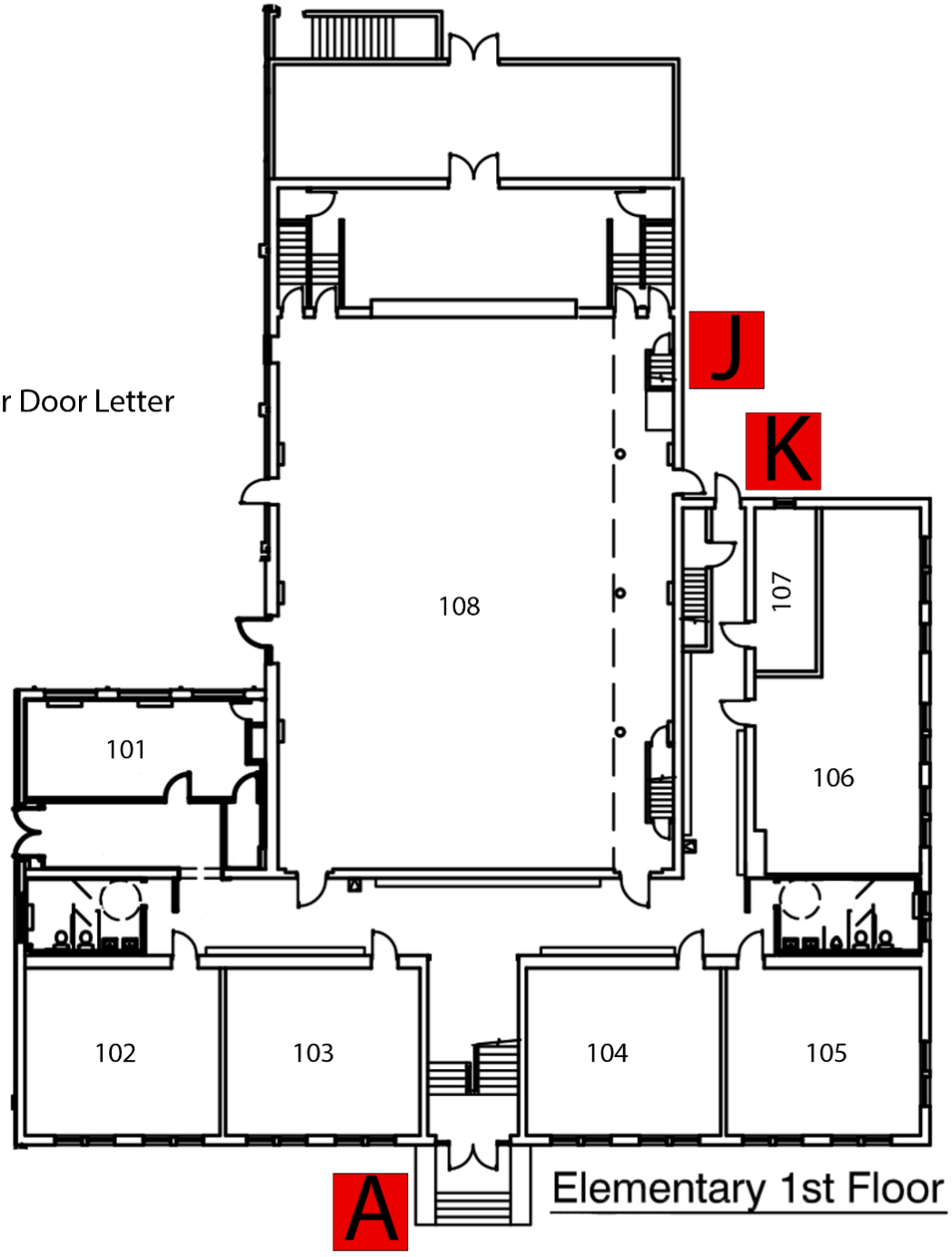
Appendix C - Map of School Buildings and Grounds



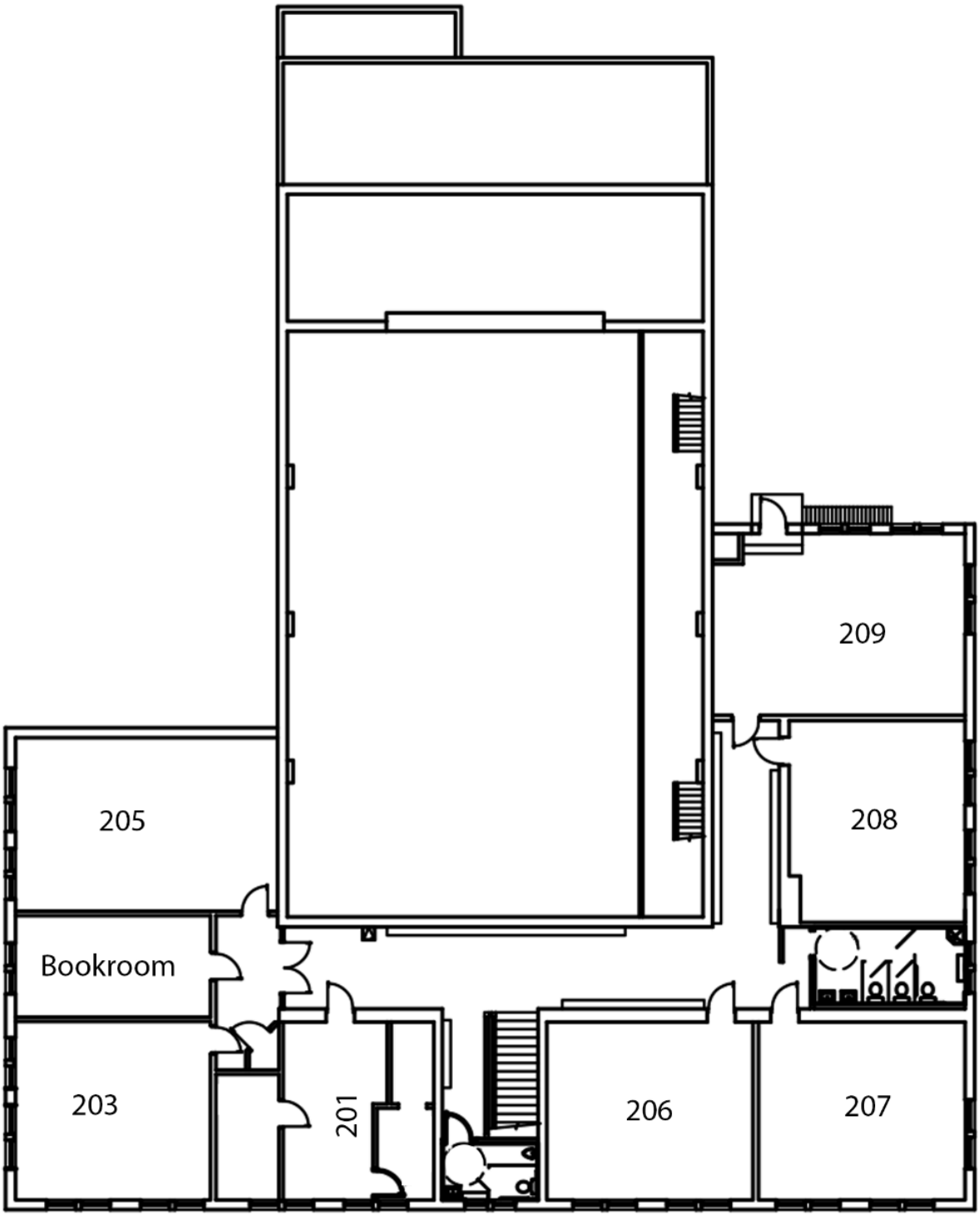


Hemingford High School

Exterior Door Letter



Elementary 1st Floor



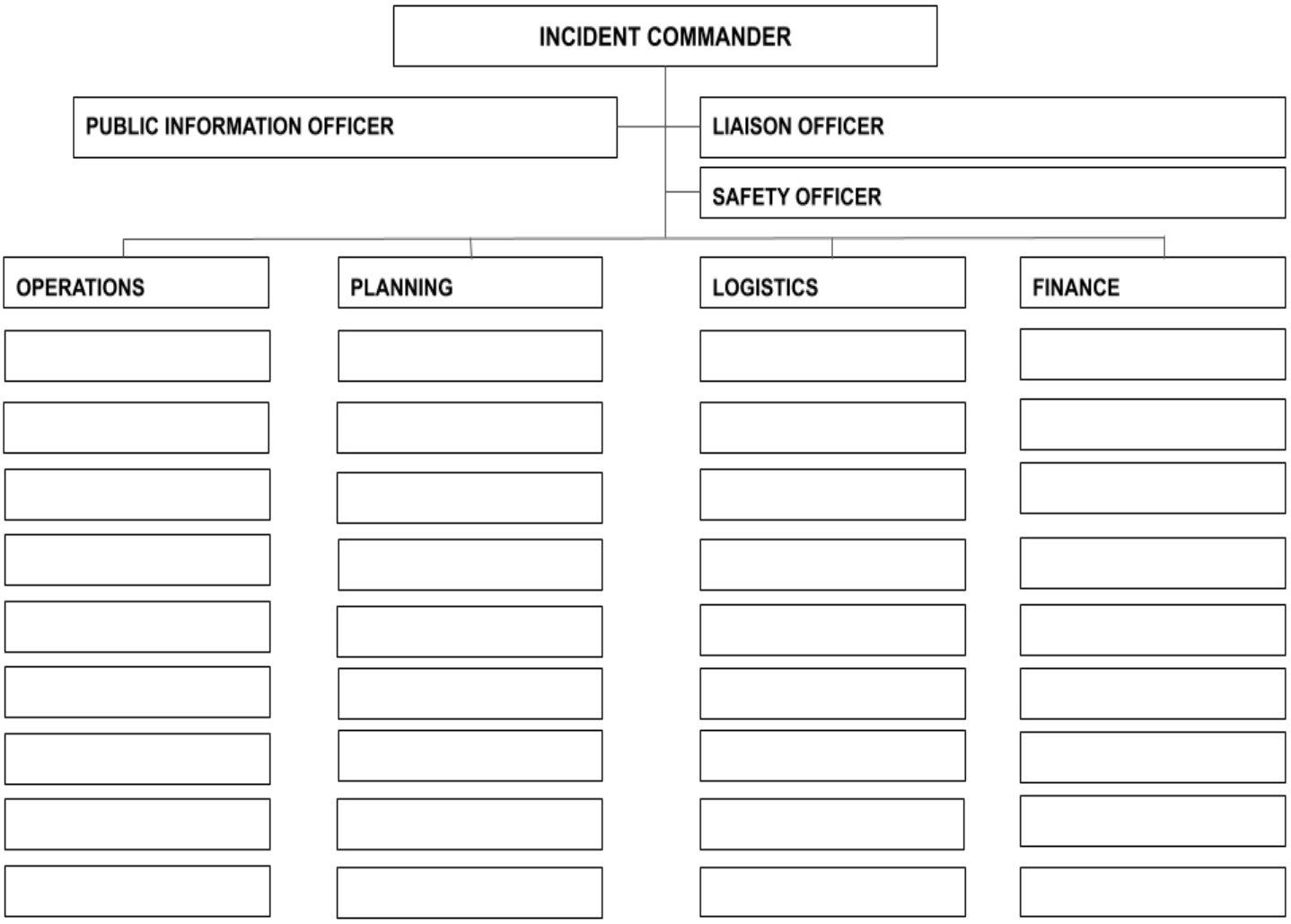
Elementary 2nd Floor

Appendix D - Company/Utilities Name and Phone Number

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

Appendix E1 - ICS Organizational Chart

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



Appendix E2 - ICS Contact List

TITLE/POSITION	NAME	CELL PHONE NUMBER
SUPERINTENDENT	Dr. Travis Miller	308-641-5489
Superintendent back up	Mrs. Mandy Plog	308-760-5958
PRINCIPAL	Mr. Eric Arneson/Mr. Josh Redden	
Principal back up	Mr. Todd Westover	
PUBLIC INFORMATION OFFICER	Mandy Plog	308-760-5958
PIO back up		
LIAISON OFFICER		
Liaison Officer back up		
SAFETY OFFICER		
Safety Officer back up		
EMERGENCY MANAGER	Nan Gould	308-340-2350
Emergency Manager back up	Jim Keegan	308-760-4503
LAW ENFORCEMENT		
LAW ENFORCEMENT back up		
FIRE & RESCUE		
FIRE & RESCUE back up		
OPERATIONS SECTION CHIEF		
Operations back up		
PLANNING SECTION CHIEF		
Planning back up		
LOGISTICS SECTION CHIEF		
Logistics back up		
FINANCE SECTION CHIEF	Kristy Hanks	
Finance back up	Deb Campbell	

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

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Appendix F - Chronological Log of Activities

____ INCIDENT COMMANDER
____ PUBLIC INFORMATION OFFICER
____ LIAISON OFFICER
____ SAFETY OFFICER
____ OPERATIONS SECTION CHIEF
____ PLANNING SECTION CHIEF
____ LOGISTICS SECTION CHIEF
____ FINANCE/ADMINISTRATION CHIEF

Date of Incident: Timeline
Incident Type:

Actions Completed:	**Actions:**

Appendix H

Media Templates

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

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

Appendix I

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

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Appendix J - Recording and Distributing the EOP Plan

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

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

		Present: ✓		Name:
Date	***Type of Training***	***EMS***	***LE***	***School Admin***
May 2023	**Stop the Bleed**			**All Staff**
August 25, 2023	**Concussion Awareness, Seizure Training**			**Instructional Staff**
January 3, 2024	**Injury Prevention, Treatment, and Response**			**Coaches/Sponsors and Playground Staff**
May 22, 2024	**CIP Training**			**Instructional Staff**
August 23, 2024	**Character Strong Training, Suicide Prevention Training**			**Instructional Staff**
September 20, 2024	**Dating Violence Prevention and Bloodborne Pathogens Training**			**Instructional Staff/All Staff**
October 16, 2024	**Suicide Prevention Training**			**All Staff**
February 28, 2025	**Concussion and Medication Administration Training**			**Coaches/Sponsors and Instructional Staff**
May, 2025	**Incident Command Systems (ICS), Crisis Response, and Seizure First Aid,**			**All Staff**
August, 2025	**First Aid and CPR Training**			**All Staff**
September 2025	**Diabetes Awareness, Suicide Prevention**			**All Staff**

Appendix K2 - Schedule/Record of Drills

Documentation of drills will be kept current in the digital EOP for the most recent 5 years (beginning with 2023-2024 school year).

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

Appendix K2 - Schedule/Record of Drills (2025-2026 YR)

Month	Date Scheduled	Type of Drill (Evacuate/fire) - Required Varying Scenario Conditions (e.g., blocked entrance)	EMS	LE	School Admin
Aug	**8-21-2025**	**Fire Drill**			**Arneson/Redden**
Aug	**8-26-2025**	**Fire Drill**			**Arneson/Redden**
Sept	**9-29-2025**	**Fire Drill**			**Arneson/Redden**
Oct	**10-29-2025**				
Nov	**11-5-2025**				
Dec	**12-1-2025**				
Jan	**1-16-2026**				
Feb	**2-27-2026**				
Mar	**3-11-2026**				
Apr	**4-28-2026**				
May	**5-5-2026**				
		Type of Drill (Shelter/Tornado) - Required			
Sept	**9-4-2025**	**Shelter/Tornado**			**Arneson/Redden**
Mar	**3-25-2025**				
		Type of Drill (Evacuate/Bus) - Required			
Oct					
Jan					
		Type of Drill (Hold in Classroom) - Encouraged			
Sept	**9-12-2025**	**Hold**			**Arneson**
		Type of Drill (Secure) - Highly Encouraged			
1st Sem	**9-15-2025**	**Secure**			**Arneson/Redden**
2nd Sem					
		Type of Drill (Lockdown) - Highly Encouraged			
1st Sem	**9-19-2025**	Lockdown		**X**	Arneson/Redden/Miller (2 sheriff deputies)
2nd Sem					
		Type of Drill (Reunification) - Highly Encouraged			
Once					

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

			Present: ✓		Name:
Month	**Date Scheduled**	**Type of Drill (Evacuate/fire) - Required Varying Scenario Conditions (e.g., blocked entrance)**	**EMS**	**LE**	**School Admin**
Aug	**8-28-2024**	**Fire Drill**			**Arneson/Miller**
Aug	**8-29-2024**	**Fire Drill**			**Arneson/Gilkerson**
Sept	**9-30-2024**	**Fire Drill**			
Oct	**10-14-2025**	**Fire Drill**			
Nov	**11-6-2025**	**Fire Drill**			
Dec	**12-2-2025**	**Fire Drill**			
Jan	**1-16-2025**	**Fire Drill**			
Feb	**2-28-2025**	**Fire Drill**			
Mar	**3-31-2025**	**Fire Drill**			
Apr	**4-25-2025**	**Fire Drill**			
May	**5-5-2025**	**Fire Drill**			
		Type of Drill (Shelter/Tornado)			
Sept	**9-4-2024**	**Shelter/Tornado**			**Arneson/Miller**
		Type of Drill (Evacuate/Bus)			
Oct	**10-9-2024**	**Elementary School Bus Evacuation**			**Arneson/Frost**
		Route Drivers School Bus Evacuation			**Drivers**
		Type of Drill (Hold in Classroom)			
Sept	**9-10-2024**	**Hold**			**Arneson/Miller**
		Type of Drill (Secure)			
Sept	**9-12-2024**	**Secure**			**Arneson/Miller**
		Type of Drill (Lockdown)			
Sept	**9-24-2024**	**Lockdown**			**Arneson/Miller**

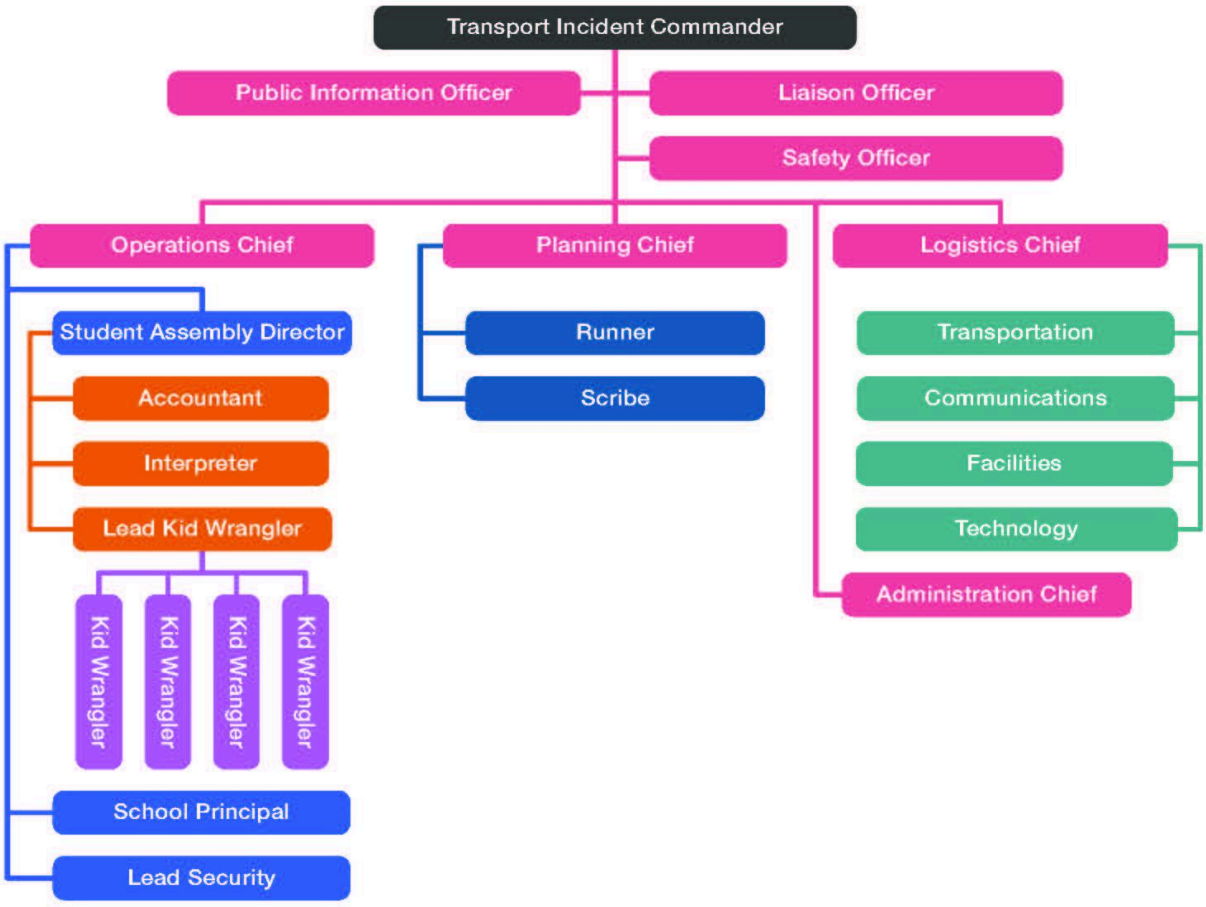
Appendix K2 - Schedule/Record of Drills (2023-2024 YR)

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

Appendix K3 - Record of Exercises

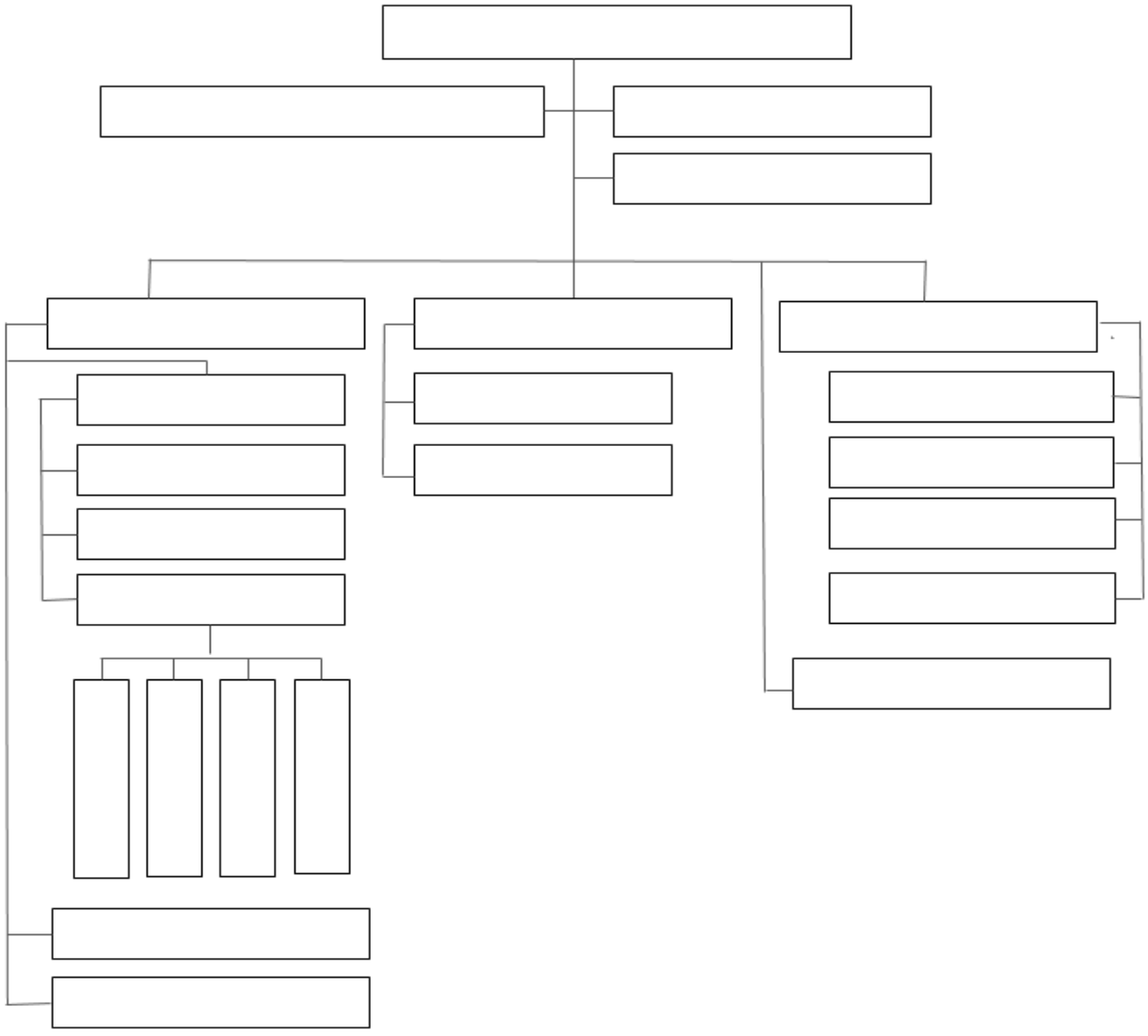
		Present: ✓		Name:
Date	**Type of Exercise**	**EMS**	**LE**	**School Admin**

SAMPLE TRANSPORT ORGANIZATION CHART



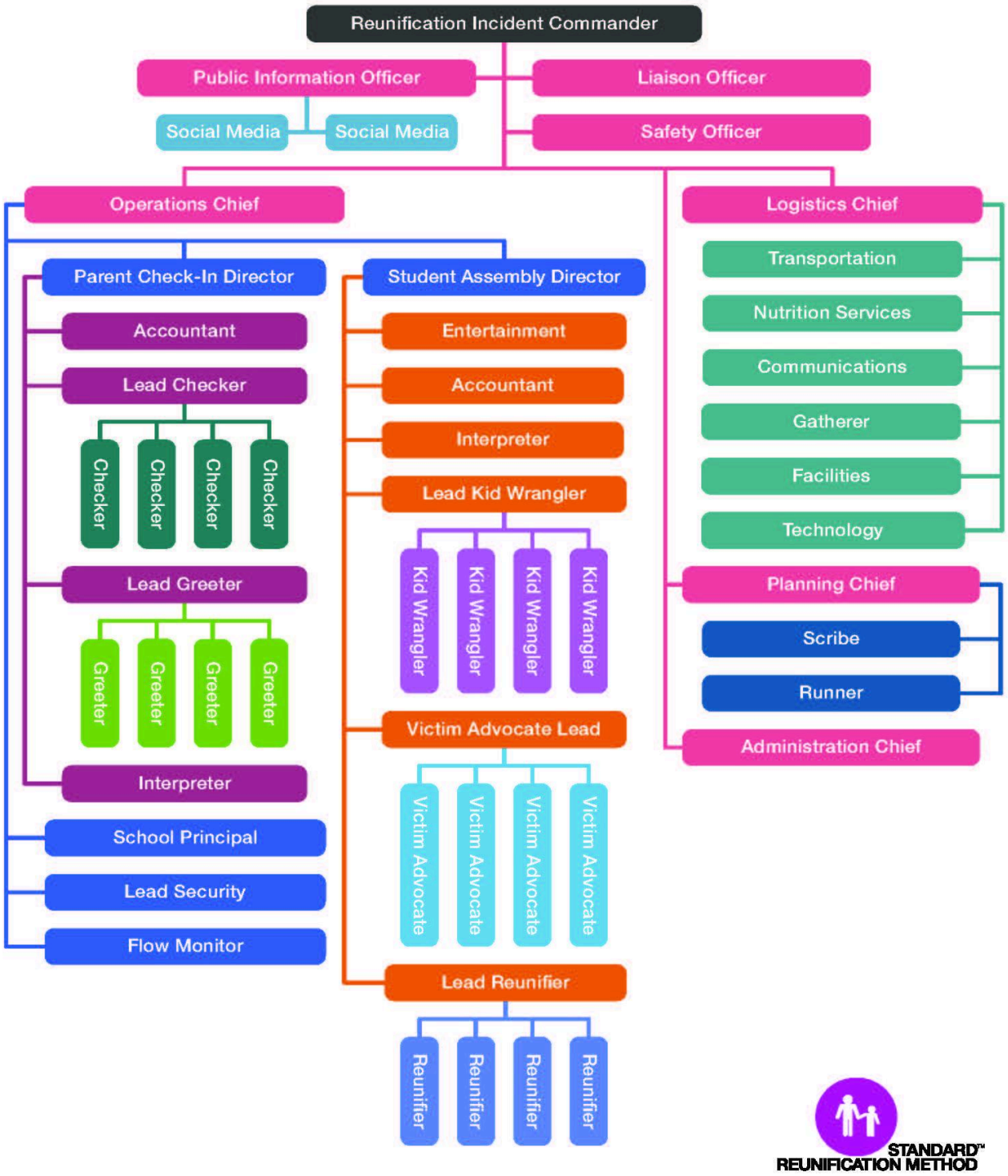
Appendix L1 - Transport Organization Chart (Fillable)

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



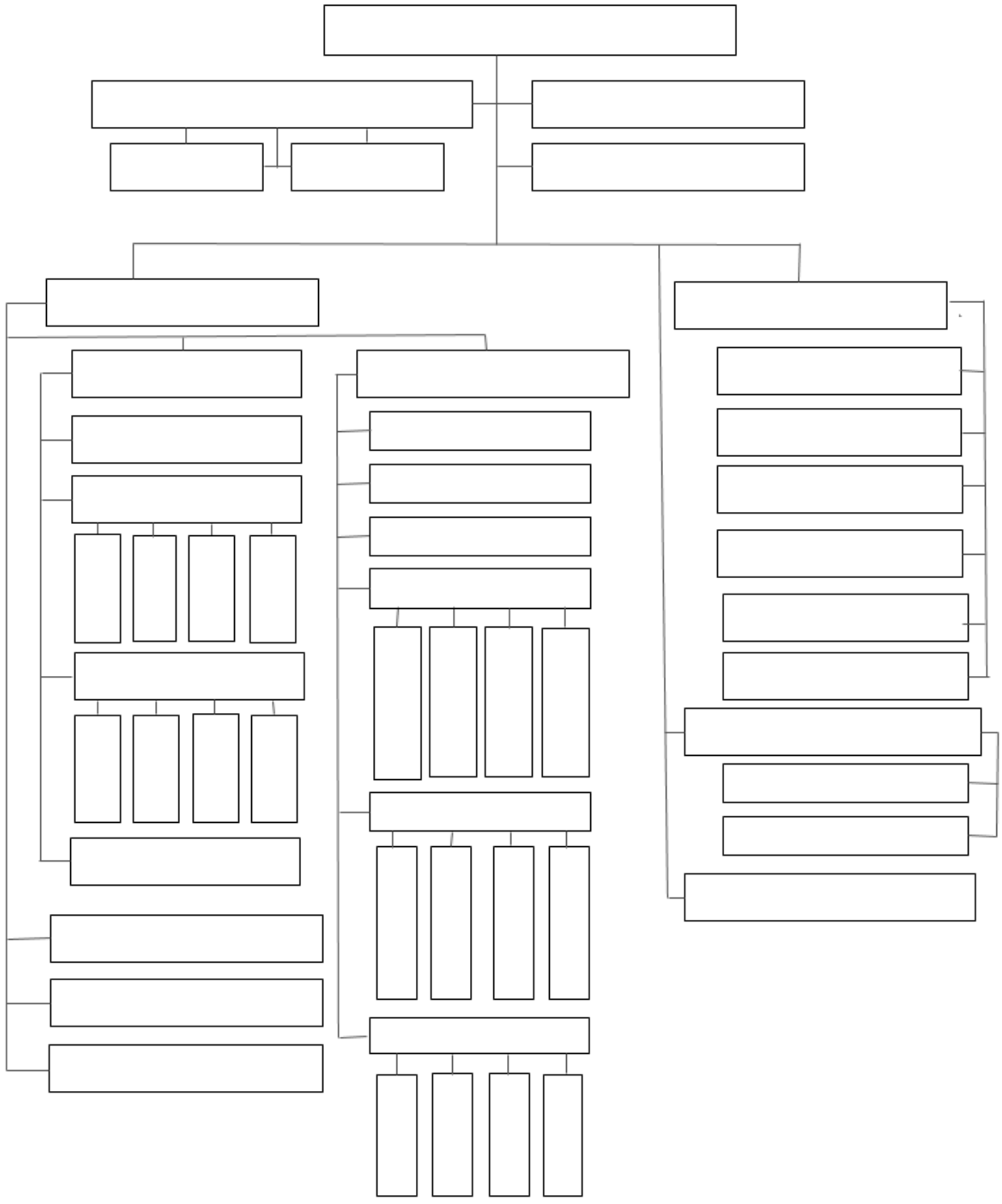
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SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



Appendix L2 Offsite Reunification Chart (Fillable)

When you click on this link, you will be asked if you want to make a copy. This will allow you to make a copy on your Google Drive.



Appendix M1 - COOP (Continuity Of Operations Plan)

Continuity of Operations Plan

Goal: Ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school.

Objectives:

1.1 Define Essential Functions
1.2 Create Orders of Succession
1.3 Create Delegations of Authority
1.4 Identify Facilities and Locations
1.5 Establish Plans for Communications Continuity
1.6 Create a Plan for Assessing Vital Records
1.7 Establish a Plan for Human Capital Management
1.8 Establish Plans for Devolution
1.9 Establish a Plan for Reconstitution

Before		During	After
Prevention	Preparedness	Response	Recovery
Business Services (payroll, purchasing)			
● Business Office Staff	● Business Office Staff	● Business Office Staff	● Business Office
Human Resources			
● Business Office	● Business Office Staff	● Business Office Staff	● Business Office
Communications			
● PIO	● PIO	● PIO	● PIO
Technology Support (hardware, systems)			
● Tech Coordinator	● Tech Coordinator	● Tech Coordinator	● ESU13
Facility Maintenance			
● Custodians	● Custodians	● Custodians	● Custodians
Building Safety & Security			
● Principals	● Principals	● Safety Officer	● Safety Officer
Safety & Well Being of Students			
● Principals	● Principals	● PFA Team	● PFA Team
Continuity of Learning			
● Superintendent	● Superintendent	● Principals	● Principals
Restoration of School Operations			
● Superintendent	● Superintendent	● All Staff	● All Staff

Appendix M2 - COOP Form (Fillable)

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

Appendix N1 - Threats/Hazards List

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

Appendix N2 - Risk Assessment Worksheet

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

Appendix N2 - Risk Assessment Worksheet

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

Appendix N3 - Examples of Threats/Hazards in SRP Areas

Secure

Potential Hazards/Threats (outside)			
Explosions	Extreme Heat	Social Media Attack	Neighborhood Fire
Wind Chill	Avalanches	Pipe Line Breaks	Gas/Water Breaks
Nuclear Power Plant	Nuclear Explosions	Snow Storms	I.C.E. Raids
Gangs	Sex Offender	Kidnapping	Behavioral Crisis
Human Trafficking	Hostage Situation	Domestic Violence	Racial Matter
Civil Unrest	Fight/Assault	Riot	Terroristic Threat
Planned warrant service in the area	Mass Attacks in Crowded or Public Places - Distant Proximity	Unknown or unauthorized person on grounds	Dangerous Animal on grounds
Political Demonstration	Thunderstorm/ Lightning	Criminal Activity in Area	Bioterrorism

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

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

Lockdown

Potential Hazards/Threats (inside)			
Gangs	Behavioral Crisis	Terroristic Threat	Pipe Line Breaks
Gas/Water Breaks	Homicide	Active Killer	Intruder
Mass Attacks in Crowded or Public Places - Close Proximity	Polling/Voting Places	Parental Custodial Issue	Domestic Violence
Fight/Assault	Bioterrorism	Explosions	Social Media Attack
Hostage Situation	Riot	Racial Matter	Concealed Weapon

- Develop EOP Plan prior
- Accountability of students/staff
- Educate parents on lockdown protocols
- Educate students/staff on lockdown protocols
- Disseminate parent letter
- Public Information disseminated
- Notify staff/students
- Assignments made for notification coverage
- Administrator or law enforcement officer unlock each classroom door for the all clear
- Scripted announcement modified to situations
- Modify routines according to time of situation (i.e., dismissal, lunch, end of day)
- Collaborating with community partners
- Testing alarm and intercom systems
- Establish strong visitor protocols
- Educate all staff/students on visitor protocols
- Exercise possible situations
- Educate substitutes on protocols
- Practice and test “out of sight”
- Buses available for evacuation
- Reunification sites identified
- Reunification drilled and exercised
- Set up the reunification site and process (PFA support, interview, notification rooms)
- Establish media location
- Establish Incident Command
- Identify school representative to serve on ESU level SRM Team
- Call 911 - regardless
- First Aid Kit
- Recovery - work under ICS Structure
- Evacuation sites identified
- Drill Practice(Muscle memory)
- List of students ready
- Have ‘go bags’ ready
- Review security procedures frequently
- Copy & Laminate signage
- Display Signage in prominent places
- Create annual schedule of teaching protocols for parents
- Create annual schedule of teaching protocols for staff/students
- Create annual schedule for drilling
- Checking in with staff/students who may have been affected
- Watch for students/staff signs & symptoms of distress
- Threat assessment team and process in place
- Threat management process in place
- Office Personnel attend Secretaries Safety Training
- Doors/windows numbered (interior & exterior)
- Ensure all classroom door locks in working condition (from inside if possible)
- Evacuation sites tested for functionality
- ROK KIT prepared and ready to go
- Third party identified to answer student call when self evacuating
- Third party trained how to answer call
- Assign personnel to, set and mark perimeter at school
- Assign personnel to, set and mark perimeter at reunification site
- Ensure medicine, food, etc. for medical purposes is available
- Ensure alignment with LEOP

Evacuate

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

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

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

Shelter

Potential Hazards/Threats			
Hurricanes	Earthquake	Chemical Spills	Nuclear Power Plant
Nuclear Explosions	Tornados	Severe Weather	

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

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

Incidental

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

● Emergency contact list parents/guardians ● Develop EOP Plan prior ● Accountability of students/staff ● Assignment of staff at exterior doors ● Educate parents on protocols ● Educate students/staff on protocols ● Disseminate parent letter ● Public Information disseminated ● Notify staff/students ● Scripted announcement modified to situations ● Educate students about seatbelts ● Educate students about texting and driving ● Educate students about defensive driving ● Align memorials with PFA ● Contact suicide partners (i.e., LOSS teams) ● Follow ICS Structure for Auto/Bus Crashes ● Identify support rooms for PFA team	● Review security procedures frequently ● Checking in with staff/students who may have been affected ● Watch for students/staff signs & symptoms of distress ● Determine if further action is needed ● Ensure alignment with LEOP ● First Aid Kit ● Suicide Prevention Training ● Practice protocols for bus safety ● Bus evacuation drills ● Team has been trained in PFA ● Support team has PFA process in place ● Contact ESU for PFA assistance ● Good Supervision of all students in all settings ● Follow through with Bully/Cyberbullying reports

HOLD

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

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

Appendix N4 - Goals/Objectives and Action Plan

Hazard: SevereWeather/ Tornado

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

Objectives:
1.1 Conduct shelter/tornado training and drills.
1.2 Identify location for shelter.
1.3 Ensure shelter location(s) are structurally sound.

2.1 Shelter all persons in the designated areas of the building.
2.2 Ensure building structure is secure without unsecured objects
2.3 Account for all persons and their safety.

3.1 Assess all persons' safety.
3.2 Call EMS to respond.
3.3 Immediately begin to provide first aid. (medical/PFA)
3.4 Evacuate from building.

Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
● Develop EOP Plan prior	●	● Notify staff/students	● Recovery - work under ICS Structure ● Announcement of end of threat ● Determine if further action is needed
Public Information Officer			
● Public Information disseminated	● Public Information disseminated ● Disseminate parent letter	● Public Information disseminated ● Scripted announcement modified to situations	● Public Information disseminated ● PIO update the all clear
Liaison Officer			
●	● Ensure alignment with LEOP	● Call 911 - to inform of Sheltering	●
Safety Officer			

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

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

Appendix N4 - Goals/Objectives and Action Plan

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

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

Objectives:
1.1 Train staff and students in hold/secure drills
1.2 Practice de-escalation techniques
1.3 Identify student concerns in PLC/MTSS meetings

2.1 Remove all audience by calling a Hold and place individual in a safe location without hazards if able
2.2 Call Law Enforcement for assistance if warranted

3.1 Call EMS if injuries occur.
3.2 Complete Threat Assessment to identify if student is on the pathway to violence
3.3 Determine if the individual needs any psychological/behavioral services with referral to the mental health team

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

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

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

Hold/Incidental: Medical Emergency

Goal:
1) (BEFORE)Provide a safe/ healthy learning environment
2)(DURING) Render first aid to an individual experiencing a medical emergency with the least disruption to learning.
3)(AFTER) Debrief with staff/students involved. If due to an accident correct hazard that created the medical emergency

Objectives:
1.1 Promote wellness and safety culture
1.2 Conduct CPR/AED/Seizure/First Aid/ Bloodborne Pathogen training to staff
1.3 Upkeep of safe facilities and maintenance

2.1 Ensure safety of self and others
2.2 Identify when to call EMS and report on needed information for emergency responders.
When in doubt call them out!
2.3 Hold- Decrease the audience and have the halls cleared.

3.1 Immediately begin to provide PFA to those in need.
3.2 Inspect area for hazards and ensure cleanliness
3.3 Complete an After Action review

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

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

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

Incidental - Suicide

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

Objectives:
1.1 Provide comprehensive multi-level suicide prevention training to staff/students.
1.2 Make available a report line to share concerns of reference suicidal staff/students.
1.3 Develop strong relationships with all students/staff.

2.1 Secure all persons in the building.
2.2 Account for all persons.
2.3 Call law enforcement/EMS.

3.1 Provide first aid to those in need.
3.2 Provide PFA to those in need.

Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
● Develop EOP Plan prior ● Comprehensive Supervision of all		● Align memorials with PFA ● Notify staff/students	● Align memorials with PFA ● Recovery - work

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

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

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

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

Objectives:
1.1 Be prepared and have knowledge of what possible chemicals are in your community.
1.2 To identify locations to shelter during a chemical spill.
1.3 To have all necessary materials/supplies for room sealing.
1.4 Ensure HVAC shut-offs are in working condition.
1.5 Provide training to staff and students on how to shelter and seal an identified location.

2.1 Notify and ensure all persons to shelter because of chemical spill.
2.2 Account for all staff and students.
2.3 All locations with people are sealed.
2.4 Administer first aid.

3.1 Connect with local fire/rescue for assistance to determine next steps.
3.2 Prepare to evacuate or return to a learning environment.

Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
● Develop EOP Plan prior	●	● Notify staff/students	● Recovery - work under ICS Structure ● Announcement of end of threat

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

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

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

Lockdown - Intruder in building			
Goal: 1) (BEFORE) Prevent an intruder on school grounds. 2) (DURING) Protect all persons from injury or loss of life. 3) (AFTER) Provide necessary medical/PFA attention to those in need			
Objectives: 1.1 Security measures in place. 1.2 Provide SRP training to all staff and students at least twice a year. 2.1 Implement lockdown: locks, lights, out of sight. 2.2 Account for all persons. 2.3 Call 911 for law enforcement and EMS to respond. 2.4 Begin first aid and PFA where feasible. 3.1 Continue first aid and PFA.			
Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
● Develop EOP Plan prior ● Threat *management* process in place	● Threat *assessment* team and process in place	● Establish Incident Command ● Not opening classrooms w/o law enforcement ● Notify staff/students	● Administrator or law enforcement officer unlock each classroom door for the all clear ● Recovery - work under ICS Structure ● Announcement of end of threat ● Determine if further action is needed
Public Information Officer			
● Public Information disseminated	● Public information disseminated ● Disseminate parent letter	● Public Information disseminated ● Scripted announcement modified to situations	● Public Information disseminated ● PIO update the all clear
Liaison Officer			
●	● Ensure alignment with	● Call 911	● Ensure alignment

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

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

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

Evacuate - Fire			
Goal: 1) (BEFORE) Prevent a fire from occurring on school grounds. 2) (DURING) Protect Students/Staff from injury or loss of life. 3) (AFTER) Provide necessary medical attention to those in need.			
Objectives: 1.1 Provide fire prevention training to all students and staff especially those who use combustible materials or equipment. 1.2 Store combustible materials in fire-safe containers or rooms. 2.1 Evacuate - everyone leaves the building immediately in an orderly and safe manner. 2.2 Account for all persons. 3.1 Notify 911 and EMS. 3.2 Immediately begin first aid.			
Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
● Develop EOP Plan prior	●	● Notify staff/students	● Recovery - work under ICS Structure ● Announcement of end of threat ● Determine if further action is needed
Public Information Officer			
●	● Scripted announcement to be modified for situations ● Disseminate SRP parent letter ● Public Information disseminated	● Disseminate parent letter ● Public Information disseminated ● Scripted announcement modified to situations	● Disseminate parent letter ● Public Information disseminated ● PIO update the all clear ● PIO notification regarding next school day
Liaison Officer			
●	● Ensure alignment with LEOP	● Call 911 - regardless (anticipated)	●

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

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

Incidental: Pandemic/Illness
Goal: 1) Support a healthy/ safe learning environment 2) Minimize disruption to learning

3) Mitigate spread of illness

Objectives:
1.1 Encourage healthy lifestyle to students and staff
1.2 Teach basic hygiene skills
1.3 Create positive culture

2.1 Create Continuity of Learning Plan
2.2
2.3

3.1 Maintain clean/sanitized facilities
3.2 Allow staff and students to wear PPE
3.3 Encourage social distancing when able to

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

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

Type of Hazard/Threat: Social Media Attack/Cybersecurity Threat			
Goal: 1)Keep student, staff, and school data secure 4) Prevent disruption from learning 5) Secure record keeping			
Objectives: 1.1 Promote and educate safe online usage 1.2 Secure building 1.3 2.1 Have alternative ways to learn that do not require technology 2.2 2.3 3.1 Keep records on the cloud and minimize what is stored on the server 3.2 3.3			
Before		During	After
Prevention	Preparedness	Response	Recovery

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

●	● Ensure vital medical information is available	●	●
Finance/Administration			
●	● List of students ready ● Emergency contact list parents/guardians	● Accountability of students/staff ● Screen and track visitors	● Accountability of students/staff

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

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

Objectives:
1.1 Reach out to community resources
1.2 Plan to notify staff and students set in place
1.3 Create a template of a statement to be shared with staff and students.

2.1 Crisis Team meets to create the statement that will be used to communicate to staff and students
2.2 Crisis Team creates a plan on how to handle the current situation
2.3 Statements are released to the staff and students
2.4 Have counselors available on site

3.1 Get information out about viewing and funeral
3.2 Post catastrophe feedback session done by Crisis Team
3.3 Reach out to the family on behalf of the school

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

			partners to assist with counseling
Safety Officer			
●	●	●	●
Operations			
●	● Identify PFA support rooms for PFA team ● Assignments made for notification coverage	● Align memorials with PFA ● Modify routines according to time of situation (dismissal, lunch, end of day)	● Checking in with staff/students who may have been affected ● Watch for student/staff signs & symptoms of distress ● Identify students that need immediate physical/emotional support
Planning			
● Develop EOP prior	● Team has been trained in PFA ● Support team has PFA ● Training	●	●
Logistics			
●	● Ensure PFA support rooms have necessary equipment	●	●
Finance/Administration			
●	● List of students ready ● Emergency contact list parents/guardians	● Accountability of students/staff ● Screen and track visitors	● Accountability of students/staff

Incidental: Domestic Violence
Goal: 1) (BEFORE) Prevent domestic violence on school grounds. 2) (DURING) Protect all persons from injury or loss of life. 3) (AFTER) Provide necessary medical/PFA attention to those in need
Objectives: 1.1 Security measures in place. 1.2 Provide SRP training to all staff and students at least twice a year.

1.3

2.1 Implement lockdown: locks, lights, out of sight.
2.2 Call 911 for law enforcement and EMS to respond.
2.3 Begin first aid and PFA where feasible.

3.1 Continue first aid and PFA.

Before		During	After
Prevention	Preparedness	Response	Recovery
Incident Commander			
• Develop EOP Plan prior • Threat *management* process in place	• Threat *assessment* team and process in place	• Establish Incident Command • Not opening classrooms w/o law enforcement • Notify staff/students	• Administrator or law enforcement officer unlock each classroom door for the all clear • Recovery - work under ICS Structure • Announcement of end of threat • Determine if further action is needed
Public Information Officer			
• Public Information disseminated	• Public information disseminated • Disseminate parent letter	• Public Information disseminated • Scripted announcement modified to situations	• Public Information disseminated • PIO update the all clear
Liaison Officer			
•	• Ensure alignment with LEOP • Collaborating with community partners	• Call 911 • Ensure alignment with LEOP • Communication with EMS and Law Enforcement	• Ensure alignment with LEOP
Safety Officer			
• Ensure building are structurally sound • Ensure exterior doors lock	• Ensure alignment with LEOP	• Everyone inside the building • Protect crime scene	•

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

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

Type of Hazard/Threat: Utility Line Break

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

Objectives:
1.1 Conduct shelter/evacuation training and drills.
1.2 Identify location for shelter/evacuation.
1.3 Ensure shelter/evacuation location(s) are structurally sound.

2.1 Shelter all persons in the designated areas of the building.
2.2 Ensure building structure is secure without unsecured objects
2.3 Account for all persons and their safety.

3.1 Assess all persons' safety.
3.2 Call EMS to respond.
3.3 Immediately begin to provide first aid. (medical/PFA)
3.4 Evacuate from building.

Before		During	After
Prevention	Preparedness	Response	Recovery

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

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

Incidental: Terroristic Threats
Goal: 1)(BEFORE) Prevent terroristic threats on school grounds.

2) (DURING) Protect all persons from injury or loss of life.
3) (AFTER) Provide necessary medical/PFA attention to those in need

Objectives:
1.1 Security measures in place.
1.2 Provide SRP training to all staff and students at least twice a year.

2.1 Implement lockdown or secure
2.2 Call 911 for law enforcement and EMS to respond.
2.3 Begin first aid and PFA where feasible.
2.4 Start a Threat Assessment

3.1 Continue first aid and PFA.

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

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

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

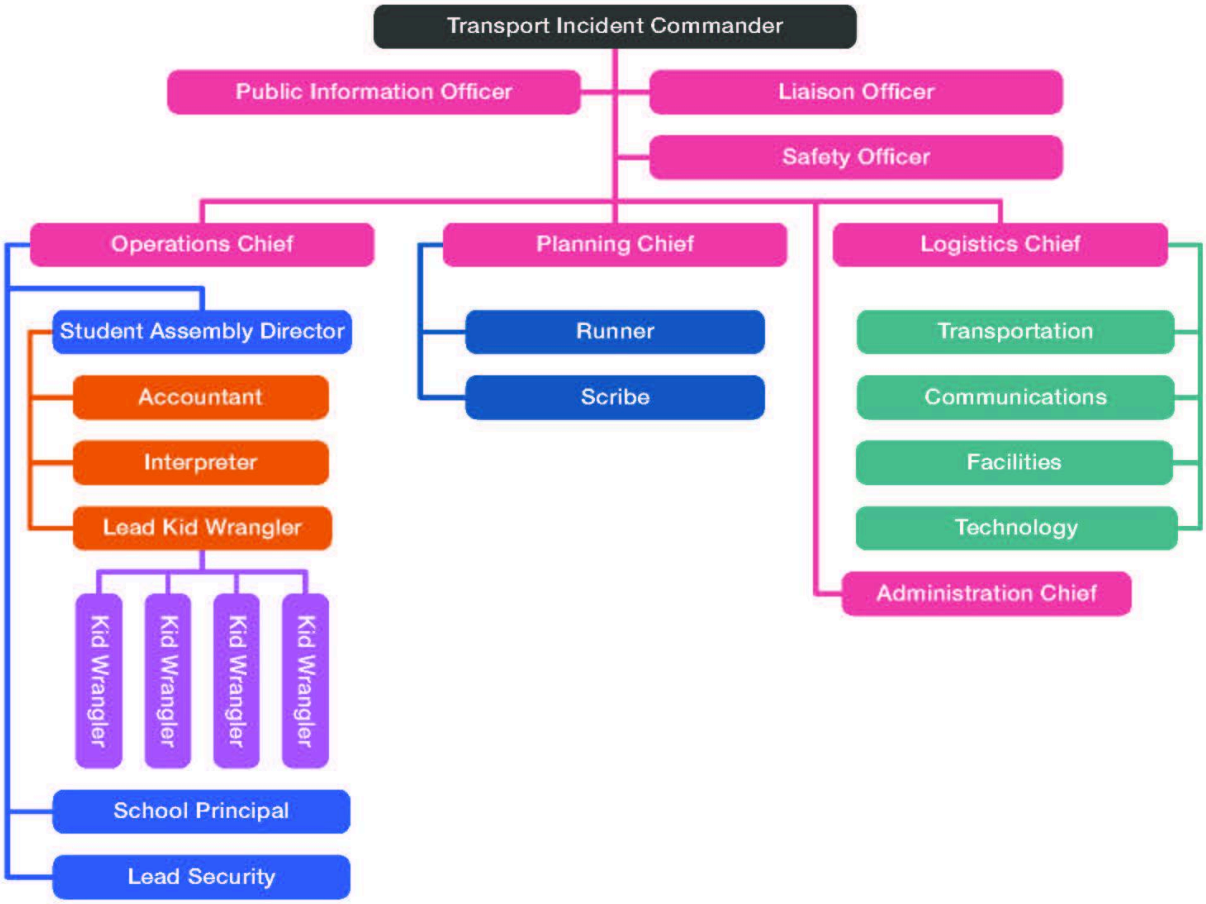
Sample Offsite Reunification Organization Chart
For Appendix L2

SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



Sample Transport Organization Chart
For Appendix L1

SAMPLE TRANSPORT ORGANIZATION CHART



STANDARD™ REUNIFICATION METHOD

201.01R1 - GUIDELINES FOR BOARD AND SUPERINTENDENT OPERATIONS

Limits of Authority of the Board

AUTHORITY LIMITS:
All actions of the board shall be taken only in official board meetings called, scheduled and conducted according to the bylaws of the Board of Education and the laws of the State of Nebraska.

Individual members of the board should avoid making decisions as an individual or group outside legal board meetings that will commit the board or district to a particular course of action. Requests for board action presented to board members outside of regular board meetings should be accepted without comment or commitment by the board member. A board member may direct the complainant to take up the issue with the proper school official if they have not already done so. Those making the requests should be directed to address the Board of Education as a whole at a regular board meeting. Only after an issue or problem has been presented to the entire Board of Education, and all sides to such issue or problem have been presented, and the logic involved has been considered by all members, will board members make individual commitments.

It shall be the policy of all board members to inform employees to consult with their immediate supervisor for instructions. No board member will give instructions or indicate what he or she thinks the superintendent's instructions should be on any specific issue or problem. Employees who approach board members with grievances will be instructed to consult with their immediate supervisor, and, if necessary, arrangements will be made for employees to meet with the entire board to air their grievances. Employees must make those arrangements with the superintendent of schools through the district's grievance policy.

An exception to this policy is in order whenever the board in an official meeting has expressly appointed a particular board member, or committee of board members, with specific authority to act on behalf of the board. The primary responsibility of the Board of Education is a legislative one under which it provides a framework for the operation and maintenance of the school system and delegates the administrative authority to carry out these policies to the superintendent and staff.

Superintendent’s Memo of Understanding

1. Board Meetings
    1.1. In the materials submitted to board members prior to a board meeting, the Superintendent shall present all relevant information (including both the information that supports his recommendations and that which does not.)

1.2. With regard to any action items on the agenda, the Superintendent shall inform the Board of the viable options or alternatives, if any, which may exist.
1.3. Neither the Superintendent nor any of the board members shall engage in any of the following tactics at board meetings:
1.4. Disclosing “surprise” information that could have been shared with others prior to the meeting
1.5. Asking “surprise” questions designed to “catch someone off-guard” or embarrass them rather than to seek clarification or additional information
1.6. Bringing up “surprise” items (other than emergency items) for discussion when such items are not on the agenda
1.7. A list of all bills will be available to board members prior to the meeting. The board members may review those bills and call or conference with the Superintendent with any questions they may have prior to arriving for the board meeting.

2. Complaints
2.1. The complaints are brought to board members, the board members will listen to the complaint, but will direct the complainant to the appropriate level in the chain of authority in the school system. The board member will not offer or agree to become an advocate for the complainant or commit to taking any action on the complaint.
2.2. If the complainant has exhausted his/her administrative remedies (including having presented his/her complaint to the Superintendent), the board member shall direct the complainant to reduce his/her complaint to writing and submit it to the president of the Board. The president of the board shall provide a copy of the written complaint to the Superintendent and review it with him/her. After conferencing with Superintendent, the president shall decide whether or not the complaint is a matter that warrants board consideration. If so, he/she shall place the matter on an upcoming board agenda. If not, he/she shall so notify the complainant.
2.3. Notwithstanding any provisions above to the contrary, any complaints involving allegations of personal or professional misconduct on the part of the Superintendent shall be directed to the president of the Board.

3. Hiring Practices
3.1. The Superintendent shall be responsible for the recruiting, screening, and interviewing processes for all employment vacancies in the district. He/she shall recommend candidates for employment in the District. The board of education shall decide whether or not to accept the recommendation.
3.2. If the board of education does not accept the recommendation of the Superintendent, the Superintendent shall submit a different recommendation at a subsequent meeting of the board.
3.3. No member of the board shall lobby the superintendent to recommend a relative, friend, acquaintance, or any other candidate for any position of employment with

the District. It shall not be considered a violation of this Paragraph if a candidate lists a board member as a reference in his/her application for employment.

4. Employee Job Performance Reviews (Evaluations)
    4.1. The Superintendent and his/her designee(s) shall be responsible for conducting job performance review (evaluations) for all employees in the District (except the Superintendent). The board of education shall be responsible for the job performance review of the Superintendent.
    4.2. No individual board member shall request to examine any employee's job performance reviews or request an administrator to discuss an employee's evaluation with them. The board as a whole, however, may, in closed session and with a majority of the members voting in favor of such, examine the job performance reviews of employees.
    4.3. Not withstanding the provisions of the preceding paragraph, if the Superintendent and/or his/her designee(s) are considering non-renewal, dismissal, or disciplinary action against an employee and the employee has a statutory or contractual right to have the Superintendent's decision or recommendation reviewed by the board, members of the board shall not request to examine such employees job performance reviews until such matters have been concluded and the time for an appeal to the board has expired.
    4.4. The board shall have a legitimate educational purpose for examining job performance reviews. In no event will the board examine job performance reviews simply out of curiosity or for personal reasons.
    4.5. No board member shall disclose, discuss, or in any way communicate the contents of any job performance review with anyone other than another board member or the Superintendent.

5. Purchases
    5.1. The Superintendent shall have the responsibility of operating the school system within the overall limits of the approved budget.
    5.2. Once the budget is approved, the Superintendent shall have the authority and discretion to approve all purchases of goods, materials, and services which he/she believes are necessary or desirable for the operation of the school district.
    5.3. Notwithstanding the provisions of the preceding paragraph, the Superintendent shall present the following purchases for prior board approval:
    5.4. The purchase of a new textbook series in any curriculum area. Prior approval shall not be required for the routine replacement of damaged or lost textbooks nor the purchase of necessary additional copies of a current textbook series.
    5.5. The purchase or lease of new vehicles.
    5.6. The purchase of any item or expenditure that exceeds $~~5,000~~ $10,000 unless that expenditure was contemplated and discussed during the budget development process. If time is of the essence, the purchase may be made but reported at the next meeting. This exemption would only apply to replacement of

existing equipment. Purchases of new or additional equipment are not exempt from this requirement.

6. School "Visits"
   6.1. In order to avoid creating channels of communication around the Superintendent and, thus, reducing his/her effectiveness as the leader of the school system, board members will visit schools and seek direct communication with employees only under a systematic plan mutually agreed to by and between the Board and the Superintendent.
   6.2. The preceding provision shall not apply to activities open to the public or visits where the board member is acting solely in his/her role as a parent of a student.

7. Micro-Management
   7.1. No member of the Board (nor the Board as a whole) shall become involved in micromanagement of District operations.
   7.2. “Micro-management” shall mean becoming actively involved in matters that are not policy-related in nature or that are not specifically required of the board by law.
   7.3. The primary responsibility of the Board shall be to formulate and adopt policies. The primary responsibility of the Superintendent shall be to implement and enforce such policies and to administer the day-to-day operations of the District.
   7.4. No individual board member will give directions or orders to the Superintendent or any other employees of the District.
   7.5. Board members shall not call (or have someone else call) the Superintendent out of conferences or meetings except for emergency situations (unless requested to do so by the Superintendent.)

8. Board Policies
   8.1. The Superintendent shall assist the Board with reviewing and revising its policies on a regular basis.
   8.2. When situations arise which are not covered by Board policy, the Superintendent shall have the authority to take whatever action he/she believes to be best under the circumstances.

Cross Reference: 706.01 - Purchasing Procedures

Approved:
Reviewed: 2/12/2024
Revised:

203.06 - BOARD COMMITTEES

Committees will be appointed by the president of the board. These committees are created for specific tasks of seeking information or investigation and will report back to the board for its consideration and action. Committee action is advisory only. Each committee will have a chairperson appointed by the president. In addition to appointing the three members to the Committee on American Civics at the annual board organizational meeting in January for one year, the board may wish to appoint additional committees on topics such as

~~A. American Civics/Curriculum~~
~~B. Negotiations/Finance~~
~~C. Transportation~~
~~D. Building/Grounds~~

A. Committee on American Civics and Curriculum
B. Finance
C. Negotiations
D. Transportation
E. Building and Grounds
F. Strategic Planning

The Committee on American Civics shall:

1. Hold no fewer than two public meetings annually, at least one when public testimony is accepted;
2. Keep minutes of each meeting showing the time and place of the meeting, which members were present or absent, and the substance and details of all matters discussed;
3. Examine and ensure that the social studies curriculum used in the district is aligned with the social studies standards adopted by the Nebraska Department of Education and teaches foundational knowledge in civics, history, economics, financial literacy, and geography;
4. Review and approve the social studies curriculum to ensure that it stresses the services of the men and women who played a crucial role in the achievement of national independence, establishment of our constitutional government, and preservation of the union and includes the incorporation of multicultural education to instill a pride and respect for the nation's institutions and not be merely a recital of events and dates;
5. Ensure that any curriculum recommended or approved by the committee on American civics is made readily accessible to the public and contains a reference to this section;
6. Ensure that the district develops and utilizes formative, interim, and summative assessments to measure student mastery of the social studies standards adopted by the Nebraska Department of Education;

7. Ensure that the social studies curriculum in the district incorporates one or more of the following for each student:
    a. naturalization test used by United States Citizenship and Immigration Services prior to the completion of eighth grade and again prior to the completion of twelfth grade with the individual score from each test for each student made available to a parent or guardian of such student; or
    b. Attendance or participation between the beginning of eighth grade and completion of twelfth grade in a meeting of a public body which is a subdivision of the state and not a subcommittee of that body, followed by the completion of a project or paper in which each student demonstrates or discusses the personal learning experience of such student related to that attendance or participation; or
    c. Completion of a project or paper and a class presentation between the commencement of eighth grade and the completion of twelfth grade on a person or persons or an event commemorated by either George Washington's birthday, Abraham Lincoln's birthday, Dr. Martin Luther King, Jr.'s birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, or Thanksgiving Day or on a topic related to such person or persons or event; and
8. Take all such other steps as will assure the carrying out of the provisions of this section and provide a report to the school board regarding the committee's findings and recommendations.

Legal Reference: Neb. Statute 79-724

Cross Reference: 201.01 Board Powers and Responsibilities
604.11 Citizenship

Approved:
Reviewed: 2/12/2024
Revised:

204.08 - QUORUM

Action by the board regarding the business of the school district may be taken only when a quorum, a majority of the board members, is in attendance at the board meeting.

While board members are ~~encouraged~~ expected to attend board meetings, a simple majority of the members shall constitute a quorum and are a sufficient number to transact business of the school corporation. The adjournment of a meeting may be executed without a quorum.

An affirmative vote of a majority of the votes cast shall be sufficient to pass a motion or take action unless law or board policy specifically requires a vote of a greater number. It is the responsibility of each board member to attend board meetings.

Legal Reference: Neb. Statute 79-554
79-562

Approved:
Reviewed: 3-11-2024
Revised:

204.10 - AGENDA

The tentative agenda for each board meeting shall state the topics for discussion and action at the board meeting. It shall be kept continuously current and shall be readily available for public inspection at the district office during normal business hours. The agenda shall be accessible on the district's website at least twenty-four hours before the meeting.

The tentative agenda and supporting documents should, if possible, be sent to the board members three days prior to the scheduled board meeting. These documents are the private property of the board member. Persons wishing to view the tentative agenda and supporting documents may do so at the superintendent's office of the district.

The board shall take action only on the items listed on the tentative agenda accessible on the district's website at least twenty-four hours before the meeting ~~made available at the time of the public notice~~. All action items need to be on the agenda, but all agenda items do not need to be action items. Items added to the agenda may be discussed or taken under advisement by the board. If an added item is acted upon, the minutes of the board meeting shall state the reason justifying the immediate action. Only items of an emergency nature may be added to the agenda later than twenty-four hours before the scheduled meeting.

It shall be the responsibility of the board president and superintendent to develop the agenda for each board meeting.

A consent agenda may be presented by the president and used by the board for noncontroversial business. The consent agenda will consist of routine business that requires action but not necessarily discussion. These items may all be approved at the same time. A board member may ask that any item be removed from the consent agenda. Removed items may be taken up either immediately after the consent agenda or placed later on the agenda at the discretion of the board.

Legal Reference: Neb. Statute 84-712
84-1408 to 1414

Cross Reference: 203 Organization of the School Board
403.05 Public Complaints about Employees
503 Student Rights and Responsibilities
1003 Public Examination of District Records

Approved:
Reviewed: 3-11-2024
Revised:

204.12 - PUBLIC COMMENT IN BOARD MEETINGS

The board recognizes the importance of citizen participation in school district matters and has created rules to assure citizens are heard, and board meetings are conducted efficiently and in an organized manner. The board shall set time aside for public comment during a public comment portion of each board meeting except closed sessions and those times specified by the board. 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.

The board will not receive comments about employee performance or concerns unless required by law. It is the goal of the board to resolve complaints about employees and students at the lowest organizational level. These complaints should be brought to the attention of school personnel during regular school business hours using the process detailed in policy 301.04, 301.04R1, 301.04E1, 403.05. Individuals who have a complaint about employees or students who have complaints shall follow policies 301.04, 301.04R1, 301.04E1, 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
301.04 Communication Channels, Complaints, and Conflict

Resolution
403.05 Public Complaints about Employees

Approved:
Reviewed: 3-11-2024
Revised: 2-12-2024, 7-15-2024

301.04 - COMMUNICATION CHANNELS, COMPLAINTS, AND CONFLICT RESOLUTION

Questions and problems shall be resolved at the lowest organizational level nearest to the complaint. School employees shall be responsible for conferring with their immediate supervisor on questions and concerns. Students and other members of the school district community shall confer with a certificated employee and then with the principal on questions and concerns. Policies referenced at the end of this page shall serve as guidelines for additional resolution of conflicts.

When informal resolution of concerns is not possible, the conflict resolution process outlined in 301.04R1 and 301.04E1 will be utilized. If resolution is not possible by any of the above, individuals may bring it to the attention of the superintendent in writing within 5 school days of their discussion with the principal. If all of the steps in the conflict resolution process have been followed and there is no resolution or plan for resolution by the superintendent within 5 school days of the individual's written complaint and requested resolution submission and discussion with the superintendent, the individual may ask to have the question or problem placed on the board agenda. The action of the board will be final.

It shall first be the responsibility of the administrators to resolve questions and problems raised by the employees and the students they supervise and by other members of the school district community.

Legal Reference: Nebraska Statute 79-254 et seq.

Cross Reference:
204.12 Public Participation in Board Meetings
402.05 Employee Grievances
504.01 Student Due Process Rights
506.06 Student Publications
1005.01 Public Complaints

Approved:
Reviewed: 4-15-2024
Revised:

301.04R1 - COMMUNICATION CHANNELS, COMPLAINTS, AND CONFLICT RESOLUTION PROCESS IMPLEMENTATION

Purpose
This regulation implements Board Policy 301.04 by establishing a clear and consistent process for resolving concerns, complaints, and conflicts within Hemingford Public Schools. It also aligns with related policies on public complaints, student due process, and public comment to ensure concerns are addressed respectfully, efficiently, and at the lowest organizational level.

1. Guiding Principles

- Lowest Level First: Questions and complaints shall be resolved at the level nearest the complaint.
- Respectful Conduct: All parties must address concerns in a respectful, constructive manner. Unkind or defamatory comments are prohibited (per Policy 204.12).
- Support for Employees and Students: The board and administration support staff actions and discourage unnecessary criticism (per Policies 403.05 and 1005.01).
- Due Process: Students and staff will be afforded due process consistent with Policy 504.01 and state law.
- Exhausting Channels Before Board Action: Only after all steps below (and outlined in 301.04E1) have been followed may a matter be placed on the board agenda. Appeals must comply with Policies 204.12, 403.05, 504.01, and 1005.01.

2. Chain of Command Contacts
Individuals must first address concerns with the person most directly responsible. If unresolved, proceed to the next level 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. Facilities Director
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

3. Conflict Resolution Steps

When concerns arise, all parties should use the following steps:

1. I**dentify the Source:** Go directly to the source to seek resolution.
2. **Look Beyond the Incident:** Understand the broader context and underlying issues.
3. **Request Solutions in Writing (If Requested):** For unsettled matters at the supervisor or principal level, the complainant may be asked to put the complaint and the requested solution in writing (per Policy 403.05).
4. **Identify Mutually Supported Solutions:** Seek common ground and mutually agreeable outcomes.
5. **Agreement:** Reach a final agreement that resolves the conflict.

Additional guidelines:

• Arrange meetings in a private, distraction-free setting.
• Use a mediator or facilitator for complex conflicts if necessary.
• Encourage all parties to participate in good faith and with a collaborative mindset.

4. Timelines for Escalation

Student Complaints: If not resolved by the certificated employee, the student may discuss the matter with the principal within 5 school days; if unresolved, the student may bring it to the superintendent in writing within 5 school days; if still unresolved, the student may request board consideration per Policy 504.01.

Other Complaints: If resolution is not possible at the principal level, individuals may bring it to the superintendent in writing within 5 school days of their discussion with the principal. If there is no resolution or plan for resolution by the superintendent within 5 school days, the individual may request to have the matter placed on the board agenda.

Board Consideration: The board will only directly consider appeals involving policies, procedures, and programs (per Policies 1005.01 and 403.05). Issues involving employee performance or the disciplining of specific students will be referred to legal counsel to determine if policies were followed.

5. Public Comment and Board Meetings
Public comment at board meetings will be conducted per Policy 204.12. The board will not receive public comments about individual employee performance or concerns. Those must be addressed through the complaint procedures in Policies 403.05 and 1005.01.

Written materials for the board must be submitted to the superintendent by the Wednesday preceding a Monday night meeting; inclusion in the agenda packet is at the discretion of the superintendent after consultation with the board president.

6. Administrator Responsibilities
It is the responsibility of administrators to resolve questions and problems raised by the employees and the students they supervise and by other members of the school district community at their respective levels before matters escalate to the superintendent or Board.

7. Communication Culture
All members of the school community are expected to model respectful, solution-focused communication that supports a collaborative and trusting culture within Hemingford Public Schools.

Policy References: 301.04 (Communication Channels and Conflict Resolution); 403.05 (Public Complaints about Employees); 504.01 (Student Due Process Rights); 1005.01 (Public Complaints); 204.12 (Public Comment in Board Meetings)

301.04E1 - COMMUNICATION CHANNELS, COMPLAINTS, AND CONFLICT RESOLUTION PROCESS AND DOCUMENTATION FORM

(Use this form to document and communicate each step of the process outlined in Administrative Regulation 301.04R1)

The District has established this form as a means to address certain complaints that arise within school operations. Complaints related to discrimination, harassment, or the selection of educational materials should be submitted on forms specifically designed for these purposes.

It is the goal of the board to resolve complaints at the lowest organizational level. A person with a school-related complaint is encouraged first to discuss the issue with the appropriate teacher, counselor, or principal, with the objective of resolving the matter promptly and informally.

This complaint form may be used when an issue cannot be resolved informally or the particular concern does not fit within other specifically established areas as mentioned above.

The District endeavors to respond to and resolve complaints promptly and equitably. The right of a person to a prompt and equitable resolution of a complaint will not be impaired by the person's pursuit of other remedies. Use of this form is not a prerequisite to the pursuit of other remedies and does not extend the filing deadline related to the pursuit of other remedies.

Part A – Complainant Information
Name: _____

Role (check one): ☐ Student ☐ Parent/Guardian ☐ Employee ☐ Community Member

Address: _____

Telephone: _____ Email: _____

Date Filed: ____/____/_____

Part B – Nature of Concern (check all that apply)
☐ Service of (name/position): _____

☐ Program or Policy: _____

☐ Incident (describe below): _____

Date of Incident (if applicable): ____/____/_____

Location of Incident (if applicable): _____

Complete Description of Concern:
Please provide a complete description of the incident, situation, or concern.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Requested Remedy/Resolution:
Please state what you think should be done to resolve the grievance (remedy or resolution requested):

_____
_____

Part C – Additional Information
District Personnel Involved: _____

Privacy and Confidentiality (select one):
Expectation of privacy and confidentiality (one of the following must be selected). In some cases this document may be considered a public document available for public review. Your expectation of privacy is important in this regard and may need to be discussed with administrators.

☐ I request that this complaint be treated as confidential; I do not waive any right of privacy.
☐ I waive any right of privacy and understand the District may release this complaint as a public document.

Signature: _____ Date: ____/____/_____

Part D – Step-by-Step Documentation
(Initial or check each step as completed; attach additional sheets if necessary.)

Informal Resolution:
☐ I directly discussed my concern and requested resolution/remedy with:
_____ (Name/Title) on ____/____/_____

Outcome / Notes: _____

Formal Conflict Resolution Process:

Step 1 – Initial Contact (Lowest Level)
☐ I directly discussed my concern and requested resolution/remedy with:
_____ (Name/Title) on ____/____/_____

Outcome / Notes: _____

Step 2 – Next Level (Direct Supervisor)
☐ I raised my concern and requested resolution/remedy with: _____
(Name/Title) on ____/____/_____
☐ I provided my concern in writing, if requested.
Outcome / Notes: _____

Step 3 – Building Principal
☐ I brought my concern and requested resolution/remedy to the Building Principal on
____/____/_____ in writing.
☐ I provided the Building Principal with all written documents from prior steps.
Outcome / Notes: _____

Step 4 – Superintendent
☐ I brought my concern and requested resolution/remedy to the Superintendent in writing on
____/____/_____
☐ I provided the Superintendent with all written documents from prior steps.
Outcome / Notes: _____

Step 5 – Board of Education
☐ I requested my concern and requested resolution/remedy be placed on the Board agenda on
____/____/_____
☐ I submitted a written appeal stating the process followed (include this form and any necessary attachments).

Date of Board Hearing: ____/____/_____
Outcome / Board Decision: _____

Policy References: 301.04 (Communication Channels and Conflict Resolution); 403.05 (Public Complaints about Employees); 504.01 (Student Due Process Rights); 1005.01 (Public Complaints); 204.12 (Public Comment in Board Meetings)

403.05 - PUBLIC COMPLAINTS ABOUT EMPLOYEES

The board recognizes situations may arise in the operation of the school district which are of concern to parents and other members of the school district community. While constructive criticism is welcomed, the board desires to support its employees and their actions to free them from unnecessary, spiteful, or negative criticism and complaints that do not offer advice for improvement or change.

While speakers may, during public meetings, offer objective criticism of school operations and programs, the board will not hear personal complaints concerning district personnel nor against any person connected with the school system unless that complaint is an agenda item having followed the process described below. To do so could expose the board to a charge of being party to slander and would prejudice any necessity to act as the final review of administrative recommendations regarding the matter. The board president will direct the patron to the appropriate means for board consideration and disposition of legitimate complaints involving individuals.

The board firmly believes concerns should be resolved at the lowest organizational level by those individuals closest to the concern. Whenever a complaint or concern is brought to the attention of the board, it will be referred to the administration to be resolved. When informal resolution of concerns is not possible, the conflict resolution process outlined in 301.04, 301.04R1 and 301.04E1 will be utilized. Prior to any board consideration, however, at a minimum, the following should be completed:

1. Matters concerning an individual student, teacher, or other employee should first be addressed to the teacher or employee.

2. Unsettled matters from (1) above or problems and questions about individual attendance centers should be addressed to the employee's direct supervisor. ~~building principal for certificated employees and the superintendent for support staff~~. At this level, if requested by the administrator, the complainant shall put the complaint and the requested solution in writing.

3. Unsettled matters regarding certificated employees from (2) above or problems and questions concerning the school district should be directed to the building principal.

4. Unsettled matters regarding certificated employees from (3 ~~2~~) above or problems and questions concerning the school district should be directed in writing, along with a requested solution, to the superintendent.

5. If a matter cannot be settled satisfactorily by the superintendent, it may then be brought to the board in writing. The board will follow policy 1005.01 in handling public complaints.

Cross Reference: 204.10 Agenda
204.12 Public Participation at Board Meetings
301.04 Communication Channels, Complaints, and Conflict Resolution
1005.01 Public Complaints

Approved:
Reviewed: 5-13-2024
Revised:

411.53R1 - SELECTION AND ASSIGNMENT OF EXTRA-CURRICULAR SPONSORS

1. Purpose

To ensure every student activity and athletic program is led by the most qualified sponsor or coach while honoring staff involvement, maintaining classroom continuity, and complying with negotiated agreements.

2. General Selection Process

Step	Action	Key Participants / Considerations
1. Identify the Vacancy	A position becomes open because of retirement, personnel resignation, family circumstances, changes in teaching assignments, or non-renewal of a prior at-will appointment.	Activities Director (AD), Building Principal(s), Superintendent
2. Administrative Review	District-level discussion to confirm any changes in program needs, supervision ratios, or budget that could affect the continued need for the position and/or the position's scope.	Activities Director (AD), Building Principal(s), Superintendent
3. Head-Coach / AD Consultation *(assistant roles only)*	The head coach and AD confer on: best fit for team culture, availability, and any staff member who has previously expressed interest.	Head Coach, AD
4. Administrative Consultation *(head coach / lead sponsor roles)*	District leaders consider overall program alignment, prior interest, and staffing availability to determine whether an internal appointment is feasible.	Activities Director (AD), Building Principal(s), Superintendent
5. Internal Posting	If no candidate is selected in Steps 1-4, the vacancy is posted to all employees for five (5) working days via e-mail and staff bulletin.	AD
6. Candidate Outreach	AD contacts each interested party (internal first, then external if necessary) to review: - role expectations - time commitments - compensation per the negotiated agreement.	AD, Applicant

7. Final Selection	Using all available information, district leadership selects the candidate that best serves students, the program, and the district. The AD forwards the recommendation to the Superintendent for approval.	Activities Director (AD), Building Principal(s), Superintendent

3. Posting & Recruitment Sequence

- Internal Priority. Steps 1-6 emphasize internal recruitment. A position moves to external advertisement only if no qualified internal candidate is selected after the internal posting period.

- External Advertisement. Public postings will follow any applicable board policy and equal-employment regulations.

4. Application Requirements

All external applicants must submit their applications before the stated deadline. Positions are “at-will” and contingent upon program needs and satisfactory performance.

5. Staff-Priority Exceptions

Staff members receive preference except when:

1. Probationary teachers (those in their first 3 years of employment) need to focus on establishing effective classroom practice (in cases of Head Coaching Varsity assignments)

2. Employees in hard-to-cover roles (e.g., administrative team, special education, elementary classrooms) whose absence would significantly disrupt instruction.

6. Administrative Discretion

Nothing herein limits the Superintendent or designee’s authority to assign, terminate, or reassign extra duties when necessary to meet student needs, ensure operational efficiency, or otherwise meet the needs of the school district.

Approved:
Reviewed:
Revised:

504.01 - STUDENT DUE PROCESS RIGHTS

Student complaints and grievances regarding board policy or administrative regulations and other matters should be addressed to the student's specific teacher, activity sponsor or other certified employee, other than the administration, for resolution of the complaint. It is the goal of the board to resolve student complaints at the lowest organizational level.

All students will be afforded due process as guaranteed by constitutional provisions. The process will be in accordance with state laws as well as with the provisions outlined in the Board's policies and procedures on student suspension and student expulsion. Rules for student conduct and appeal procedures will also be published in the student handbook.

When informal resolution of concerns is not possible, the conflict resolution process outlined in 301.04, 301.04R1 and 301.04E1 will be utilized. If the complaint cannot be resolved by a certified employee, the student may discuss the matter with the principal within 5 school days of the employee's decision. If the matter cannot be resolved by the principal, the student may bring it to the ~~discuss it with the~~ superintendent in writing within 5 school days after speaking with the principal.

If the matter is not satisfactorily resolved by the superintendent, the student may ask to have the matter placed on the board agenda of a regularly scheduled board meeting in compliance with board policy. The board, consistent with its board policy-making role, will review the action taken to resolve complaints concerning specific schools, programs or procedures only after the channels outlined in the conflict resolution process have been exhausted. However, the board will only directly consider appeals dealing with policies, procedures and programs. Any appeals involving issues with employees or disciplining of specific students will be passed on to the board's legal counsel to determine whether district policies and procedures were followed by the administrator in attempting to resolve the conflict.

Legal Reference: Neb. Statute 79-254 et seq.

Cross Reference:
204.10 Board Meeting Agenda
204.12 Public Participation in Board Meetings
301.04 Communication Channels
506.06 Student Publications
1005.01 Public Complaints

Approved:
Reviewed: 10/10/2022, 9-16-2024
Revised:

1005.01- PUBLIC COMPLAINTS

The board recognizes that concerns regarding the operation of the school district will arise. The board further believes constructive criticism can assist in improving the quality of the education program and in meeting individual student needs more effectively. The board also places trust in its employees and desires to support their actions in a manner that frees them from unnecessary or unwarranted criticism and complaints.

Procedures for dealing with complaints concerning programs or practices should be governed by the following principles:

- where action/investigation is desired by the complainant, or where it seems appropriate, the matter should be handled as near the source as possible;
- complaints should both be investigated and, if possible, resolved expeditiously;
- complaints should be dealt with courteously and in a constructive manner; and,
- individuals directly affected by the complaint should have an opportunity to respond.

When informal resolution of concerns is not possible, the conflict resolution process outlined in 301.04, 301.04R1 and 301.04E1 will be utilized. The board, consistent with its board policy-making role, will review the action taken to resolve complaints concerning specific schools, programs or procedures only after the ~~usual~~ channels outlined in the conflict resolution process have been exhausted. Complaints regarding employees or complaints by students will follow the more specific policies 301.04, 403.05 and 504.01, respectively.

When a complaint requiring attention is received by the board or a board member it will be referred to the superintendent. After all of the channels have been exhausted, the complainant may appeal to the board by requesting a place on the board agenda. If the complainant appeals to the board, the appeal shall be in writing, signed and explain the process followed by the complainant prior to the appeal to the board.

However, the board will only directly consider appeals dealing with policies, procedures and programs. Any appeals involving employee issues will be passed on to the board's legal counsel to determine whether district policies and procedures were followed by the administrator in attempting to resolve the conflict.

Cross Reference:
204.12 Public Participation at Board Meetings
301.04 Communication Channels, Complaints, and Conflict Resolution
403.05 Public Complaints about Employees
504.01 Student Due Process Rights
606.03 Objection to Instructional Materials

Approved:
Reviewed: 12-11-2023, 8-11-2025
Revised:

704.06 - INTERNAL CONTROLS

The District will develop and maintain internal control procedures as required by law and in accordance with sound fiscal monitoring practices that will ensure appropriate oversight of state and federal funds. The following internal control procedures will be utilized for all federal grants:

Generally: If the District receives federal awards, grants, or other funds, the District will:

1. Establish and maintain effective internal control over the federal award that provides reasonable assurance that the District manages the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. The District will endeavor to develop and align these internal controls consistent with the "Standards for Internal Control in the Federal Government" issued by the Comptroller General of the United States or the "Internal Control Integrated Framework" issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO);

2. Comply with the U.S. Constitution, federal statutes, regulations, and the terms and conditions of the federal award;

3. Evaluate and monitor the District's compliance with statutes, regulations and the terms and conditions of federal award;

4. Take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; and

5. Take reasonable cybersecurity and other measures to safeguard protected personally identifiable information and other information the federal awarding agency, or pass-through entity, designates as "sensitive" or the District considers sensitive, consistent with applicable federal, state, and local laws regarding privacy and responsibility over confidentiality.

Legal Reference: 2 C.F.R. § 200.303.

Management requirements: The District will manage equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until the District disposes of such equipment. The District will, as a minimum, meet the following requirements:

1. Maintain property records of the equipment (including equipment description, serial number or other identification number, source of funding, acquisition date, and the like);
2. Maintain a physical inventory procedure, with an inventory occurring at a minimum of every two (2) years;

3. Implement a control system to ensure safeguards for preventing property loss, damage, or theft;
4. Implement adequate maintenance procedures for the equipment; and
5. Implement sales and disposition procedures for the equipment to ensure the highest possible return.

All equipment, whether acquired in whole or in part under a federal award, with a current fair market value of $10,000 or less (per unit) may be retained, sold, or otherwise disposed of in accordance with the Board's Sale and Disposal of Property Policy.

All equipment, whether acquired in whole or in part under a federal award, with a current fair market value in excess of $10,000 (per unit), may only be sold or otherwise disposed of in accordance with the provisions of 2 C.F.R. § 200.313(e)(2)-(3).

Legal Reference: 2 C.F.R. §§ 200.313 & 200.303.

Procurement: The District will use its own documented procurement procedures which reflect applicable State, local, and tribal laws and regulations, provided that the procurements conform to applicable federal law and the requirement standards imposed by law, including:

1) A procedure for micro-purchases (Under $10,000);
2) A procedure for simplified acquisition thresholds (between $10,000 to $250,000);
3) A procedure for sealed bids (over $250,000);
4) A procedure for competitive proposals (with an explanation for why sealed bids were not accepted if over $250,000); and
5) A procedure for noncompetitive bids.

Legal Reference: 2 C.F.R. §§ 200.317 through 200.326.
Cross-Reference: Policies 3130 & 3131.

Contract Terms: All contracts funded (in whole or in part) by federal funds and/or federal awards must contain the following terms or, via this Policy, the following terms are required and incorporated into any such contracts:

1. An assurance that minority business enterprises and labor surplus area firms are used, when possible;
2. An Anti-Lobbying clause for all contracts, including an Anti-Lobbying Certification, for contracts exceeding $100,000;
3. A Suspension and Debarment clause;
4. A provision for termination for cause and for convenience, including the manner by which it will be affected and the basis for settlement;
5. A clause that addresses administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and a provision for sanctions and penalties;

6. For contracts in excess of $150,000, a clause addressing the Clean Air Act and the Federal Water Pollution Control Act;
7. A provision maintaining contract oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders;
8. A provision addressing the District's conflict of interest policies; and
9. A requirement that the contractor maintains records related to the contracted work.

Legal Reference: 2 CFR § 200.319(d); 2 CFR § 200.321; 2 CFR § 200, Appendix II(I); 2 CFR § 200, Appendix II(H); 2 CFR § 200, Appendix II(B); 2 CFR § 200, Appendix II(A); 2 CFR § 200, Appendix II(G); 2 CFR § 200.318(b); 2 CFR § 200.318(c)(1); 2 CFR § 200.318(i); 2 CFR § 200.324(a); 2 CFR § 200.324(b).

Federal Interest Reporting: The District will follow the required federal interest reporting and recording requirements, if applicable, for any real property or improvement interest financed, in whole or in part, with federal funds.

Legal Reference: 2 CFR §§ 200.310-200.313.

Record Retention: Financial records, supporting documents, statistical records, and all other related records pertinent to a federal award will be retained for a period of three (3) years from the date of submission of the final expenditure report or, for federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the federal awarding agency or pass-through entity in the case of a sub-recipient, or as otherwise specified by the federal award or federal law.

For all other records, the District will retain such records for the length of time as required by law.

Legal Reference: 2 C.F.R. § 200.333, 2 C.F.R. § 200.34 & 34 C.F.R. § 81.31.

Suspension and Debarment: The District will not contract with any entity or individual who has been debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities. Before entering into a contract regarding a federal award, the District will either: (1) verify that a vendor has not been debarred, suspended or otherwise excluded via SAM.gov, (2) collect a verification from that vendor; or (3) add a clause to the contract with the vendor. The District will maintain a copy of said verification or documentation.

Legal Reference: 2 C.F.R. § 200.213.

Financial Management: The District will maintain financial management systems to account for the federal funds, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award. These records will be sufficient to permit the

District to prepare reports required by general and program-specific terms and conditions and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the federal statutes, regulations, and the terms and conditions of the federal award. The financial management system will provide for the following:

1) Identifying all of the federal awards received and expended and the federal programs under which they were received;
2) Ensuring that accurate, current, and complete disclosure of the financial results of each federal award or program are maintained in accordance with reporting requirements;
3) Maintaining records and documentation that sufficiently identify the amount, source, and expenditure of funds for federally funded activities;
4) Ensuring effective controls over accountability and safeguards for all funds, property, and other assets;
5) Comparing actual expenditures with budget amounts for each federal award;
6) Ensuring payments of federal funds are made in accordance with applicable law, including 2 CFR § 200.305; and
7) Determining the allowability of costs in accordance with applicable law and the conditions of the federal award.

Legal Reference: 2 C.F.R. § 200.302.

Program Income: The District will consult with the federal awarding agency and refer to the applicable law and federal program terms and conditions to determine how to account for, deduct and otherwise handle income from federal programs.

Legal Reference: 2 C.F.R. § 200.307.

Cost Sharing or Matching: For all federal awards, any shared costs or matching funds and all contributions, including cash and third party in-kind contributions, must be accepted as part of the District's cost sharing or matching, when such contributions meet all of the following criteria:

1. Are verifiable from the District's records;
2. Are not included as contributions for any other federal award;
3. Are necessary and reasonable for accomplishment of project or program objectives;
4. Are allowable under the applicable Cost Principles requirements;
5. Are not paid by the Federal Government under another federal award, except where the federal statute authorizing a program specifically provides that federal funds made available for such program can be applied to matching or cost sharing requirements of other federal programs;
6. Are provided for in the approved budget when required by the federal awarding agency; and
7. Conform to other provisions of the law or terms and conditions of the federal award, as applicable.

Legal Reference: 2 C.F.R. § 200.306.

Compensation: Compensation for personal services includes all remuneration for services of employees rendered during the period of performance under the federal award, including, but not limited to wages, salaries, and fringe benefits. Costs of compensation may be allowable under federal law and the federal grant to the extent that they satisfy the following requirements:

1. Is reasonable for the services rendered; and
2. Conforms to the established written expectations of the District, as applied consistently to both federal and non-federal activities.

If the District intends to charge compensation to federal awards, such charges will be based on records that accurately reflect the work performed, and will:

1. Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
2. Be incorporated into the official records of the District;
3. Reasonably reflect the total activity for which the employee is compensated by the District, not exceeding 100% of compensated activities;
4. Encompass both federally assisted, and all other activities compensated by the District on an integrated basis, but may include the use of subsidiary records as defined in the District's written procedures;
5. Comply with the established accounting policies and practices of the District; and
6. Differentiate and account for the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one (1) federal award; a federal award and non-federal award; an indirect cost activity and a direct cost activity; two (2) or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.

Any leave and/or fringe benefits charged to a federal award must satisfy all criteria set forth in 2 C.F.R. § 200.431(b) and/or (c).

Budget estimates will generally not be used to support charges to federal awards but may be used for interim accounting purposes.

Legal Reference: 2 C.F.R. §§ 200.430 & 200.431.

Federal Funds for Construction Projects: If the District is granted the authority to use federal funds for a construction project, the District will follow the Davis-Bacon and Related Acts, including the payment of "prevailing wages" to those who work on the job site, as well as the contractor bonding requirements.

Legal Reference: 40 U.S.C. § 3141, et seq; 2 C.F.R. § 200.326.

Capitalization and Depreciation: The District will follow the rules for selected items of cost at 2 C.F.R. Part 200, Subpart E, when charging these specific expenditures to a federal grant. When applicable, District staff will check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, federal, state, or program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those requirements. The following rules of allowability apply to equipment and other capital expenditures:

1. Capital expenditures for general purpose equipment, buildings, and land are unallowable as direct charges, except with the prior written approval of the federal awarding agency or pass-through entity.

2. Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of $10,000 or more have the prior written approval of the federal awarding agency or pass-through entity.

3. Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life are unallowable as a direct cost except with the prior written approval of the federal awarding agency or pass-through entity.

4. Allowability of depreciation on buildings, capital improvements, and equipment shall be in accordance with 2 CFR § 200.436 and 2 CFR § 200.465.

5. When approved as a direct cost by the federal awarding agency or pass-through entity under Sections A - C, capital expenditures will be charged in the period in which the expenditure is incurred, or as otherwise determined appropriate and negotiated with the federal awarding agency.

6. If the District is instructed by the federal awarding agency to otherwise dispose of or transfer the equipment, the costs of such disposal or transfer are allowable.

7. Any depreciation will be computed, charged, and recorded in a manner consistent with federal regulations and any requirements of the federal awarding agency.

Legal Reference: 2 C.F.R. §§200.436 & 200.439.

Conflict of Interest: No District employee, agent, or Board Member with a real or apparent conflict of interest may participate in the selection, award, or administration of a contract supported by or with federal funds. A “conflict of interest” includes, but is not limited to, a financial or other interest in or a tangible personal benefit from federal funds that would directly or indirectly benefit either (1) the employee, agent, or board member; (2) any member of their immediate family; or their spouse or partner, or (3) an organization that employs or is about to employ those individuals. District employees, agents, and Board Members may only accept

gratuities, favors, or anything of monetary value from federally funded contractors in accordance with the District's Conflict of Interest Policy. Any District employee, agent, or Board Member who knowingly violates these terms may be subject to discipline, up to and including termination of employment and/or referral for possible criminal prosecution.

Legal Reference: 2 C.F.R. §§ 200.112 & 200.318.

Unexpected or Extraordinary Circumstances: For all federal awards, if the District does not currently have in place a sufficient policy that addresses extraordinary circumstances, such as those caused by COVID-19, the District may amend or create a policy at a later date in order to put emergency contingencies in place for federal and non-federal similarly situated employees. If the conditions exist for charges to be made to the federal grant, then charges may also be made to any non-federal sources that are used by the District in order to meet a matching requirement. The District will take other steps to comply with federal award requirements in the event of unexpected or extraordinary circumstances.

Legal Reference: 2 C.F.R. § 200, et seq.

Travel Costs: Travel costs (including transportation, lodging, subsistence, and related items) incurred by an employee who travels on official business for a federal award may only be charged to the federal award on an actual cost basis, a per diem or mileage basis, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip. The District will ensure that the method used will be consistent with the method normally allowed in similar circumstances in the District's other travel and Board Policies. Any travel costs charged directly to a federal award must be documented to justify that (1) the individual's participation is necessary for the federal award and (2) the costs are reasonable and consistent with the District's travel costs and expectations. All travel costs must be reasonable and not in excess of what the District typically allows for other travel. All reasonable rates and amounts will be consistent with the rates and amounts established under 5 U.S.C. 5701-11.

Legal Reference: 2 C.F.R. § 200.475

Approved:
Reviewed:
Revised:

STUDENT BOARD REPRESENTATIVE - MONTHLY REPORT TEMPLATE

Student Board Representative
Board of Education Report
Date 10/12/2025

Submitted by:Dakota Horstman

1. Student Activities
    a. Football had a game on Friday against Bridgeport. The Varsity Football record is 6-1.
    b. Cross Country has a meet on Thursday. This is the district meet that determines who makes it to state.
    c. Varsity Volleyball has a game on Tuesday. They had a Varsity Quad on Saturday and won one out of the four games. The Varsity Volleyball record is 12-12.
    d. Parents night is this week for athletes. Fall sports are almost over.

2. Other Pertinent Student Information/Feedback from Students
    a. Students enjoyed Homecoming week, especially the pep rally.
    b. There was a meal held at the park before the football game on Saturday that was well attended and fun.
    c. Everyone is glad that it is the end of the quarter.

3. Progress on Student Board Member Initiative
    a. The first quarter in total went by pretty smoothly, allowing me to make progress on my initiative.
    b. I am trying to get more students involved, an example is getting students to attend and support sporting events.
    c. I want to keep providing help to any student in need.
    d. Staying positive and open-minded will allow me to keep working on my initiative.

Hemingford Public Schools

Administrative Reports to Board of Education

October 13, 2025

Mr. Arneson
HES Enrollment

Preschool	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	Total
21	20	26	21	19	24	41	31	203

- Last Tuesday, I attended our regular PLACES meeting in Scottsbluff. NDE was there doing their assessment roadshow.
    - ACT will be shorter with more time per question
    - Grades 4,7, and 8 will have constructed responses on their NSCAS
- Fire Prevention Day
    - Last week was Fire Prevention Week. The Hemingford Volunteer Fire Department came and talked with PK-3rd grade and let them see the trucks.
- CIP visit
    - Our 5-year CIP visit is coming up at the end of this month. We're beginning to put the finishing touches on our data and presentation for those 2 days. Thanks to our Elementary MTSS committee for all their help; Ms. Jespersen, Mrs. Roland, Mrs. Morava, Mrs. Johnston and Mrs. Gilkerson.
- Bobcat Branch
    - Our Bobcat Branch is up and running for this year. We've got a new crew of 6th graders running the show each Tuesday morning.
- Matt Stetson came to visit
    - Last week Matt Stetson from Crawford came to shadow me for a day. We had great conversations and shared ideas.
- 3rd-grade field trips
    - 3rd Grade attended the Kid Fitness and Nutrition day in Alliance. (This is an annual field trip) They also attempted to go to Agate Fossil Beds, but because of the Federal Government shutdown, they ended up at the Fur Trade Museum instead.
- Homecoming
    - Homecoming was a great time. We had a blast grilling hamburgers!
- CAFE grant

    - Hemingford was selected to help give input to NDE on NSCAS reports. I submitted the names of a few people to help. I'm glad Western Nebraska will be represented.
- NAEP board
    - Last fall, I submitted an application for an open position on the NAEP governing board. (National Assessment of Educational Progress) (Nations Report Card). This last spring, I received notification that I was one of six finalists for the open position. Then, just at the end of September, I was notified that the position was offered to someone else. It's a 2+2 year term, and I'll keep it in mind for down the road.

Mr. Redden
HHS Enrollment

7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Total
33	36	26	28	26	31	180

- We survived Homecoming week without too many disruptions in the schedule thanks to the new Assembly Bell Schedule.
- During Homecoming we had a presentation from Mr. Jay Martin, the NDE School Safety & Security Director. He spoke with students about the dangers of social media, artificial intelligence, and how online algorithms can shape behavior, culture, and even mental health for both teens and adults.
- I attended the annual MTSS conference in Kearney on October 9th and 10th, along with Ms. Davies. It was a very informative couple of days.
- The 2nd quarter started today and there are Parent Teacher conferences on Wednesday.
- We are ramping up for the five year external visit team as part of our School Improvement. I would like to thank Mr. Gomez and Mrs. Jespersen for their work recently on the report that is being prepared and to the high school committee members that have been helping as well with preparations. Those include: Mrs. Davies, Mrs. Raben, Mrs. Gilkerson, and Mrs Johnston.

Mrs. Plog
Special Education Numbers - From SRS (Student Records System) Current as of 10/9/25
(This includes students in the process of being evaluated)

Birth-3
1

Preschool	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	(B-6th) Total
4	5 (+1)	4 (-1)	2	8 (+1)	5	7 (+1)	4 (-1)	40 (+1)

7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	12+ (To age 21)	(7-12+) Total
7	7	3	5	7	3	0	32

Total Enrollment in PowerSchool as of 10/9/25 - 387 - High School 181, Elementary 206
Total Special Education Students - 72 (+1)
Special Education Percentage - 18.6%

State Average- 17% (NDE State Education Profile as of 2023-2024, the most recent data year available)

- Natalie Wood and I have been working hard to gather the information for the Fall Adviser Student Collection. This NDE report compiles data on all students and programs in our school, including Demographics, Calendar, Courses and Sections, Enrollment, Attendance, Discipline, Course Grades, Special Education, Early Childhood, Title I, and HAL. It is a very detailed report, and must be compiled every fall. A huge thank you to Natalie for all her hard work and help on this report!

- Nebraska has an announcement on the Nebraska Education Profile site that the public 2024-2025 NEP data will be available on November 26, 2025. Here is the direct link to the NEP website. You can search and find information on all schools in Nebraska. It has a lot of useful information. https://nep.education.ne.gov/

- I submitted the Indicator 13 - Secondary Transition report on ILCD in the NDE Portal last week, it is due October 16. Kristy and I will start working on SpedFrs next week, it is due October 31. NDE, NASBO, NASES, and ESU #13 have given Zoom presentations in the last month to help schools prepare for SpedFrs, and Kristy and I have both been able to watch these. It is a lot of work, but it gets easier each year.

- Let me know if you have any questions. Thanks so much!!

Your District's Scorecard

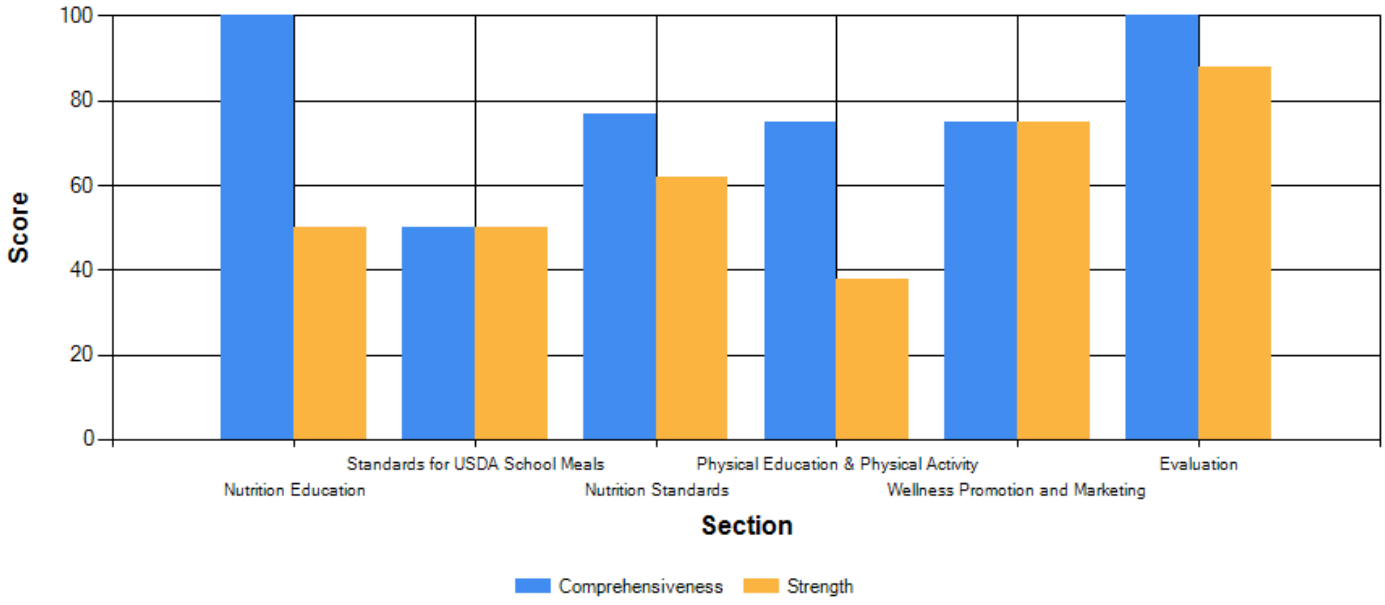
Close window

Congratulations! You have completed the WellSAT. Check out your scorecard below. It contains details of how you scored on each item and section of the assessment. It also provides resources that will help you improve your district's school wellness policy.

Items with a rating of "0" (item not addressed in the policy) or "1" (general or weak statement addressing the item) can be improved by referring to the resource links next to the items. Multiple resources addressing school wellness policy topics are available online. To avoid duplicative information, we have included a small selection, rather than a comprehensive listing.

Version: 3.0

Policy Name: Hemingford Public School



Section 1. Nutrition Education

		Rating
NE1	Includes goals for nutrition education that are designed to promote student wellness.	2
NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	2
NE3	All elementary school students receive sequential and comprehensive nutrition education.	1
NE4	All middle school students receive sequential and comprehensive nutrition education.	1
NE5	All high school students receive sequential and comprehensive nutrition education.	1
NE6	Nutrition education is integrated into other subjects beyond health education	2
NE7	Links nutrition education with the school food environment.	2
NE8	Nutrition education addresses agriculture and the food system.	1

Subtotal for Section 1	**Comprehensiveness Score**: Count the number of items rated as "1"or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	**100**
	Strength Score: Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.	**50**

Click here for Nutrition Education Resources

Section 2. Standards for USDA Child Nutrition Programs and School Meals

		Rating
SM1	Assures compliance with USDA nutrition standards for reimbursable school meals.	**2**
SM2	Addresses access to the USDA School Breakfast Program.	**2**
SM3	District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	**0**
SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	**0**
SM5	Specifies how families are provided information about determining eligibility for free/reduced priced meals.	**0**
SM6	Specifies strategies to increase participation in school meal programs.	**2**
SM7	Addresses the amount of "seat time" students have to eat school meals.	**0**
SM8	Free drinking water is available during meals.	**2**
SM9	Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	**2**
SM10	Addresses purchasing local foods for the school meals program.	**0**
Subtotal for Section 2	**Comprehensiveness Score**: Count the number of items rated as "1"or "2" and divide this number by 10 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	**50**
	Strength Score: Count the number of items rated as "2" and divide this number by 10 (the number of items in this section). Multiply by 100.	**50**

Click here for School Food Resources

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages

Rating

NS1	Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages **sold** to students during the school day.	**2**
NS2	USDA Smart Snack standards are easily accessed in the policy.	**1**
NS3	Regulates food and beverages sold in a la carte.	**2**
NS4	Regulates food and beverages sold in vending machines.	**2**
NS5	Regulates food and beverages sold in school stores.	**2**
NS6	Addresses fundraising with food to be consumed during the school day.	**2**
NS7	Exemptions for infrequent school-sponsored fundraisers with food to be consumed during the school day.	**2**
NS8	Addresses foods and beverages containing caffeine at the high school level.	**0**
NS9	Regulates food and beverages **served** at class parties and other school celebrations in elementary schools.	**1**
NS10	Addresses nutrition standards for all foods and beverages **served** to students **after** the school day, including, before/after care on school grounds, clubs, and after school programming.	**0**
NS11	Addresses nutrition standards for all foods and beverages **sold** to students **after** the school day, including before/after care on school grounds, clubs, and after school programming.	**0**
NS12	Addresses food not being used as a reward.	**2**
NS13	Addresses availability of free drinking water throughout the school day.	**2**
Subtotal for Section 3	**Comprehensiveness Score**: Count the number of items rated as "1"or "2" and divide this number by 13 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	**77**
	Strength Score: Count the number of items rated as "2" and divide this number by 13 (the number of items in this section). Multiply by 100.	**62**

Click here for Nutrition Standards Resources

Section 4. Physical Education and Physical Activity

		Rating
PEPA1	There is a written physical education curriculum for grades K-12.	**2**
PEPA2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	**2**
PEPA3	Physical education promotes a physically active lifestyle.	**2**
PEPA4	Addresses time per week of physical education instruction for all elementary school students.	**1**

PEPA5	Addresses time per week of physical education instruction for all middle school students.	**1**
PEPA6	Addresses time per week of physical education instruction for all high school students.	**1**
PEPA7	Addresses qualifications for physical education teachers for grades K-12.	**0**
PEPA8	Addresses providing physical education training for physical education teachers.	**0**
PEPA9	Addresses physical education exemption requirements for all students.	**0**
PEPA10	Addresses physical education substitution for all students.	**0**
PEPA11	Addresses family and community engagement in physical activity opportunities at all schools.	**1**
PEPA12	Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	**2**
PEPA13	Addresses recess for all elementary school students.	**2**
PEPA14	Addresses physical activity breaks during school.	**1**
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.	**1**
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	**2**
Subtotal for Section 4	**Comprehensiveness Score**: Count the number of items rated as "1"or "2" and divide this number by 16 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	**75**
	Strength Score: Count the number of items rated as "2" and divide this number by 16 (the number of items in this section). Multiply by 100.	**38**

Click here for Resources on Physical Activity in Schools

Section 5. Wellness Promotion and Marketing

		Rating
WPM1	Encourages staff to model healthy eating and physical activity behaviors.	**2**
WPM2	Addresses strategies to support employee wellness.	**2**
WPM3	Addresses using physical activity as a reward.	**0**
WPM4	Addresses physical activity not being used as a punishment.	**0**
WPM5	Addresses physical activity not being withheld as a punishment.	**2**

WPM6	Specifies marketing to promote healthy food and beverage choices.	**2**
WPM7	Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	**2**
WPM8	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).	**2**
WPM9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	**2**
WPM10	Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers).	**2**
WPM11	Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system).	**2**
WPM12	Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products, such as Box Tops for Education).	**0**
Subtotal for Section 5	**Comprehensiveness Score**: Count the number of items rated as "1"or "2" and divide this number by 12 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	**75**
	Strength Score: Count the number of items rated as "2" and divide this number by 12 (the number of items in this section). Multiply by 100.	**75**

Click here for Wellness Promotion and Marketing Resources

Section 6. Implementation, Evaluation & Communication

		Rating
IEC1	Addresses the establishment of an ongoing district wellness committee.	**2**
IEC2	Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy.	**2**
IEC3	Identifies the officials responsible for the implementation and compliance of the local wellness policy.	**2**
IEC4	Addresses making the wellness policy available to the public.	**2**
IEC5	Addresses the assessment of district implementation of the local wellness policy at least once every three years.	**2**
IEC6	Triennial assessment results will be made available to the public and will include:	**2**
IEC7	Addresses a plan for updating policy based on results of the triennial assessment.	**2**
IEC8	Addresses the establishment of an ongoing school building level wellness committee.	**1**

Subtotal for Section 6	**Comprehensiveness Score**: Count the number of items rated as "1"or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	**100**
	Strength Score: Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.	**88**

Click here for Resources for Wellness Policy Development, Implementation and Evaluation

Overall District Policy Score

Total Comprehensiveness Add the comprehensiveness scores for each of the six sections above and divide this number by 6.	**District Score 80**
Total Strength Add the strength scores for each of the six sections above and divide this number by 6.	**District Score 61**

Federal Requirement Farm to School CSPAP

Superintendent's Report

October 13, 2025

Mission/Vision/Goals

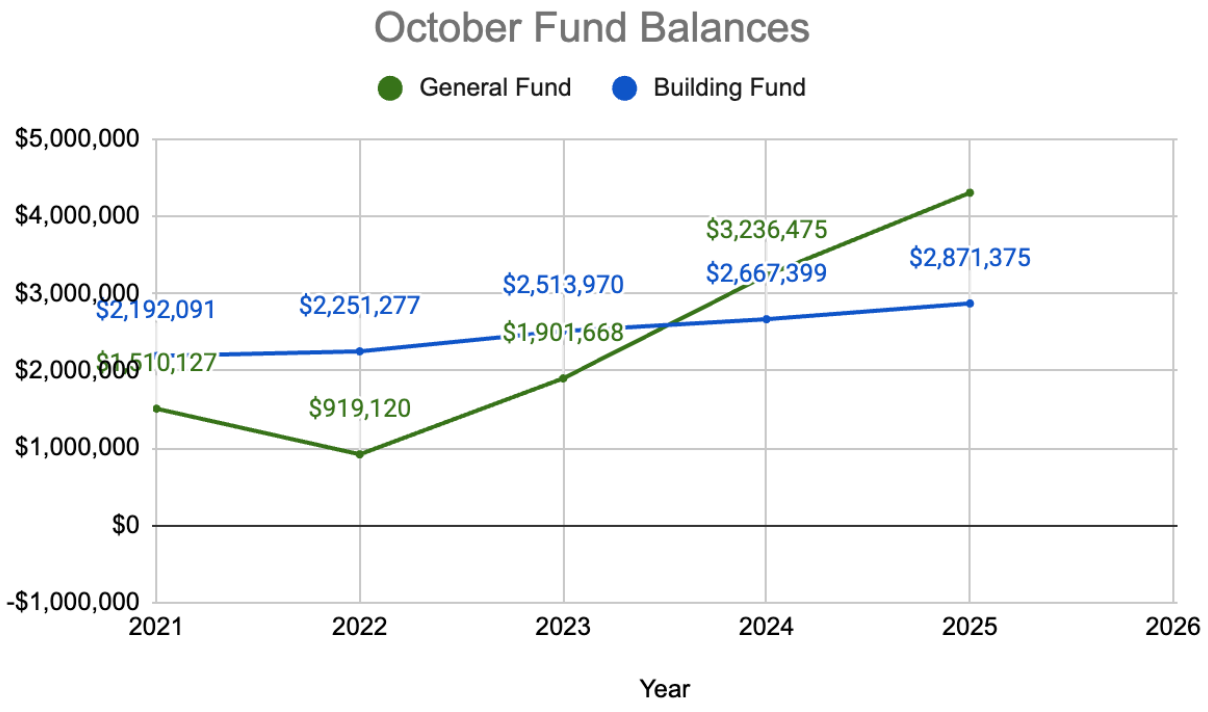
- We are scheduled to host a school improvement visit in late October. There will be an opportunity for board members to meet with the visitation team at 5:00 PM on October 28th at South Campus. The MTSS/School Improvement team will be working to finalize details for the visiting team over the next couple of weeks.

Policy

- The policy manual has been updated as of October 1, 2025, and the changes from the September 15, 2025, board meeting have been incorporated.
- I am attaching the WellSAT report, which was part of the most recent triennial assessment of our wellness policy. I anticipate that NDE will provide information about statewide plans for the next triennial assessment in the near future.
- I plan to continue to work through the list of policy ideas shared by the board. I anticipate a few additional policy proposals for the board's consideration at the November meeting.

Budget Planning and Management

- I would like to commend Kristy Hanks for her attendance at the Labor Relations Conference and for her ongoing work with the auditors as they work toward completing our audit. I anticipate a presentation to the board by a representative of Casey-Peterson at the November meeting (pending final confirmation).
- Financial Data is current on the Strategic Dashboard Indicators Page. Here is the monthly fund balance trend report for the General Fund and Building Fund:



Educational Leadership

- Our principals and director of instructional services have been implementing instructional walkthroughs with an updated and expanded focus on student ownership of learning. This is a continuation of the work done in collaboration with Dr. Julie Downing.
- I would like to commend Mr. Gomez and Ms. Jespersen for their work along with the rest of the MTSS/School Improvement Team in preparing for the upcoming visitation.

Organizational and Cultural Leadership

- I would like to commend our student body and our staff on the great school spirit this year. It is great to see our students supporting one another in their various activities.
- I am planning to spend some time over the next couple of weeks learning more about planning and delivery of our custodial services (specifically the day-to-day responsibilities of the head custodian) to assess how to proceed with our various facilities services.

Professional Leadership

- I would like to commend Mrs. Neefe for her leadership with FCS Teachers in the state. Mrs. Neefe is planning to attend an upcoming national conference as part of her ongoing professional development and leader in her field.
- I would like to commend Mr. Arneson for his ongoing leadership at the state level with the Nebraska State Association of Elementary School Principals.

Community Relations

- I had the opportunity to attend a meeting at PPHD today regarding strategies to increase housing available in the community. I anticipate continued conversations in the community regarding potential strategies to increase available housing.

Board-Superintendent Relations

- Justin Ansley, Blanche Randolph, and Trish Schumacher are registered for the State Education Conference, with Blanche registered as the delegate for the representative assembly.
- Collective bargaining with the Hemingford Education Association will need to begin prior to November 1. The first meeting is scheduled for October 21st.
- Please note that the superintendent's evaluation will be conducted this coming month. Please look for an email from Katie Corfield on or about October 20th.

Strategic Plan (Highlights)

- Reporting order on these Principles is based on the Prioritization Summary:
    - **Guiding Principle III: Student and Staff Well-Being**
        - We are scheduled to host the Western Nebraska School Mental Health Conference on Monday, October 12, 2026. I appreciate the efforts of the calendar committee to select a date for the event.
        - Mr. Redden, Mrs. Johnston, and Mrs. Gilkerson attended the 2025 conference. I appreciate them taking the time to prioritize attendance during the busy fall semester.

        - Mr. Jay Martin presented to students in grades 5-12 (and interested parents/community members) on September 23rd regarding digital safety and security.
        - Here is the next item in our series of presentations to our students:
            - We are working to schedule Mr. Dean Jacobs to present to elementary students on the topic of dreaming big and making the world a better place in February.
    - **Guiding Principle I: Student-Centered Learning**
        - Mrs. Raben attended training in Omaha regarding Advanced Placement (AP) courses. I anticipate a presentation and proposal to the Board in November or December for consideration of adding AP options to our academic catalog.
        - Principals have completed the instructional materials data collection. This is an annual report to NDE that provides information about the various curricular programs in use within the school district. This report help inform decisions made by NDE and ESUs for planning support for school districts.
    - **Guiding Principle IV: Communication and Engagement**
        - Remind Conversations and Messages this past month: 49,927
        - We are looking forward to Parent Conferences on Wednesday. We hope to have strong attendance that day.
        - The CSC Scholastics Day competition is Wednesday, October 15th. We have 16 students that are attending, even though it is a non-school day. I appreciate the commitment of our staff and students to academic performance.
    - **Guiding Principal II: Personnel Effectiveness**
        - Teacher goals have been filed with the principals and incorporated into walkthrough. Early teacher evaluations are in progress for the first semester.
        - I would like to commend our staff on a strong start to the school year in their leadership of student academics and activities.
    - **Guiding Principal V: District Resources**
        - Insurance-covered replacement of the elementary school roofhas been completed.
        - We will need to monitor and consider replacement of the roof over the high school.
        - I am looking forward to our work session on October 20th as we consider strategies to move forward on needed facilities improvements.

Planned Professional Travel

- State Education Conference - Omaha - November
- 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 6 ½ days of PTO leave. (July 9, 10, 11, 17, 18, 21, and 28 ½) The current balance is 34 days.

Hemingford Public School District # 10 Policy Review Schedule : Revised September 2025

September 2025	section 100 : 100 - 104.01 end	8 policies total
October 2025	section 200 : 200.00 - 204.01	25 policies total
November 2025	section 200 : 204.02 - 206.05 end	25 policies total
December 2025	section 300 : In full	27 policies total
January 2026	section 400 : 400 - 403.07	27 policies total
February 2026	section 400 : 403.08 - 406.09	27 policies total
March 2026	section 400 : 406.50 - 411.53	27 policies total
April 2026	section 400 : 412.01 - 415.50 end	28 policies total
May 2026	section 500 : 500 - 504.04	26 policies total
June 2026	section 500 : 504.04R1 - 504.23	26 policies total
July 2026	section 500 : 504.24 - 508.01	26 policies total
August 2026	section 500 : 508.01E1 - 50801E4_ end	25 policies total
September 2026	section 600 : 600 - 605.06	27 policies total
October 2026	section 600 : 605.07 - 610.02	26 policies total
November 2026	section 600 : 611.01 - 612.17 end	26 policies total
December 2026	section 700 : 700 - 705.02	18 policies total
January 2027	section 700 : 705.03 - 716.00 end	18 policies total
February 2027	section 800 : In full	27 policies total
March 2027	section 900 : In full	26 policies total
April 2027	section 1000 : In full	23 policies total